

## **Examining the Influence of Permissive Parenting on Student Motivation for Learning**

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### **Abstract**

The repercussions of permissive parenting practices often elude caregivers, as they grapple with work-related demands that sometimes lead them to delegate their children's education entirely to the school. Permissive parenting, characterized by granting substantial freedom with minimal supervision, can result in children growing up with diminished motivation to learn. This issue necessitates a deeper exploration through literature review to shed light on the extent of the impact of permissive parenting practices on children's motivation for learning. This research adopts a qualitative approach, employing a case study research design, and draws on insights from teachers, students, and student guardians at SDN 08 Purwoharjo. Data collection methods involve observation and interviews, while analysis encompasses three stages: data reduction, presentation, and conclusion drawing. The findings reveal instances of permissive parenting practices among students at SDN 08 Purwoharjo, influenced by various factors including economic challenges and parental educational backgrounds. The consequence of permissive parenting manifests as diminished student motivation for learning at the school, resulting in apathy, neglect of assignments and teacher instructions, disrespect for others, social and academic adaptation difficulties, a lack of enthusiasm for learning, and weakened self-control.

Keywords: Motivation to learn, parenting, permissive parenting

### **How to cite (APA 7<sup>th</sup> Edition Style):**

Nisrofah, S. (2023). Examining the influence of permissive parenting on student motivation for learning. *Tadibia Islamika*, 3(1), 12-20. <https://doi.org/10.28918/tadibia.v3i1.346>

### **Introduction**

Motivation is a driving force for someone to convert internal energy into real action to achieve a goal. According to Susanto, motivation is a form of encouragement that causes someone to do something to achieve a certain goal (Susanto, 2018). Motivation has a very strategic position to determine one's success. No matter how difficult the situation and conditions that a person goes through, if the motivation he carries is greater, the problems that occur can be resolved quickly and accurately.

Motivation is divided into two, namely intrinsic and extrinsic motivation. Intrinsic motivation comes from a person's pure desire to achieve goals. Meanwhile, extrinsic motivation arises through situations outside of oneself that come from other people, the environment, and certain phenomena. By its nature, intrinsic motivation lasts longer than extrinsic motivation because it is not easily distracted by things that are outside of itself (Emda, 2017).

Learning is a series of activities of the body and soul to produce changes in individual behavior through experiences of interaction with the environment involving the cognitive, affective and psychomotor domains. Therefore, learning really requires motivation. With

motivation, learning results will be optimal and maximum because of a solid motivational building. So, motivation determines the intensity of each individual's learning effort so that the learning results become increased and satisfying (Harmalis, 2019).

Overall, learning motivation is all the encouragement from within and outside the individual to maximize his ability in the learning process to master the material provided from a teacher to the maximum while touching the cognitive, affective, and psychomotor aspects (Harmalis, 2019). In an effort to study, it will be clear the classification of someone who has high learning motivation with low. The characteristics of students who have high learning motivation are diligent in completing tasks, not easily discouraged, not distracted by external influences in achieving goals, sticking to their opinions, having strong principles so that they do not easily give up something they already believe in, being independent, preparing all learning needs, and tending to be more bored with tasks that are too intense (Suharni & Purwanti, 2018).

Every individual needs motivation to do everything. It is the same with students who need learning motivation to support the learning process. Learning motivation affects how much benefit from the learning material received by students. Generally, teachers generate student learning motivation at the beginning of learning, then continue with the core material which ends with providing motivation again to strengthen the material that has been received (Hamidah & Barus, 2021). In addition, the teacher will focus students' attention and focus on learning through ice breaking activities.

Apart from teachers, parents have a greater influence on students' learning motivation. Therefore, parenting is something that must be considered to maintain the balance of students' learning motivation. Parenting patterns differ from one another. These differences are caused by certain factors such as parents' educational background, livelihood, socio-economic conditions, customs, and so on (Nafiah & Wijono, 2021). Parents' understanding is the main foundation in realizing ideal parenting. However, in the community there are still many parents who use a neglectful or permissive parenting model..

According to Wibowo and Gunawan cited by Pamungkas et al, permissive parenting is parenting that gives excessive freedom to children, weak parental supervision and control, and children who are too spoiled without reprimand when they make a mistake (Pamungkas et al., 2021). Another opinion states that permissive parenting is a parenting style where parents are involved in the child's life but set few limits, are not too demanding, and do not fully control the child. Children are allowed to do what they want without any responsible behavior. Without realizing it, permissive parenting is widely practiced by parents for various reasons such as busy work and lack of understanding. They think that children's mistakes are normal because they are still young and have not yet reached the ability to reason. Unfortunately, this commonplace attitude is left unchecked without any effort to change for the better (Subagia, 2021).

Another term for permissive parenting is Neglectful parenting, which is a parenting style where parents are not very actively involved in their children's lives from childhood to adolescence. As a result, children grow up to be less socially competent, have difficulty in controlling themselves, are not independent, and are not motivated to learn and achieve (Asfiyah, 2020).

The characteristics of permissive parenting are that parents give as much freedom as possible to children with weak control, mothers give affection to children while fathers give leeway or ignore children, children are not required to learn responsibility, parents do not regulate and supervise too much, lack of direction towards positive things, and there is no form of reward or punishment for children's ethics. According to Maimun, this kind of parenting will

have an impact on child development, such as children being more impulsive and aggressive, rebellious, lacking self-confidence and self-control, dominating, unclear direction in life, and low achievement. Not only that, in the field of religion, children do not have a spirit of worship, which is reflected in their attitude of being too indifferent to religious law (Maimun, 2018).

Parents who apply permissive parenting practices often use closed and even inhibitory forms of communication. There are several forms of inhibitory communication, but the most inherent in permissive parenting is the communication pattern of avoiding, laughing, deflecting, and diverting attention. In this case, when children complain about the problems they are facing, often the parents' response is to try to distance the child from the problem, pull the child away from the problem, divert their attention, and even put the child's problem aside. For example, "Forget about it!" or "Don't discuss it now, next time". This deadlocked communication is often not realized by parents, but it has a huge impact on the psychological development of children, namely causing children to be apathetic, isolate themselves from relationships, suppress their own problems, escape from problems, and children can even act aggressively or defiantly (Sunarty, 2015).

Parents are the first and main teachers for children, so the application of parenting patterns greatly affects the level of children's learning motivation both at home and at school. Therefore, it is important for parents to equip their children to grow into a great and quality generation through parenting that they consider ideal. The other side of permissive parenting is that the child is not restrained, giving him or her a very wide space to grow. However, freedom that is not accompanied by supervision will result in behavior that exceeds the limits and outside the line of goodness expected by parents (Fadhilah et al., 2019).

The nature of learning motivation is the existence of internal and external encouragement from students who are learning to get changes in behavior in a positive direction by referring to indicators or supporting elements of existing motivation. According to Uno, quoted by Ananda and Hayati, the indicators of children who have high learning motivation are: (1) the existence of a desire and desire to succeed, (2) the existence of encouragement and needs in learning, (3) the existence of future hopes and ideals, (4) the existence of appreciation in learning, (5) the existence of interesting activities in learning, and (6) a conducive learning environment that allows students to learn well (Ananda & Hayati, 2020).

Based on its nature, motivation is divided into two, namely internal and external motivation. Internal motivation is motivation that comes from a person both physiologically and psychologically. Meanwhile, external motivation is the urge to do something that comes from outside himself. More specifically, external motivation can come from three things, as follows.

The first is family factor. Parental factors have a very big influence on the success of children in learning. For example, the high level of education and the amount of attention and income of parents.

The second is school factor. The condition of the school as a place of learning is quite influential on the level of success of children. The quality of teachers, teaching methods, curriculum suitability with children's abilities, learning facilities, and so on. All of that will affect student learning activities.

The third is environment factor. This environment includes the physical and social environment. The natural environment such as temperature and humidity. Learning during the day in a room that has less air ventilation will certainly be different from learning in the morning when the air is still fresh and in a room that is sufficiently supportive to breathe freely (Octavia, 2020).

There are several previous studies related to the topic of this research, including research by Firda Dwi Septiani et al. entitled "Parenting Patterns on Learning Motivation in Elementary School Children" explaining that positive forms of parenting can increase children's learning motivation. In addition, Hanifah Asma Fadhilah's research entitled "The Impact of Permissive Parenting on Early Childhood Social-Emotional Development" explains that the practice of permissive parenting results in early childhood having an anti-social nature and difficulty in controlling their emotions. In Wardatul Asfiah's research entitled "Parenting in Children's Learning Motivation" explains the descriptive description of various parenting patterns which are then associated with children's learning motivation. This research uses literature study analysis techniques. In addition, in the research of Umi Latifah Hanum et al. entitled "Parenting Patterns Towards Learning Motivation of Elementary School Children in Bandungrejo Village Kalinyamatan Jepara" explains the influence of parenting patterns on student learning motivation. The analysis technique used is a case study. The similarity between the previous research and this research is that both explain the practice of parenting as the main variable. However, the difference lies in the type of parenting raised. In addition, from some of the previous studies described earlier, there are previous studies that use different independent variables and research objects, namely social-emotional development in early childhood.

Based on observations made by researchers of students at SDN 08 Purwoharjo, Comal, Pemalang, several students were found to have low or very low learning motivation. Information obtained from several teachers, students, and student guardians indicates a neglectful or permissive parenting style towards student growth and development in the family environment. Economic difficulties often require parents to work harder to support their families. Such conditions result in parenting patterns that are often shifted to grandmothers or siblings. All these limitations make parents less involved in their children's lives and growth and development.

This study aims to describe the condition of student learning motivation at SDN 08 Purwoharjo caused by parents' permissive parenting practices. In addition, this research is expected to remind parents that neglect in parenting has a very negative impact on children's learning motivation. Based on the background, theoretical studies, and relevant research above, this research will discuss the implications of permissive parenting on student learning motivation at SDN 08 Purwoharjo, Comal, Pemalang.

### **Method**

This research uses a qualitative approach with a case study research type. By definition, a case study is a type of research that requires researchers to explore certain phenomena and activities and collect detailed and in-depth information using data collection procedures over a period of time (Wahyuningsih, 2013). The data collection techniques used were observation and interviews. The sources in the interview were students, teachers or homeroom teachers, and guardians of students of SDN 08 Purwoharjo, Comal District, Pemalang Regency. Meanwhile, observations were carried out intensively by researchers to find out the level of student learning motivation at school.

The analysis technique in this research is inductive, namely analyzing the data obtained and then developing it into a hypothesis. More specifically, the analysis is carried out through three streams of activities, namely data reduction, data presentation, and conclusion drawing. Data reduction is defined as the process of selecting, focusing on simplifying, abstracting, and transforming data that emerges from field notes. Data presentation is a set of organized information that gives the possibility of drawing conclusions and taking action. Drawing conclusions is the process of determining the essence of research findings that describe the

final opinions based on the previous descriptions (Hardani & Dkk, 2020). These stages are carried out by researchers in searching and exploring data about permissive parenting and the impact it has on student learning motivation. After the data is obtained, the researcher presents the data to be analyzed more deeply which is then interpreted and concluded briefly and clearly

### **Results and Discussion**

Based on the data collection procedure, the researcher found that in the field there were several students who had low learning motivation. This is evidenced by the condition of students who cannot be maximized in the learning process and the learning outcomes obtained tend to be below the passing standard. When learning takes place, students who have low learning motivation do not pay more focus and attention to the teacher or the material being taught. They chat and play more in the classroom. When reprimanded by the teacher, they don't seem to care and some of them even dare to respond to the teacher who is reprimanding them. In addition, researchers also found students who were often lethargic or lackluster in the learning process. They prefer to be alone but do not pay attention to the explanation from the teacher.

In assignments, students who leave with low learning motivation often do not do the tasks given by the teacher, both direct assignments and homework. According to the collective agreement at SDN 08 Purwoharjo, any student who does not do their assignments or violates other school regulations will be sanctioned by paying a fine. However, students who have low learning motivation prefer to pay fines rather than do the tasks given by the teacher. Not only that, they often do not prepare their learning needs at school, so forgetting to bring textbooks is a habit. Then they ask permission to go home to get the textbooks they left behind. This shows an effort from students to take responsibility for their mistakes. However, opportunities like this are often used by students to play outside the classroom so that learning time in class will be reduced.

Upon further observation and investigation, students who have low motivation to learn are those who receive neglectful parenting from their parents. Based on interviews with several students, they said that their parents never asked them to study. The parents who told their children to study only once or twice, and even then without assistance. After the child still does not want to study, the parents just let it go. After school, they spend their time playing until the afternoon. When night falls, they are busy playing smartphones without supervision from their parents. Not a few of them sleep too late so that the next day in class they will be sleepy and even fall asleep.

The results of interviews with students were confirmed by the parents concerned. They said "How else, indeed the child does not want to learn". Such an expression indicates that neglectful or permissive parenting has occurred in the family. In addition, economic problems are also the reason why parents do not have time to remind and direct their children to study because they are busy working. In fact, it is not uncommon for parents to entrust their children to their grandmothers or relatives who also have their own busy lives. As a result, children play more outside the home with people who are older than them without supervision from parents.

Some of the teachers who became informants are those who live in the school environment, so they more often encounter students inside and outside the school environment. The results of interviews with teachers showed that students have difficulties in controlling themselves. During the learning process, students who have low learning motivation tend to be aggressive and attack their friends when there is a dispute. They seem to want to be noticed by their environment by making noise. Books are often left behind, assignments are often not

done, and teacher explanations are often ignored as evidence that they lack motivation in learning.

Based on the results of interviews with students and parents, researchers found that students who have low learning motivation are those who at home do not receive regulations, more attention, and motivational support from their parents. Whereas parents have a very central role in the development of children. The good and bad behavior of children and the high and low abilities of children are directly proportional to the parenting patterns of their parents. According to Yusuf's quote in Nafiah and Wijono's journal article, parental treatment in parenting includes several things, namely how parents provide rules to children, how parents pay attention to children's behavior, and how parents motivate children (Nafiah & Wijono, 2021). Parents who give positive treatment to children will produce positive behavior in children, and vice versa.

At SDN 08 Purwoharjo there are several students who are siblings but have different parents. Students who are cared for negligently by their parents have poor behavior and low learning motivation. Meanwhile, students who receive positive and democratic parenting have good behavior and high learning motivation. This shows that parenting patterns have a much more significant effect on children's growth and development than heredity. In accordance with one of the results of previous relevant research which states that parenting is the way parents guide, educate, and foster children in everyday life with the hope that children have success as well as a good personality (Hanum et al., 2022).

The divorce rate in the school community is quite high. This condition then forces single parents, in this case the mother, to be busy working to meet the needs of the family. In addition, there are parents who are still complete but choose to migrate out of town to get a job that they consider worthy and meet the needs of the family. Meanwhile, their children are entrusted to their grandmother. The transfer of parenting from parents to relatives and even neighbors is commonly found in the neighborhood. This phenomenon is in line with Muslima's view in the journal article Hanum et al. who said that the factors that influence parenting patterns are culture, parental education, and conditions of social and economic status (Hanum et al., 2022). The complexity of these social problems is the reason for parents to raise their children permissively or neglectfully.

According to Asma Fadhilah, permissive parenting is characterized by the lack of time and affection given by parents so that children grow up to be individuals who are not competent in social interactions (Asma Fadhilah et al., 2021). Every parent loves their children in different ways. Permissive parents tend to give their children excessive freedom. Parents spend more time working or taking care of other household matters. As a result, parents' attention to their children will be limited. This kind of neglectful parenting can make it difficult for children to adapt to the environment around them.

Learning motivation affects the level of student focus in learning. Students who have low motivation to learn consider that school reduces their playing time. They only wait for break time and go home. Meanwhile, during the learning process, they often seek attention by making noise in the classroom and disturbing their friends learning so that classroom conditions become unfavorable. Those who do not receive attention from their parents will seek attention from the surrounding environment, in this case, the school. In accordance with Andriani's opinion, which states that the unfulfillment of emotional satisfaction in the family sphere is one of the reasons for children to actualize their emotions in the environment outside the home, including school (Andriani et al., 2022).

Naturally, humans must have desires. This psychological element was evident in the students who were interviewees. When asked about their desires, they said that there was a

desire to be a smart student. It's just that they don't know how to do it and often the desire is forgotten with other pleasures that are not controlled by parents. Farahita and Setyowati revealed that this kind of thing indicates that there is parental indiscretion in parenting so that the relationship between children and parents experiences a crisis of trust (Farahita & Setyowati, 2022). In this case, the teacher has a role to increase learning motivation while directing students in exploring their abilities and shaping their character. However, with an unbalanced proportion of time between the school environment and the environment outside school, the teacher does not play a maximum role.

Support and control from parents are needed to develop students' understanding that has been given at school. It is undeniable that parents are the first role model as well as the main education for children. Often parents do not realize that their negligence in educating children will affect the development of children, such as their low motivation to learn.

Parents' support and attention to their children can be done with intense dialog. Parents must be able to take the time and ears to establish healthy communication with their children. This moment of togetherness can actually train children to be honest and as they are. Children have a place to express and express their feelings to their parents. The attention children get from their parents will complement their emotional needs so they don't need to look for it outside such as at school. Trust and direction are also needed by children to guide their steps in this challenging life. This is in line with Uyuni's statement that one of the ways parents can educate their children is by regularly engaging them in interactive dialogue. Like the noble story exemplified through the life of Prophet Ibrahim as. and Prophet Ismail as. who always dialogued and exchanged ideas when going to do any work (Uyuni, 2019). One important point is that children need active communication with their parents.

### **Conclusion**

Parenting approaches employed by parents towards certain students at SDN 08 Purwoharjo often exhibit a neglectful or permissive tendency. This style of parenting entails granting children considerable autonomy with minimal oversight. The primary drivers behind the adoption of permissive parenting practices appear to be the demanding nature of parental work schedules and economic hardships. Regrettably, these circumstances can lead to an inadequate fulfillment of children's physical and emotional needs. Consequently, children find themselves devoting an increased amount of time to outdoor play, rather than engaging in more structured and productive activities.

The consequence of this permissive parenting approach is notably evident in the average low levels of learning motivation observed among some students at SDN 08 Purwoharjo. Various factors contribute to this decline in motivation, with neglectful or permissive parenting standing out as a significant influence. The resultant impact on the students is multifaceted and concerning. These children tend to exhibit signs of laziness, displaying limited attentiveness to teacher instructions during classroom learning sessions. Furthermore, they struggle with demonstrating respect towards their peers and find it challenging to adapt to both their social and educational environments. Importantly, these students often lack clear learning objectives, harbor minimal aspirations, and are more prone to hurting their fellow students emotionally within the school setting.

### **Conflict of interests**

The author declares that she has no conflict of interest.

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