

**The Contribution of Learning Motivation, Self-Control, and Parenting Styles
to Students' Outcomes in Islamic Religious Education**

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Abstract

This study is motivated by low learning motivation, weak self-control, and limited parental support, which affect students' learning outcomes in Islamic Religious Education (PAI). Preliminary data show that only 48% of students actively participate in discussions, 58% delay completing assignments, 60% submit assignments late, 65% report insufficient parental support, and 40% experience pressure due to authoritarian parenting. This study aims to examine the partial and simultaneous contributions of learning motivation, self-control, and parenting styles to the learning outcomes of Grade XI Phase F students at SMAN 5 Padang. It uses a quantitative approach with an ex post facto method. The population consists of 431 students, with a sample of 207 selected through proportional stratified random sampling. Data were collected using Likert-scale questionnaires and analyzed using simple and multiple linear regression. The results show that learning motivation contributes 87.6%, self-control 6.4%, parenting style 44%, and all variables simultaneously 95.7% to learning outcomes. It is concluded that these variables have a significant effect, highlighting the need for integrated efforts to enhance motivation, strengthen self-control, and promote positive parenting to optimize PAI learning outcomes.

Keywords: Learning Motivation, Self-Control, Parenting Style, Students' Learning Outcomes

Abstrak

Penelitian ini dilatarbelakangi oleh rendahnya motivasi belajar, lemahnya pengendalian diri, serta terbatasnya dukungan orang tua yang memengaruhi hasil belajar peserta didik pada mata pelajaran Pendidikan Agama Islam (PAI). Data awal menunjukkan hanya 48% peserta didik aktif dalam diskusi, 58% menunda tugas, 60% terlambat mengumpulkan tugas, 65% merasa kurang dukungan orang tua, dan 40% mengalami tekanan akibat pola asuh otoriter. Penelitian ini bertujuan mengkaji kontribusi motivasi belajar, pengendalian diri, dan pola asuh secara parsial dan simultan terhadap hasil belajar peserta didik kelas XI Fase F di SMAN

5 Padang. Penelitian menggunakan pendekatan kuantitatif dengan metode ex post facto. Populasi berjumlah 431 peserta didik, dengan sampel 207 peserta didik yang dipilih melalui proportional stratified random sampling. Data dikumpulkan menggunakan angket skala Likert dan dianalisis dengan regresi linear sederhana serta berganda. Hasil penelitian menunjukkan bahwa motivasi belajar berkontribusi 87,6%, pengendalian diri 6,4%, pola asuh 44%, dan secara simultan ketiganya berkontribusi 95,7% terhadap hasil belajar. Disimpulkan bahwa ketiga variabel tersebut berpengaruh signifikan, sehingga diperlukan upaya terpadu untuk meningkatkan motivasi belajar, pengendalian diri, dan pola asuh positif guna mengoptimalkan hasil belajar PAI.

Kata Kunci: Motivasi Belajar, Pengendalian Diri, Pola Asuh, Hasil Belajar Peserta Didik

INTRODUCTION

Education serves as a fundamental pillar in shaping high-quality human resources. In the Islamic perspective, knowledge holds a highly esteemed position, as emphasized by Allah SWT in Surah Al-Mujadilah verse 11, which states that Allah elevates the ranks of those who believe and possess knowledge. This verse affirms that the pursuit of knowledge is an integral part of self-development toward attaining higher spiritual and intellectual levels.¹ In the context of Islamic Religious Education (PAI), the achievement of optimal learning outcomes among students becomes a crucial goal, as PAI not only aims to transfer knowledge but also to shape character, morality, and spiritual competencies.

Students' learning success is influenced not only by the quality of instruction but also by various internal and external factors, such as motivation, family environment, and social interactions.² At the senior high school level, the challenges associated with achieving optimal learning outcomes become increasingly complex since students are in a developmental stage that requires independence, self-control, consistency in learning, and support from a conducive environment.³

¹ Muhammad Nasib Ar-Rifa'i, "Taisiru Al-Aliyyul Qadir Li Ikhtishari Tafsir Ibnu Katsir, Jilid III," *Jakarta: Gema Insani*, 2000.

² Alfian Erwinsyah, "Manajemen Kelas Dalam Meningkatkan Efektifitas Proses Belajar Mengajar," *TADBIR: Jurnal Manajemen Pendidikan Islam* 5, no. 2 (2017): 87–105; Mohamad Sodik et al., "Pengaruh Kinerja Guru Dalam Pelaksanaan Pembelajaran Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Alquran Hadis," *Jurnal Penelitian Pendidikan Islam* 7, no. 1 (2019): 97.

³ Abdul Gafur, "Peningkatan Hasil Belajar Ipa Terpadu Melalui Metode Demonstrasi Pada Siswa Kelas Viii Smp Negeri 2 Sano Nggoang Manggarai Barat Tahun Pelajaran

Theoretically, the relationship between motivation, self-control, and parenting styles with learning outcomes can be explained through Self-Determination Theory,⁴ which emphasizes three basic psychological needs: competence, autonomy, and relatedness. These components influence how students develop learning drive and demonstrate academic performance. Likewise, Gagné's learning theory posits that learning outcomes are shaped by internal factors (prior ability, motivation, attention, and self-control) and external factors (parenting, instructional strategies, and learning environment) (Gagné in.⁵

Learning motivation is a crucial factor that directly enhances students' learning activities and academic achievement. Motivation can be intrinsic or extrinsic, both of which are essential in fostering the drive to achieve academic success.⁶ In addition to motivation, self-control also plays a significant role in learning. Students with good self-control tend to manage their time effectively, delay gratification, regulate emotions, and focus on academic goals despite distractions.⁷

Within the family context, parenting styles have a substantial impact on character development and students' academic performance.⁸ classifies parenting styles into four types: authoritative, authoritarian, permissive, and uninvolved. Authoritative parenting has been shown to positively influence academic development because it combines control, warmth, and emotional support.⁹

2017/2018,” *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)* 2, no. 1 (2018), <https://ejournal.mandalanursa.org/index.php/JISIP/article/view/249>; Agung Wijoyo, “Pengaruh Hasil Belajar Siswa Dengan Menggunakan Multi Media Pembelajaran Interaktif Untuk Sekolah Menengah Pertama Dan Sekolah Menengah Atas,” *Jurnal Informatika Universitas Pamulang* 3, no. 1 (2018): 46–55.

⁴ Edward L. Deci and Richard M. Ryan, *Intrinsic Motivation and Self-Determination in Human Behavior* (Springer Science & Business Media, 2013),

⁵ Syaiful Bahri Djamarah, *Psikologi Belajar Edisi Revisi*, 2008.

⁶ Stefano Calicchio, Abraham Maslow, *Dari Hierarki Kebutuhan Hingga Pemenuhan Diri: Sebuah Perjalanan Dalam Psikologi Humanistik Melalui Hierarki Kebutuhan, Motivasi, Dan Pencapaian Potensi Manusia Sepenuhnya* (Stefano Calicchio, 2023),

⁷ James R. Averill, “Personal Control over Aversive Stimuli and Its Relationship to Stress.,” *Psychological Bulletin* 80, no. 4 (1973): 286; Tom G. Palmer, “Pengendalian Diri,” *Surabaya: Atlas Network*, 2017.

⁸ Diana Baumrind, “The Influence of Parenting Style on Adolescent Competence and Substance Use,” *The Journal of Early Adolescence* 11, no. 1 (1991): 56–95, <https://doi.org/10.1177/02724316911111004>.

⁹ Andriana and Rokmanah, “Pengaruh Reward Terhadap Motivasi Belajar Peserta Didik di Kelas 1 SDN Cinanggung”; Santrock, *Educational Psychology*.

Preliminary data from SMAN 5 Padang indicate a disparity in PAI learning outcomes among Grade XI Phase F students in the 2024/2025 academic year, with scores ranging from 58 to 92 on the mid-semester assessment. Initial questionnaires administered to 30 students revealed relatively low learning motivation: only 48% actively participated in discussions in PAI classes, 47% demonstrated consistent study habits independent of exam pressure, and many students still frequently procrastinated. Time management skills were also suboptimal, with only 40% able to maintain a regular study schedule. External factors in the form of parenting styles were also insufficient; only 35% of students reported receiving academic support at home, and 36% received direct learning guidance.

These conditions highlight a multidimensional problem involving motivation, self-control, and parenting styles, all of which influence students' learning outcomes in PAI. Therefore, this study is essential to provide empirical insights into the factors contributing to PAI learning outcomes and to offer practical implications for PAI teachers, school counselors, and parents in designing more effective learning strategies and guidance. Accordingly, the purpose of this study is to determine the extent to which learning motivation, self-control, and parenting styles contribute to PAI learning outcomes among students at SMAN 5 Padang, both individually and simultaneously.

RESEARCH METHODS

This study employed a quantitative research approach using an *ex post facto* design. The term *ex post facto* consists of three words—*ex* meaning observation, *post* meaning after, and *facto* meaning fact—indicating that the observation is conducted after an event has occurred.¹⁰ The population of this study consisted of 431 Grade XI Phase F students at SMAN 5 Padang, and the sampling technique used was proportional stratified random sampling, resulting in a sample of 207 students determined using the Slovin formula. Data were collected through questionnaires and documentation. After the questionnaires were distributed, the researcher conducted validity and reliability tests prior to data analysis. The data analysis techniques included prerequisite analysis tests and hypothesis testing using simple linear regression and multiple linear regression.

¹⁰ Sugiyono Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, R&D," *Bandung: Alfabeta*, 2016, 1–11.

RESULT AND DISCUSSION

The normality test was conducted using the Kolmogorov–Smirnov approach with the assistance of SPSS version 26. The analysis showed an Asymp. Sig. value of 0.200, which is greater than the significance level of 0.05. Thus, the residual data in the regression model are normally distributed, indicating that one of the essential assumptions of regression analysis has been met. The linearity test was performed to examine whether a linear relationship exists between each independent variable and the dependent variable. The results show: (1) the linearity test for learning motivation and learning outcomes produced a significance value for deviation from linearity of $0.382 > 0.05$ and $F_{\text{calculated}} < F_{\text{table}}$, indicating a linear relationship; (2) the relationship between self-control and learning outcomes showed a significance value of $0.725 > 0.05$, confirming linearity; and (3) parenting style and learning outcomes also demonstrated a linear relationship, with a significance value of $0.710 > 0.05$. Therefore, all independent variables meet the linearity assumption with respect to the dependent variable.

In addition, the multicollinearity test showed that all independent variables had tolerance values > 0.10 and VIF values < 10 , namely: (1) Learning Motivation: Tolerance = 0.721; VIF = 1.386; (2) Self-Control: Tolerance = 0.972; VIF = 1.028; and (3) Parenting Style: Tolerance = 0.729; VIF = 1.371. Thus, it can be concluded that the regression model is free from multicollinearity issues. The heteroscedasticity test using the Glejser method showed that the significance values for all variables were > 0.05 , namely: (1) Learning Motivation: 0.365; (2) Self-Control: 0.305; and (3) Parenting Style: 0.098. Therefore, the regression model is free from heteroscedasticity.

Hypothesis 1: Contribution of Learning Motivation to Learning Outcomes

At this stage, the first hypothesis was tested to determine the extent to which the learning motivation variable (X_1) contributes to learning outcomes (Y). The test was conducted using simple linear regression analysis. The results of the test are presented in the following table:

Tabel 1. Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.937 ^a	.877	.876	1.056
a. Predictors: (Constant), Learning Motivation				

Tabel 2. Results of the ANOVA (F-Test)

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1632.326	1	1632.326	1463.366	.000 ^b
	Residual	228.669	205	1.115		
	Total	1860.995	206			
a. Dependent Variable: Hasil Belajar						
b. Predictors: (Constant), Learning Motivation						

Tabel 3. Coefficients of the Simple Linear Regression Model

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.164	2.324		.501	.617
	Motivasi Belajar	.987	.026	.937	38.254	.000
a. Dependent Variable: learning outcomes						

The simple linear regression analysis showed an Adjusted R Square value of 0.876, indicating that learning motivation contributes 87.6% to students' learning outcomes. The F-test produced an F-value of 1463.366 with a significance level of $0.000 < 0.05$. The t-test showed a t-value of 38.254 > t-table of 1.652. Thus, learning motivation has a positive and significant effect on learning outcomes.

Hypothesis 2: Contribution of Self-Control to Learning Outcomes

Tabel 4. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.262 ^a	.069	.064	2.908
a. Predictors: (Constant), Self-Control				

Tabel 5. Results of the ANOVA (F-Test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	127.571	1	127.571	15.087	.000 ^b
	Residual	1733.424	205	8.456		

	Total	1860.995	206			
a. Dependent Variable: Hasil Belajar						
b. Predictors: (Constant), Self-Control						

Tabel 6. Coefficients of the Simple Linear Regression Model

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	81.460	2.209		36.872	.000
	Kontrol Diri	.109	.028	.262	3.884	.000
a. Dependent Variable: learning outcomes						

The regression analysis showed an Adjusted R Square value of 0.064, or 6.4%. The F-test indicated an F-value of 15.087 > F-table value of 3.89, with a significance level of 0.000. The t-test produced a t-value of 3.884 > t-table value of 1.652. Thus, self-control also has a positive and significant effect on learning outcomes.

Hypothesis 3: Contribution of Parenting Styles to Learning Outcomes

Tabel 7. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.665 ^a	.442	.440	2.250
a. Predictors: (Constant), Parenting Styles				

Tabel 8. Results of the ANOVA (F-Test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	822.980	1	822.980	162.532	.000 ^b
	Residual	1038.015	205	5.063		
	Total	1860.995	206			
a. Dependent Variable: Hasil Belajar						
b. Predictors: (Constant), Parenting Styles						

Tabel 9. Coefficients of the Simple Linear Regression Model

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	73.575	1.298		56.676	.000

Pola Asuh Orang Tua	.220	.017	.665	12.749	.000
a. Dependent Variable: Learning Outcomes					

The regression results showed an Adjusted R Square value of 0.440 (44%). The F-test produced an F-value of 162.532 > F-table value of 3.89, with a significance level of 0.000. The t-test indicated a t-value of 12.749 > t-table value of 1.652. Thus, parenting styles also have a positive and significant effect on learning outcomes.

Hypothesis 4: The Simultaneous Contribution of Learning Motivation, Self-Control, and Parenting Styles to Learning Outcomes

The fourth hypothesis of this study states that learning motivation (X_1), self-control (X_2), and parenting styles (X_3) collectively contribute to students' learning outcomes (Y). The hypothesis was tested using multiple regression analysis.

Tabel 10. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.979 ^a	.958	.957	.618
a. Predictors: (Constant), Pola Asuh Orang Tua, Kontrol Diri, Motivasi Belajar				

Tabel 11. Results of the ANOVA Test

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1783.369	3	594.456	1554.567	.000 ^b
	Residual	77.626	203	.382		
	Total	1860.995	206			
a. Dependent Variable: Hasil Belajar						
b. Predictors: (Constant), Parenting Styles, Self-Control, Learning Motivation						

Tabel 12. Regression Coefficients

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	3.726	1.442		.010
	Motivasi Belajar	.814	.018	.773	.000
	Kontrol Diri	.078	.006	.186	.000

	Pola Asuh Orang Tua	.092	.006	.279	16.653	.000
a. Dependent Variable: Learning Outcomes						

The multiple linear regression analysis showed an Adjusted R Square value of 0.957, indicating that the three independent variables jointly contributed 95.7% to learning outcomes. The F-test produced an F-value of 1554.567 > F-table value of 2.65, with a significance level of 0.000. All regression coefficients were statistically significant ($p < 0.05$). The resulting regression equation is: $\hat{Y} = a + b_1X_1 + b_2X_2 + b_3X_3 = 3.726 + 0.814X_1 + 0.078X_2 + 0.092X_3$. This indicates that increases in learning motivation, self-control, and parenting styles simultaneously lead to improved student learning outcomes.

The data analysis confirms that learning motivation (X_1), self-control (X_2), and parenting styles (X_3) all contribute significantly to students' learning outcomes (Y). Specifically, the findings indicate that: (1) learning motivation contributes 87.6%; (2) self-control contributes 6.4%; (3) parenting styles contribute 44%; and (4) collectively, the three variables contribute 95.7% to learning outcomes.

These findings align with theoretical perspectives and previous empirical studies suggesting that students' learning outcomes are influenced not only by cognitive ability but also by affective and environmental factors. According to¹¹, learning motivation represents internal and external drives that encourage individuals to achieve learning goals. Highly motivated learners tend to demonstrate strong academic persistence and willingness to face challenges.¹² further assert that motivated students show greater commitment to learning and responsibility.

Self-control refers to an individual's ability to regulate impulses, emotions, and behavior in order to achieve desired goals. According to Baumeister, self-control enables individuals to resist distractions and maintain focus on long-term objectives.¹³ Students with high self-control are generally more disciplined in

¹¹ J. W. Santrock, "Psikologi Pendidikan Edisi Ke 2 (Terjemahan Tri Wibowo)," Jakarta: Kencana Prenada Media Group, 2011; A. M. Sardiman, "Interaksi & Motivasi Belajar Mengajar (Cetakan Ke 22)," Jakarta: PT. Raja Grafindo Persada, 2014.

¹² Richard M. Ryan and Edward L. Deci, "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions," *Contemporary Educational Psychology* 25, no. 1 (2000): 54–67.

¹³ Averill, "Personal Control over Aversive Stimuli and Its Relationship to Stress."

managing study time, completing assignments, and avoiding behaviors that interfere with academic activities.¹⁴ Therefore, self-control plays an important role in supporting academic achievement because it helps students maintain consistency and persistence in the learning process. In the context of education, strong self-control may enhance students' ability to cope with academic pressure and remain focused on learning goals.

Parenting styles reflect the strategies used by parents in guiding, nurturing, and educating their children through daily interactions, including discipline, communication, warmth, and supervision. Baumrind classifies parenting styles into authoritative, authoritarian, and permissive patterns, each of which produces different developmental outcomes in children.¹⁵ From the perspective of Social Learning Theory proposed by Bandura, children tend to imitate behaviors and attitudes observed from their parents, especially behaviors reinforced positively.¹⁶ This suggests that parenting styles significantly influence children's attitudes, discipline, and learning habits. Supportive and responsive parenting is likely to encourage responsibility, confidence, and independence in learning, whereas inconsistent parenting may reduce children's academic engagement and motivation.

Learning motivation functions as an internal driving force that encourages students to engage actively in learning activities. According to Self-Determination Theory, motivation influences the level of effort, persistence, and enthusiasm shown by students in achieving academic goals. Students with high learning motivation tend to be more focused, resilient, and willing to view mistakes as opportunities for improvement rather than failure.¹⁷ This indicates that motivation not only affects students' willingness to learn but also shapes their persistence in overcoming academic challenges. Consequently, motivated students are more likely to achieve better academic performance and demonstrate positive learning

¹⁴ Palmer, "Pengendalian Diri."

¹⁵ Syaiful Bahri, "Pola Asuh Orang Tua Dan Komunikasi Dalam Keluarga," *Jakarta: Rineka Cipta*, 2014, 198–99.

¹⁶ Santrock, "Psikologi Pendidikan Edisi Ke 2 (Terjemahan Tri Wibowo)."

¹⁷ PUTRI FATIMA, "Pengaruh Self Control Siswa Terhadap Hasil Belajar Mata Pelajaran Pendidikan Agama Islam Di Smp Negeri 4 Pekalongan" (PhD Thesis, UIN KH Abdurrahman Wahid Pekalongan, 2025), <http://etheses.uingusdur.ac.id/id/eprint/12730>.

behaviors.¹⁸ This is supported by the Qur'an in Surah Luqman (31:17), which states:

يَبْنَى أَقِمِ الصَّلَاةَ وَآمُرْ بِالْمَعْرُوفِ وَانْهَ عَنِ الْمُنْكَرِ وَاصْبِرْ عَلَى مَا أَصَابَكَ ۖ إِنَّ ذَلِكَ
مِنْ عَزْمِ الْأُمُورِ

Translation: “O my son! Establish prayer, enjoin what is right, forbid what is wrong, and be patient over whatever befalls you. Indeed, these are among the most noble of deeds.”

The verse reflects elements of parenting (parental advice), self-control (patience and avoiding wrongdoing), and motivation (performing good deeds and maintaining prayer¹⁹).

In conclusion, this study reaffirms that learning motivation, self-control, and parenting styles play essential roles in students' academic success. Students who are highly motivated, possess strong self-control, and receive positive parenting are more capable of prioritizing academic tasks, completing assignments effectively, and maintaining focus in Islamic Religious Education learning. Consequently, their learning outcomes increase significantly, supported both by statistical evidence and established theoretical and empirical studies.

CONCLUSION

Based on the results of the data analysis, it was found that: (1) learning motivation provides a very high contribution to students' learning outcomes in Islamic Religious Education (PAI) at SMAN 5 Padang, accounting for 87.6%. This indicates that the higher the students' learning motivation, the higher their learning outcomes; (2) self-control contributes 6.4% to students' learning outcomes. Although its contribution is relatively smaller than that of learning motivation, self-control still plays an important role in supporting academic success; (3) parenting styles contribute 44% to students' learning outcomes. This finding reinforces that the role of the family, particularly parents, significantly influences students'

¹⁸ Alpani Auli et al., “Pengaruh Motivasi Belajar Terhadap Hasil Belajar Peserta Didik Kelas X,” *Jambura Sports Coaching Academic Journal* 2, no. 2 (2023): 63–76.

¹⁹ Ar-Rifa'i, “Taisiru Al-Aliyyul Qadir Li Ikhtishari Tafsir Ibnu Katsir, Jilid III.”

achievement in PAI learning; and (4) simultaneously, the three independent variables—learning motivation, self-control, and parenting styles—contribute significantly to students' learning outcomes, with a combined contribution of 95.7%. The remaining 4.3% is influenced by other factors beyond the scope of this study.

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