



RedWhitepress

Contents lists available at [Journal Redwhitepress](http://journal.redwhitepress.com)

Journal of Educational and Learning Studies

ISSN: 2655-2760 (Print) ISSN: 2655-2779 (Electronic)

Journal homepage: <http://journal.redwhitepress.com/index.php/jles>



The Contribution of Parents Attention to Student Achievement Motivation

Nofrizal¹, Herman Nirwana¹, Alizamar¹

¹Universitas Negeri Padang

Article Info

Article history:

Received Jun 12th, 201x

Revised Aug 20th, 201x

Accepted Aug 26th, 201x

Keyword:

Parents Attention
Achievement Motivation
Counselor roles

ABSTRACT

The low student achievement motivation is something that must be considered. Parents attention became one of the factors that can influence student achievement motivation. The purpose of this study to describe the contribution of parent attention to student's achievement motivation in SMK Muhammadiyah 1 Padang. This research uses regression analysis. In the research took the sample of 233 students by using purposive sampling technique. It was used instrument "Wira Solina Parents Attention Scale" with reliability value is 0.888, and "Achievement Motivation Scale" with reliability value is 0.885. The results of research showed that: (1) Parents attention (Mother) in the high category; (2) Parents attention (Father) in the medium category; (3) student achievement motivation in the medium category; (4) the contribution of parents attention (mother) to the achievement motivation is 14.4%; (5) the contribution of the parents attention (father) to the achievement motivation is 12.9%; and (6) the contribution of parents attention (Mother and Father) to the achievement motivation are 15.6%. The results of research showed that parents' attention (mother and father) need to improved student achievement motivation, so it can be recommended by counselor teacher to give guidance and counseling services in the school and involved their parents to improve student achievement motivation.



© 2020 The Authors. Published by Redwhitepress.

This is an open access article under the CC BY-NC-SA license

(<https://creativecommons.org/licenses/by-nc-sa/4.0/>)

Corresponding Author:

Nofrizal,
Universitas Negeri Padang
Email: nofrizal2423@gmail.com

Introduction

Adolescence is a period of transition from childhood into adulthood (Santrock, 2010). Teenagers are individuals who experience rapid growth in the intellectual aspect. Changes in the intellectual aspects of adolescent allow individuals to be able to integrate themselves into society and be able to highlight the characteristics possessed himself (Ali & Asrori, 2011). At this time, adolescents begin to think towards the achievement of an accomplishment in life to support future career or job later (Falentini, Taufik, & Mudjiran, 2013). Education today aims to develop all the potential of the students optimally, so that they can make qualified students, students who have competitiveness in global life and take a role in the development of various aspects of life in the future (Febriani, Joseph, & Iswari, 2016; Chandra & Suarja, 2017). In achieving future success, individuals must have a high achievement motivation (McClelland, 1987).

Motivation is something that underlie to encourage individual behavior towards a particular goal (Alizamar, 2016;Guay et al., 2010). Achievement motivation is the power of consistent struggle of the individual to achieve success with certain standards (Sarangi, 2015). Achievement motivation is one of the requirements for success in life (Payyanatt & Manichander, 2012). Moreover, achievement motivation had

influence in achieving student success to achieve the standard of excellence in the learning process (Fitria, Marsidin, & Nirwana, 2014) and the success of student learning in school (Endriani, 2016). For that students must have a high achievement motivation. This is because, the low achievement motivation lead to low quality of human resources in Indonesia.

In general, students in school tends to run into problems that indicate the level of low achievement motivation (Taiyeb, Bahri, & Razak, 2012). The results of the study in Nigeria showed 28.19% have a low level of achievement motivation (Adegboyega, 2017). In India also showed 69% of low academic achievement motivation (Prajina, 2016). In Indonesia also shows SMK student achievement motivation in the low category with the percentage of 21.31% (Febriana, 2017) and is in the category enough with the percentage of 76.27% (Dianto, Gistituati, & Mudjiran 2017). Some results of these studies indicate that student achievement motivation is still relatively quite low. According to Fernald & Fernald (1999) factors that affect achievement motivation is family and cultural influences (family and cultur influences). Furthermore, Morgan also reveal the factors that affect achievement motivation, namely: the environment and child care practices (Ratih Retnowati, Fatchan, & Komang Astina, 2016).

Family environment is informal education institutions as an educational environment is first and foremost for children, in this case the parents have an influence on the learning achievement of children in school (Hountenville & Conway, 2007). Parents are the decisive factor of academic achievement and also can improve student achievement motivation (Moshahid & Vadakkayil, 2016). Monitoring carried out on children parents can be done by giving attention to the child's school activities (Novrialdy, 2019). One of the factors that affect student achievement motivation, namely the of parent's attention (Mother and Father) of the child's learning activities. The success of learning in schools is determined by internal and external factors. External factors include a family environment such as how parents educate children; home atmosphere; understanding parents; the properties of the parent (Sefni, Syahniar, & Alizamar, 2017). One of the factors that affect student achievement motivation, namely the of parent's attention (Mother and Father) of the child in school and learning activities.

Based on the phenomenon that occurs in SMK Muhammadiyah 1 Padang, researchers observe that the students who have low achievement motivation. It is seen frequently truant students in the learning process, students tend to not do the work on time and the student easy to give up do it at the level of medium and difficult levels. Parents attention in SMK Muhammadiyah 1 Padang indicates less can be assessed properly. This is demonstrated when the semester report card acceptance only some parents come to school to pick up his report card, then when the BK teachers call parents to come to school to talk about the development of children there are some parents who do not care. From the phenomenon, researches feel worry about the level student achievement motivation in the school and need to careful and investigate continued. Based on the foregoing, I am interested to see how the contribution of parent's attention (Mother and Father) on student achievement motivation. Furthermore, the results of this study can be the basis for providing guidance and counseling to students.

Method

This research do by used quantitative descriptive approach (Kothari, 2004). it also carried out a simple linear regression analysis and multiple regression analysis aimed to determine how big contribution of variable of parent's attention mother and parents attention father to student achievement motivation. The population of this study were students of SMK Muhammadiyah 1 Padang enrolled in the academic year 2019/2020 as many as 550 students; the research took the sample of 233 student by Slovin formula and next by using puepossive sampling, its mean student who has intact parents (mother and father). This research do directy to student by administration "Parents Attention Scale (Mother and Father)" separately between mother attention and father attention and "Achievement Motivation Scale" to describe the instruction of instrument admission to student.

Table 1. The sample of research (n = 233 student of SMK Muhammadiyah 1 Padang).

Class	Department	Gender		Total
		Male	Female	
X	TITL	17	1	18
	TPM	22	-	22
	TSM	12	-	12
	TKR	25	-	25
	TKJ	15	3	18
XII	TITL 1	12	-	12
	TITL 2	17	3	20
	TSM 1	20	-	20
	TSM 2	24	-	24
	TPM	17	-	17
	TKJ	20	5	25
	TKR	20	-	20
Total		221	12	233

The research used instrument by "Wira Solina Parents Attention Scale" and "Achievement Motivation Scale". The instrument in the research using likert scale model that consist of four alternative answer are: always; often; seldom; and rarest. The analysis of instrument validity test using product moment correlation formula. The reliability of the instrument using alpha cronbach formula. "Wira Solina Parents Attention Scale" with the reliability value of 0.888 and "Achievement Motivation Scale" with the reliability value of 0.885. Data were analyzed by using descriptive test, simple regression and multiple regression. The data of research its manner by using statistics product and service solution (SPSS) of 20.00. The technique of simple regression analysis that uses to seen the contribution of parent's attention (Mother) to achievement motivation, the contribution of parents attention (Father) to achievement motivation and the contribution of parents attention (Mother) and parents attention (Father) in together to achievement motivation.

Results and Discussions

Parents attention (Mother and Father)

Base on the result of data analysis be related to level of parent attention (Mother) student at SMK Muhammadiyah 1 Padang, as follow.

Tabel 2. Parent attention (Mother) at SMK Muhammadiyah 1 Padang

Interval	Categories	F	%
≥ 85	Very high	34	15
70 – 84	High	105	45
55 – 69	Moderate	70	30
40 – 54	Low	19	8
≤ 39	Very low	5	2
Total		233	100

Based on table 2, in the general the data of parent attention (Mother) students are in the category of "high" with a percentage score of 45%. This means that on average the of parents attention (Mother) in the high category. Mothers can provide positive reinforcement to control the child's behavior (Herbert et al., 1973 a). Mother attention to child that show by means of support in emosional (Stussi, Ferrero, Pourtois, & Sander, 2019). It can illustrate the importance attention of mother's to the child's development.

Base on the result of data analysis be related to level of parent attention (Father) student at SMK Muhammadiyah 1 padang, as follow.

Tabel 3. Parent attention (Father) at SMK Muhammadiyah 1 Padang.

Interval	Categories	F	%
≥ 85	Very high	20	8,6
70 – 84	High	84	36,05
55 – 69	Moderate	87	37,33
40 – 54	Low	35	15,02
≤ 39	Very low	7	3
Total		233	100

Based on table 3, the data of parents attention (Father) students in general are in the category of "medium" with a percentage score of 37.3%. This means that on average the of parents attention (Father) in the medium category. The attention of fathers are more often in the form of disciplining a child (Gauthier & DeGusti, 2012). Father attention to child that show by means of support in materialistic fulfillment (Stussi, Ferrero, Pourtois, & Sander, 2019). Father is one of figure has a role in the family the one who influential to development and success of child education.

The study's findings are supported by the results of research Febriany & Yusri (2013) that parental attention is still lacking and needs to be improved. The involvement of parents in giving attention to the child plays an important role for the progress the education of children in the school (Driessen, Smit, and Slegers, 2005).

Student achievement motivation

Base on data analysis result be related student achievement motivation at SMK Muhammadiyah 1 Padang, as follow.

Tabel 4. Student achievement motivation at SMK Muhammadiyah 1 Padang.

Interval	Categories	F	%
≥ 125	Very high	20	8,6
103 – 124	High	95	40,8
81 – 102	Moderate	109	46,8
59 – 80	Low	7	3
≤ 58	Very low	2	0,8
Total		233	100

Based on table 4, overall student achievement motivation in the category "medium" with a percentage score of 46.8%. student achievement motivation gained from all aspects of achievement motivation are responsibility, need the feedback and innovative. The study's findings are supported by the results of research Rahmawati, Mudjiran, and Yusri (2017) that motivation of student achievement in the medium category the result of this research shows motivation of student achievement also in the medium category, that need to improved motivation of student achievement who medium as of motivation of student achievement go places.. Students who have high achievement motivation will be more motivated to do the task as quickly as possible (Stussi, Ferrero, Pourtois, & Sander, 2019). The achievement motivation becomes an important thing, because as the impetus that drives students to achieve success, strive for excellence from others and able to overcome all obstacles that hinder the process of achieving goals (Rumaini, 2006).

Contributions of parent's attention (Mother and Father) to student achievement motivation

The results of the analysis of the contribution of parental attention (Mother) to student achievement motivation can be seen in Table 5.

Table 5. The results of a simple regression analysis and significance test X1 to Y

Model	R	R Square	Sig.
X1-Y	0.380	0.144	0.000

In Table 5 can be see the results of the regression coefficient test showed that the value of r of parents attention (Mother) to student achievement motivation for 0380; with R Square of 0144. This means that the of parents attention (Mother) accounted for 14.4% of student achievement motivation. Mother is very influential to the success of children in school learning (Sarafuddin & Jumanto, 2016). Mothers should always pay attention to their children since the early (Gade, 2012). The involvement of the mother is very important to the growth and development of children (Mallars, Charles, Neupert, & Almeida, 2010). The involvement of the mother against her son's life like giving attention to the child's learning process to develop the intellectual abilities of children (Mauna & Prameswari, 2019). The mother's attention is directly related to the educational success of children in the future (Flouri & Buchanan, 2004).

The results of the analysis of the contribution of parents attention (Father) to student achievement motivation can be seen in table 6.

Table 6. Results of simple regression analysis and significance test X2 to Y

Model	R	R Square	Sig.
X2-Y	0.360	0.129	0.000

In table 6 can be see the results of the regression coefficient test showed that the value of r of parent's attention (Father) to the achievement motivation of students for 0360; with R Square of 0.131. This means that the of parent's attention (Father) accounted for 12.9% of student achievement motivation. Father figure capable of providing leadership example to the children, so that children become independent and disciplined person (Parmanti & Purnamasari, 2015), The involvement of fathers in child rearing, to give attention in her life (Finley & Schwartz, 2004). Father gives contributon to the stage of development of their children, children who received care from the father will be able to achieve good academic achievement in school (Hidayati, Kaleoti, & karyono, 2011). A father very important role in motivating children to improve learning achievement of children (Astriani, 2019).

The results of the analysis of the contribution the of parent's attention (mother and father) together toward tostudent achievement motivation can be seen in Table 7.

Table 7. The results of multiple regression analysis and significance test X1 and X2 to Y

Model	R	R Square	Sig.
X2 X1 -Y	0.395	0.156	0.000

In Table 7 can be see the results of multiple regression coefficients showed that the value of r of parents attention (Mother and Father) together toward to student achievement motivation for 0395, with a value of R square (R2) of 0.156. This means, the of parent's attention (Mother) and the of parents attention (Father) together accounted for 15.6% of student achievement motivation. Research result Tsui (2005) who explained that high parental concern for children's education can improve the academic achievement of children in school. students require more attention from parents that children are motivated to learn and achieve better (Elmirawatai, Daharnis, & Syahnar, 2013; Thoha & Wulandari, 2016).

The family has an important role in their children's education, parents' attitude that cares for the child can make a child excel in education (Adeyami, Moradeyo, and Semiu Babatunde, 2014). The child's behavior can be influenced by the attention of both parents (Mother and Father) (Syakarofath & Subandi, 2019). Father and mother can show warmth and protection in a different way, a mother shows through emotional support, while the father through instrumental support children's learning in the form of facilities (Stussi et al., 2019). The higher the parents' attention, the lower the child's deviate behavior (Herbert et al., 1973b). Parents are an important factor in influencing the academic achievement of students in schools (Hayakawa, Englund, Richter, & Reynolds, 2016).

The research conducted Stewart (2007) show discussion of positive parent-child play an important role to improve student achievement. The superiority of being a parent is responsible for guiding the child and receive the child (Fox, 2008). The importance of parent involvement on student achievement and the quality of student in the school (Epstein, 2005). Parental factors significantly associated with achievement motivation in school children (Mansour & Martin, 2009).

Different roles of mothers and fathers (Safyer, Volling, Schultheiss, & Tolman, 2018). Mother and father involvement in the school activities have influential to academic performance of child (Masud et al., 2019). The parents need to be involved in giving attention to the needs of children with learning resources and oversee the child's learning progress (Shunc, Pintich, & Mecee 2008). Parental involvement in children's learning activities will make children more motivated to excel in school (Cheung & Pomerantz, 2012). Parents attention positive effect on academic achievement and student responsibility to the task (Greenwood & Hickman, 1991). Parents attention in children's education contribute in learning and the child achievement in the school (Hoover-Dempsey & Sandler, 1997). Parental attention was give to learning activity of child in the house have mean and a very important influence (Dwija, 2008).

Parents attention play an important role in the learning process of students in the school (Hasgimianti, Nirwana, & Daharnis, 2017). The special attention was gave by parents to child the important strategy to progress the child education (Driessen et al., 2005). Parents attention of children play a role in school life (Biber, Kayaş, Kopuk, & Dağdeviren, 2019). Students who have high achievement motivation they will understand the future depends on their own (Suárez-Álvarez, Campillo-Álvarez, Fonseca-Pedrero, García-

Cueto, & Muñiz, 2013). Achievement motivation lead students to success and avoid failure in the future (Tanaka & Yamauchi, 2001). Students who have high achievement motivation will strive to achieve success and avoid failure, until the success in the school and the future, need to make communication and good cooperation between the school, parents and students to work to improve student achievement motivation.

The BK teachers provide guidance and counseling services to students in the school to prevent problems related to low and declining student achievement motivation (Utomo, Atmoko, & Hitipeuw, 2018). Guidance and Counseling services activities is one aspect of the educational unit that aims to help students to achieve optimal development. BK teacher is responsible for providing guidance and counseling services to improve student achievement motivation. BK teachers can collaborate with parents, students, teachers and support staff to focus on maximum student achievement (Biber et al., 2019; Glading, 2012; Livingstone & Helsper 2008; Rosen, Cheever, and Carrier, 2008). BK teachers as the main component of the collaborative should be able to assist the school in providing an understanding to parents with regard to responsibility towards their children's education (Schmidt, 2003). Family environment of concern in guidance and counseling services, because the family environment, especially parents environments are extremely important for the development of their children, the family environment is the social environment and education first and foremost a great influence on the formation of children's personality to life in the future (Afdal, 2015). It is important for BK teachers and parents cooperate in monitoring and giving attention to the development of children in school.

Conclusions

Motivation of achievement is phenomenon in student self that influential of some factors. The next phenomenon of low student achievement motivation will influence the academic achievement student at school. In general, it can be concluded that the attention of parents (Mother and Father) contribute to student achievement motivation. That is, the higher the concern of parent's attention (Mother and Father), the higher the student achievement motivation. Parents attention (Mother) contribution of 14.4% to student achievement motivation; the contribution of parent's attention (Father) to student achievement motivation of 12.9%; and the contribution of parents attention (Mother and Father) together toward to student achievement motivation of 15.6%. Based on this research, student achievement motivation in medium category. Efforts to improve student achievement motivation by improve parental attention; mother attention and father attention.

References

- Adegboyega, L. O. (2017). Influence of achievement motivation on Nigerian undergraduates' attitude towards examination. *International Journal of Instruction*, 11(1), 77–88. <https://doi.org/10.12973/iji.2018.1116a>
- Adeyami, Moradeyo, A., & Semiu Babatunde, A. (2014). Personal factors as predictors of students academic achievement in colleges of education in South Western Nigeria. *Educational Research and Reviews*, 9(4), 97–109. <https://doi.org/10.5897/err2014.1708>
- Afdal, A. (2015). Kolaboratif: kerangka kerja konselor masa depan. *Jurnal Konseling dan Pendidikan*, 3(2), 1-7. <https://doi.org/10.29210/12400>
- Ali, M., & Asrori, M. (2011). *Psikologi remaja*. Jakarta: PT Bumi Aksara.
- Alizamar. (2016). *Teori belajar & pembelajaran; implementasi dalam bimbingan kelompok belajar di Perguruan Tinggi*. Yogyakarta: Media Akademi.
- Astriani, N. (2019). Pengaruh ibu bekerja dan peran ayah terhadap prestasi belajar anak. *Jurnal Pendidikan Luar Sekolah*, 13(1), 44–51. <https://doi.org/10.32832/jpls.v13i1.2778>
- Biber, K., Kayış, A. N., Kopuk, M., & Dağdeviren, Ş. (2019). The Effect of parents' attention on the technology usage of children between the ages of four and six. *Asian Journal of Education and Training*, 5(3), 473–481. <https://doi.org/10.20448/journal.522.2019.53.473.481>
- Chandra, Y., & Suarja, S. (2017). Tingkat aspirasi karir siswa di tinjau dari jenis kelamin. *Jurnal Edukasi*, 3(2), 199–208.
- Cheung, C. S. S., & Pomerantz, E. M. (2012). Why does parents' involvement enhance children's achievement? the role of parent-oriented motivation. *Journal of Educational Psychology*, 104(3), 820–832. <https://doi.org/10.1037/a0027183>
- Dianto, M., Gistituati, N., & Mudjiran, M. (2017). Kontribusi Dukungan Sosial dan Konsep Diri Terhadap Motivasi Berprestasi Siswa di SMP Negeri Kecamatan Batang Kapas Pesisir Selatan. *Konselor*, 4(1), 19. <https://doi.org/10.24036/02015416451-0-00>
- Driessen, G., Smit, F., & Slegers, P. (2005). Parental involvement and educational achievement. *British Educational Research Journal*, 31(4), 509–532. <https://doi.org/10.1080/01411920500148713>
- Dwija, I. W. (2008). Hubungan antara konsep diri, motivasi berprestasi dan perhatian orang tua dengan hasil belajar sosiologi pada siswa Sekolah Menengah Atas unggulan di Kota Amlapura. *Jurnal Pendidikan dan*

- Pengajaran UNDIKSHA*, (1), 628–649.
- Elmirawatai, Daharnis, & Syahniar. (2013). Hubungan antara aspirasi siswa dan dukungan orangtua dengan motivasi belajar serta implikasinya terhadap bimbingan konseling. *Konselor*, 2(1), 107–113. <https://doi.org/10.1016/j.dnarep.2004.09.006>
- Endriani, N. (2016). Perbedaan motivasi berprestasi dan aspirasi pendidikan siswa ditinjau dari jenis kelamin dan latar belakang budaya serta implikasinya dalam pelayanan bimbingan dan konseling. *Jurnal Penelitian Bimbingan dan Konseling*, 1(2), 104–121.
- Epstein, J. L. (2005). Attainable goals? the spirit and letter of the no child left behind act on parental involvement. *Sociology of Education*, 78, 179–182.
- Falentini, F. Y., Taufik, T., & Mudjiran, M. (2013). Usaha yang dilakukan siswa dalam menentukan arah pilihan karir dan hambatan-hambatan yang ditemui (studi deskriptif terhadap siswa SMA N 3 Payakumbuh. *Konselor*, 2(1), 310–316. <https://doi.org/10.24036/02013211266-0-00>
- Febriana, B. W. (2017). Analysis of student's achievement motivation in learning chemistry. *International Journal of Science and Applied Science: Conference Series*, 1(2), 117–123. <https://doi.org/10.20961/ijsascs.v1i2.5132>
- Febriani, R. D., Yusuf, A. M., & Iswari, M. (2016). Perbedaan aspirasi karier siswa ditinjau dari jenis kelamin, jurusan, dan tingkat pendidikan orangtua serta implikasinya terhadap pelayanan bimbingan dan konseling. *Konselor*, 5(3), 160. <https://doi.org/10.24036/02016536552-0-00>
- Febriany, R., & Yusri, Y. (2013). Hubungan perhatian orangtua dengan motivasi belajar siswa dalam mengerjakan tugas-tugas sekolah. *Konselor*, 2(1), 8–15. <https://doi.org/10.24036/0201321727-0-00>
- Fernald, L., D., & Fernald, P. S. (1999). *Introduction to Psychology*. India: AITBS Publisers & Distributions.
- Finley, G. E., & Schwartz, S. J. (2004). The father involvement and nurturant fathering scales: Retrospective measures for adolescent and adult children. *Educational and Psychological Measurement*, 64(1), 143–164. <https://doi.org/10.1177/0013164403258453>
- Fitria, R., Marsidin, S., & Nirwana, H. (2014). Hubungan Persepsi siswa tentang budaya sekolah dan motivasi belajar dengan penyesuaian diri siswa. *Konselor*, 3(4), 139–146.
- Flouri, E., & Buchanan, A. (2004). Early father's and mother's involvement and child's later educational outcomes. *British Journal of Educational Psychology*, 74(2), 141–153. <https://doi.org/10.1348/000709904773839806>
- Fox, D. (2008). Parental attention deficit disorder. *Journal of Applied Philosophy*, 25(3), 246–261. <https://doi.org/10.1111/j.1468-5930.2008.00409.x>
- Gade, F. (2012). Ibu sebagai madrasah dalam pendidikan anak. *Jurnal Ilmiah Didaktita*, 13(1), 31–40.
- Gauthier, A. H., & DeGusti, B. (2012). The time allocation to children by parents in Europe. *International Sociology*, 27(6), 827–845. <https://doi.org/10.1177/0268580912443576>
- Glading, S. T. (2012). *Konseling profesi yang menyeluruh (Edisi keenam) (Alih bahasa P. M Winarno dan Lilian Yuwono*. Jakarta: Indeks.
- Greenwood, G. E., & Hickman, C. W. (1991). Research and practice in parent involvement: implications for teacher education. *The Elementary School Journal*, 91(3), 279–288. <https://doi.org/10.1086/461655>
- Guay, F., Chanal, J., Ratelle, C. F., Marsh, H., Larose, S., & Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. *British Journal of Educational Psychology*, 80(4), 711–735. <https://doi.org/10.1348/000709910X499084>
- Hasgimianti, Nirwana, H., & Daharnis. (2017). Perhatian orang tua dan motivasi belajar siswa yang berlatar belakang Melayu dan Jawa. *Insight: Jurnal Bimbingan dan Konseling*6(2), 130–143.
- Hayakawa, M., Englund, M. M., Richter, M. N. W., & Reynolds, J. A. (2016). The longitudinal process of early parent involvement on student achievement: a path analysis. *NHSA Dialog*, 16(1), 1–25. <https://doi.org/10.1016/j.physbeh.2017.03.040>
- Herbert, E. W., Pinkston, E. M., Loeman Hay Den, M., Sajwaj, T. E., Pinkston, S., Gordua, G., & Jackson, C. (1973). Adverse effects of differential parental attention. *Journal of Applied Behavior Analysis*, 6(2), 15–30. <https://doi.org/10.4324/9781351314404-42>
- Hidayati, F., Kaleoti, Dian Veronika Sakti, & Karyono. (2011). Peran ayah dalam pengasuhan anak. *Jurnal Psikologi Undip*, 9(1), 1–9. <https://doi.org/10.26486/psikologi.v17i2.687>
- Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? *Review of Educational Research*, 67(1), 3–42. <https://doi.org/10.3102/00346543067001003>
- Hountenville, Andrew J., & Conway, Keren Smith. (2007). Parental effort, school resources, and student achievement. *The Journal of Human Resources The*, 43(2), 437–453.
- Kothari, C. R. (2004). *Research methodology methods and technique*. New Delhi: New Age International Publishers.
- Livingstone, S., & Helsper, E. J. (2008). Parental mediation of children's internet use. *Journal of Broadcasting and Electronic Media*, 52(4), 581–599. <https://doi.org/10.1080/08838150802437396>

- Mallers, M. H., Charles, S. T., Neupert, S. D., & Almeida, D. M. (2010). Perceptions of childhood relationships with mother and father: daily emotional and stressor experiences in adulthood. *Development Psychology, 46*(6), 1651–1661. <https://doi.org/10.1037/a0021020>. PERCEPTIONS
- Mansour, M., & Martin, A. J. (2009). Home, parents, and achievement motivation: a study of key home and parental factors that predict student motivation and engagement. *Australian Educational and Developmental Psychologist, 26*(2), 111–126. <https://doi.org/10.1375/aedp.26.2.111>
- Masud, S., Mufarrih, S. H., Qureshi, N. Q., Khan, F., Khan, S., & Khan, M. N. (2019). Academic performance in adolescent students: the role of parenting styles and socio-demographic factors – a cross sectional study from peshawar, Pakistan. *Frontiers in Psychology, 10*, 1–12. <https://doi.org/10.3389/fpsyg.2019.02497>
- Mauna, & Prameswari, S. (2019). Hubungan keterlibatan ibu dan self-compassion pada orangtua anak berkebutuhan khusus. *Jurnal Penelitian dan Pengukuran Psikologi, 8*(2), 95–99.
- McClelland, Davit C. (1987). *Human motivation*. New York: Cambridge University Press.
- Moshahid, M., & Vadakkayil, S. T. (2016). Influence of parental attention on the academic achievement of secondary school students of expatriate parents. *Learning Community, 7*(3), 277–286. <https://doi.org/10.5958/2231-458x.2016.00007.5>
- Novrialdy, E. (2019). Kecanduan game online pada remaja: dampak dan pencegahannya. *Buletin Psikologi, 27*(2), 148–158. <https://doi.org/10.22146/buletinpsikologi.47402>
- Parmanti, & Purnamasari, S. E. (2015). Peran ayah dalam pengasuhan anak. *InSight, 17*(2), 81–90.
- Payyanatt, P., & Manichander, T. (2012). Achivement motivation among secondary school students in enarkulam district. *Journal in Arts, Commerce & Education, 1*(3). 26-29 Retrieved from <http://www.ycjournal.net>
- Prajina. (2016). A study on the academic achievement motivation among the tribal children with special reference to kannur district kerala. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS), 15*–17.
- Rahmawati, N., Mudjiran, & Yusri. (2017). Hubungan pengasuhan orangtua dengan motivasi berprestasi siswa yang berasal dari keluarga miskin di Kota Padang. *Jurnal EDUCATIO Jurnal Pendidikan Indonesia*3(2), 1–7.
- Ratih Retnowati, D., Fatchan, A., & Komang Astina, I. (2016). Prestasi akademik dan motivasi berprestasi mahasiswa S1 Pendidikan Geografi. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan, 1*(3), 521–525.
- Rosen, L. D., Cheever, N. A., & Carrier, L. M. (2008). The association of parenting style and child age with parental limit setting and adolescent MySpace behavior. *Journal of Applied Developmental Psychology, 29*(6), 459–471. <https://doi.org/10.1016/j.appdev.2008.07.005>
- Rumaini. (2006). Prokrastinasi akademik ditinjau dari motivasi berprestasi dan stres mahasiswa. prokrastinasi akademik ditinjau dari motivasi berprestasi dan stres mahasiswa, *Jurnal Psikologi Universitas Diponegoro*,3(2), 37–48. <https://doi.org/10.14710/jpu.3.2.37>
- Safyer, P., Volling, B. L., Schultheiss, O. C., & Tolman, R. M. (2018). Adult attachment, implicit motives, and mothers' and fathers' parenting behaviors. *Motivation Science*.
- Santrock, W, J. (2010). *Remaja*. Jakarta : Erlangga.
- Sarafuddin, & Jumanto. (2016). Peran ibu dalam pendidikan keluarga untuk mendukung keberhasilan pendidikan formal anak di sekolah dasar. *Jurnal Profesi Pendidik, 3*(1), 44–57.
- Sarangi, C. (2015). Achievement motivation of the high school students: a case study among different communities of goalpara district of assam. *Journal Of Education And Practice, 6*(19), 140–145.
- Schmidt, J. J. (2003). *Counseling in school, essntial services and comprehensive programs (Fourth edition)*. USA: Pearson Education Inc.
- Sefni, R. P., Syahniar, & Alizamar. (2017). Kontribusi tingkat penerimaan oleh teman sebaya dan konsep diri terhadap motivasi berprestasi peserta didik di SMK Nusatama Padang serta implikasinya dalam program bimbingan dan konseling. *Insight: Jurnal Bimbingan Dan Konseling, 6*(2), 223–234.
- Shunc, D. H, Pintich, P, R., & Mecee, J. (2008). *Motivation in education: theory, research, and applications*. Upper Sadle River: Pearson Education.
- Stewart, E. B. (2007). Individual and school structural effects on african american high school students' academic achievement. *The High School Journal, 91*(2), 16–34. <https://doi.org/10.1353/hsj.2008.0002>
- Stussi, Y., Ferrero, A., Pourtois, G., & Sander, D. (2019). Achievement motivation modulates Pavlovian aversive conditioning to goal-relevant stimuli. *Npj Science of Learning, 4*(4), 1–10. <https://doi.org/10.1038/s41539-019-0043-3>
- Suárez-Álvarez, J., Campillo-Álvarez, Á., Fonseca-Pedrero, E., García-Cueto, E., & Muñiz, J. (2013). Professional training in the workplace: The role of achievement motivation and locus of control. *Spanish Journal of Psychology, 16*, 1–11. <https://doi.org/10.1017/sjp.2013.19>
- Syakarofath, N. A., & Subandi, S. (2019). Faktor ayah dan ibu yang berkontribusi terhadap munculnya gejala perilaku disruptif remaja. *Jurnal Psikologi, 18*(2), 230–244.

-
- Taiyeb, A. M., Bahri, A., & Razak, R. B. (2012). Analisis motivasi berprestasi siswa SMAN 8 Makassar dalam belajar biologi. *Jurnal Bionature*, 13(2), 77–82.
- Tanaka, A., & Yamauchi, H. (2001). A model for achievement motives, goal orientations, intrinsic interest, and academic achievement. *Psychological Reports*, 88(1), 123–135. <https://doi.org/10.2466/pr0.2001.88.1.123>
- Thoha, I., & Wulandari, D. (2016). The effect of parents attention and learning discipline on economics learning outcomes. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 6(2), 100–104. <https://doi.org/10.9790/7388-060201100104>
- Tsui, M. (2005). Family income, home environment, parenting, and mathematics achievement of children in China and the United States. *Education and Urban Society*, 37(3), 336–355. <https://doi.org/10.1177/0013124504274188>
- Utomo, P., Atmoko, A., & Hitipeuw, I. (2018). Peningkatan motivasi berprestasi siswa SMA melalui cognitive behavior counseling teknik self-instruction dan self-monitoring. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 3(4), 416–423.