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THE INFLUENCE OF PARENTING STYLES ON CHILDREN'S LEARNING MOTIVATION

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ABSTRACT
Parental involvement is a key factor in improving children's learning quality and achievement. Parents serve as the first and primary source of education for their children. The study aims to determine the influence of parenting styles on children's learning motivation. The study was conducted using a cross-sectional design at Al-Iman Islamic Junior High School, Bojonggede, Bogor Regency, in 2024, with a sample of 30 students selected through purposive sampling. Data were analyzed using both bivariate and multivariate analyses. Results showed that neglectful parenting was positively correlated with authoritarian parenting but negatively correlated with both authoritative parenting and learning motivation. Regression analysis further indicated that neglectful parenting significantly predicted learning motivation. The negative coefficient (B = -0.915) suggests that an increase in neglectful parenting tends to decrease learning motivation. Authoritarian parenting is positively correlated with neglectful parenting. Neglectful parenting is negatively correlated with authoritative parenting and learning motivation. Neglectful parenting significantly and negatively affects children's learning motivation. This study is expected to foster positive changes in the application of parenting styles so that parents can enhance their children's learning motivation, thereby fostering a generation that is intelligent and critical.

Keywords: children; learning motivation; parenting style.

INTRODUCTION
Parental involvement is a key factor in improving the quality and outcomes of a child's learning. Parents serve as a child's first and primary educational environment. In the context of education, parents function as an informal school. Thus, parents play a significant role in motivating their children to learn. Parents can serve as motivators or sources of support to encourage children to study more diligently. Thus, it must be acknowledged that parental motivation greatly influences a child's educational or learning process. Therefore, parents must earnestly create a positive educational or learning environment for their children.

Parents need to act as motivators in the effort to achieve their children's educational success. Hero and Sni (2018) state that parents' full commitment to paying attention to all their children's activities during their daily routines as students is essential so that the child can easily absorb knowledge during the teaching and learning process at school. Additionally, parental attention can also serve as a driving force for children to achieve maximum academic performance. Parental attention can take the form of providing guidance and advice, supervising the child's studies, offering motivation and rewards, and ensuring access to learning resources. Providing guidance and advice helps children develop a sense of purpose; monitoring their learning process aims to foster discipline; offering motivation and rewards encourages children to study and excel; and providing the necessary learning resources helps children remain steadfast in pursuing their goals by making the most of available resources.

Motivation is an impulse that arises within a person, consciously or unconsciously, to perform an action in accordance with a specific goal. From this definition, it can be said that in the

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world of education, learning motivation is a spirit that every student must possess. If a child (student) has strong learning motivation, they will be driven to be diligent and enthusiastic in their studies. This aligns with what Sardiman (1996) stated, concluding that learning motivation is the total driving force within a student (child) capable of initiating learning activities, ensuring the continuity of those activities, and providing direction to them, so that the goals desired by the learner (student) can be achieved effectively.

To foster strong learning motivation, supportive factors are essential. One such factor in children's learning motivation is the role of parents. Parenting within the family serves as the primary and foundational basis of education. A harmonious and happy family environment fosters children or future generations who are virtuous, high-quality, and responsible. The implementation of appropriate parenting styles that align with the child's needs contributes to the child's academic success.

Parenting is the effort parents make to nurture and guide their children—both mentally and physically—from birth through adulthood. Parenting can be defined as the implementation of a series of decisions made by parents or adults regarding their children, enabling the children to take responsibility, become good members of society, and develop positive character traits (Sunarti, 2004). According to Wibowo & Saidiyah (2013), parenting is a pattern of interaction between children and parents that encompasses the fulfillment of physical needs—such as food and non-physical needs—such as attention, empathy, and affection.

Baumrind (1991) argues that parenting, in principle, constitutes parental control—that is, how parents control, guide, and support their children in carrying out their developmental tasks toward the process of maturation. Dreikurs and Goldman (1986) define parenting as a model of parental treatment or actions in nurturing, guiding, and caring for children so they can become self-reliant. Parenting styles shape a child's personality and character in adulthood, as it is impossible to understand an adult without information about their childhood, since that period is the formative stage. There are four types of parenting styles practiced by parents: authoritarian, democratic, neglectful, and permissive (Baumrind, 1991).

Furthermore, Baumrind identifies two dimensions of parenting: responsiveness and demandingness. Responsiveness refers to a parent's caring, attentive, and communicative attitude toward children within the family. Demandingness refers to the demands, commands, or rules set by parents that children must follow. Based on these two dimensions, the following parenting styles emerge: authoritarian, authoritative (democratic), permissive, and neglectful. Authoritarian parenting is characterized by high demandingness but low responsiveness. Authoritative (democratic) parenting is characterized by a balance of demandingness and responsiveness. Permissive parenting is characterized by high responsiveness but low demandingness. Meanwhile, neglected parenting is characterized by low levels of both demandingness and responsiveness.

The application of appropriate parenting styles will make children feel that they are receiving optimal support from their parents. Deo et al. (2024) note that there is a positive and significant influence of parenting styles on students' motivation to learn. Furthermore, Ramadhan and Butar-Butar (2024) state that different parenting styles also lead to different outcomes. Authoritarian parenting causes children to have difficulty concentrating in class, pay less attention to the teacher during explanations, lack self-confidence, and be less responsible. A democratic parenting style fosters children's independence, encourages them to express their opinions boldly, and makes them more active and confident in the learning process. A permissive parenting style tends to make children indifferent, laid-back, and inattentive to what the teacher conveys during lessons, resulting in average or below-average academic performance.

Parents play a crucial role in every child's life. Parents are the figures children imitate and look up to. The characteristics formed within a child are greatly influenced by the education and knowledge provided by their parents. The education and knowledge a child acquire will continue to influence them as they grow into adulthood; therefore, it is crucial for parents to pay attention to matters related to their child's education, particularly regarding parenting styles (Karomah & Widiyono, 2022). Parental parenting styles are central to a child's development and have a significant impact on their growth and development (Havighurst et al., 2022). Therefore, this

study was conducted to examine the influence of parental parenting styles on children's learning motivation. Through this study, it is hoped that the impact of different parenting styles on children's learning motivation can be analyzed. Therefore, the study aims to determine the influence of parenting styles on children's learning motivation.

Several studies have demonstrated that parenting styles play an important role in shaping students' learning motivation. For example, Mihret et al. (2019) found that parenting styles were significantly associated with adolescents' academic achievement motivation, while Jan et al. (2023) reported a relationship between parenting style and academic motivation among university students. Similarly, Deo et al. (2024) highlighted the influence of parenting style on junior high school students' learning motivation. However, most previous studies have focused on authoritative, authoritarian, and permissive parenting styles, while the influence of neglectful parenting on learning motivation has received limited attention. Furthermore, prior research has generally examined the direct relationship between parenting styles and learning motivation without investigating the interrelationships among different parenting styles within a single study.

The novelty of this study contributes to existing literature by focusing on neglectful parenting as a potential determinant of students' learning motivation. Furthermore, it examines the relationships among authoritarian, authoritative, and neglectful parenting styles within a single analytical framework. By integrating these parenting dimensions, the study offers a broader perspective on how different parenting styles may be associated with students' learning motivation and enriches the current understanding of parenting practices in educational settings. This study is expected to provide new empirical evidence regarding the role of neglectful parenting in shaping students' motivation to learn, particularly in the context of Islamic junior high school education.

METHOD

This study is a quantitative study using a survey method. The research design employed was cross-sectional design. The study was conducted at Al-Iman Islamic Junior High School, Bojonggede, Bogor Regency, in 2024. The study population consisted of students at the school, and the sample was selected using a purposive sampling technique involving 30 students who met the inclusion criteria, namely students who were registered as active learners, willing to participate in the study, and able to complete the questionnaire properly. Data were collected using a structured questionnaire developed by the researcher based on a review of several literature sources. The instrument was designed to measure learning motivation as the dependent variable, while authoritarian parenting, authoritative parenting, permissive parenting, and neglectful parenting as independent variables. The development of the instrument was guided by previous theories and studies on parenting styles and learning motivation. Data analysis was carried out using both bivariate and multivariate analyses. The relationship between variables was tested using the Chi-square test with a 95% confidence level and a significance level of $p < 0.05$ to determine the association between parenting styles and students' learning motivation.

RESULTS AND DISCUSSION

Based on the results of the study, the table below shows the correlation between the independent and dependent variables.

Table 1 : Correlation PAON, PAP, PAOF, PAN and MB.

Variable	SP_PAON	SP_PAP	SP_PAOF	SP_PAN	SP_MB
SP_PAON	1	0.039	-0.231	0.475**	-0.042
SP_PAP	0.039	1	-0.201	0.282	-0.065
SP_PAOF	-0.231	-0.201	1	-0.398*	0.280
SP_PAN	0.475**	0.282	-0.398*	1	-0.501**

SP_MB	-0.042	-0.065	0.280	-0.501**	1

Source: Research Data, 2024.

Based on Table 1, the results of the correlation test conducted on four independent variables—authoritarian parenting (POAN), permissive parenting (PAP), authoritative parenting (PAOF), and neglectful parenting (PAN)—and their relationship with learning motivation (MB) indicate the presence of both positive and negative correlations between these variables. A significant positive correlation was found between authoritarian parenting and neglectful parenting, with r = 0.475 and p = 0.008 (significant at the 0.01 level). This means that the higher the value of authoritarian parenting, the higher the value of neglectful parenting.

A significant negative correlation was found between neglectful parenting and authoritative parenting, with r = -0.398 and p = 0.029 (significant at the 0.05 level). This means that the higher the value of neglectful parenting, the lower the value of authoritative parenting. Additionally, a significant negative correlation was also shown between neglectful parenting and learning motivation, with r = -0.501 and p = 0.005 (significant at the 0.01 level). This means that the higher the value of neglectful parenting, the lower the value of learning motivation.

Table 2. Summary of the Regression Model.

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.569[a]	.324	.216	4.16580

Source: Research Data, 2024.

Based on Table 2, the R-Square value in this study is 0.324, which means that together, the variables of authoritarian parenting style (X1), permissive parenting style (X2), authoritative parenting style (X3), and neglectful parenting style (X4) account for 32.4% of the variance in the learning motivation variable (Y), while the remaining 67.6% is explained by other factors not examined in this study.

Table 3: ANOVA.

Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	208.152	4	52.038	2.999	.038[b]
	Residual	433.848	25	17.354		
	Total	642.000	29			

Source: Research Data, 2024.

Based on Table 3, the F-test yielded an F-value of 2.999 with a p-value of 0.038, indicating that the regression model is significant overall at the 0.05 level. This means that the variables authoritarian parenting style (X1), permissive parenting style (X2), authoritative parenting style (X3), and neglectful parenting style (X4) together (simultaneously) influence the learning motivation variable (Y).

Table 4: Regression Coefficients.

Coefficients[a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	28.992	8.517		3.404	.002
	SP_PAON	.614	.420	.275	1.461	.156
	SP_PAOF	.220	.324	.122	.678	.504
	SP_PAP	.223	.315	.123	.708	.486
	SP_PAN	-.915	.304	-.618	-3.012	.006

Source: Research Data, 2024.

Based on Table 4, the regression coefficients indicate that neglectful parenting has a significant effect on learning motivation ($p = 0.006$). The negative coefficient ($B = -0.915$) suggests that an increase in neglectful parenting tends to decrease learning motivation. Meanwhile, the other variables—authoritarian parenting, authoritative parenting, and permissive parenting—were not significant in predicting learning motivation ($p > 0.05$).

DISCUSSION

Based on the above findings, in accordance with the 2003 National Education System Law, which states that the primary goal of education for children is to enrich the nation's intellectual life and foster skills to produce high-quality and competent human resources, parental support in the form of providing appropriate care is crucial for children's success in learning (Republic of Indonesia, 2003). Pratama et al. (2024) state that parenting styles play a crucial role in shaping children's learning motivation and character development. Purwati et al (2023) note that positive and supportive parenting is vital for children's development. However, according to Harianti and Amin (2016), while 64% of families employ positive parenting styles with good communication and control, negative parenting styles are still practiced in approximately 36% of families.

Hero and Sni (2018) state that parental participation has a significant influence on children's learning processes and the academic achievements they will attain. Both studies indicate that parental involvement positively influences teachers' evaluations of students. Yorianda et al. (2022) found a positive and significant correlation between parenting styles and students' academic performance. However, the reality is that many parents are currently unable to fully provide the necessary attention and appropriate parenting to their children to become effective partners with schools in educating them. Many parents easily give up and resign themselves to their children's behavior and misbehavior; they even give certain nicknames to naughty children, spoil them excessively, and often taunt them with rude words, which can weaken the children's motivation to learn. It can be said that the majority of parents still have a limited understanding of appropriate parenting practices for their children.

In fact, parents should be the first to lay educational foundations for their children. Wijayanti et al. (2020) states that parenting styles have a major impact on child development. This means that parenting styles have a significant influence on children's learning outcomes (Marlina et al., 2022). Research by Halawa et al. (2023) also indicates that parenting styles are associated with academic motivation. Additionally, parenting styles influence a child's ability to manage their emotions (Cahyani et al., 2021; Syahrul & Nurhafizah, 2021). Prasetiyo et al. (2021) found a significant influence of parenting styles on achievement motivation among athletes. Therefore, it is crucial for parents to serve as the steering wheel in their children's learning journey, providing guidance and support along the way, so that their children remain on track and are not hindered or obstructed from reaching their full potential in intellectual and social-emotional development. Parents need insight into how children learn and what their weaknesses and strengths are.

Family life, particularly the role of parents, constitutes the primary educational environment that plays a crucial role in shaping and fostering children's developmental processes. Issues students face at school—such as low academic achievement and the success or failure of the learning process—are often the result of or stem from a disharmonious family environment and parents failing to fulfill their roles effectively. Guillena et al. (2023) found that parenting style, parental involvement, and parental self-efficacy are all positively associated with students' learning motivation. These findings indicate that parenting style, parental involvement, and parental self-efficacy are key factors in the learning motivation of elementary school children. Parents can help their children develop positive attitudes toward learning and academic achievement by providing a supportive and nurturing home environment. When parents are actively involved in their children's education, they can help reinforce educational values and provide the resources their children need to succeed. Furthermore, parents who believe in their ability to support their children's learning are more likely to actively participate in their children's

education. Parental involvement, parenting style, and parental self-efficacy all have a positive impact on children's motivation to learn.

In general, there are three parenting styles commonly practiced by parents: authoritarian, democratic, and permissive (Nurmawati et al., 2022). A democratic parenting style that is supportive, grants autonomy, and encourages exploration has a positive impact on the development of a child's independence (Ritonga & Hasibuan, 2023). Parental support is crucial for fostering a child's independence. Parents play a central role in shaping a child's independence. The support they provide—whether by assigning age-appropriate responsibilities or offering positive encouragement—encourages children to develop the skills needed for self-reliance. Additionally, striking a balance between setting boundaries and granting freedom is essential. Too many restrictions can hinder a child's exploration and initiative, while freedom without guidance can make a child feel insecure.

Putri et al. (2023) note that a democratic or authoritative parenting style plays a significant role in fostering critical thinking skills, critical reading, and multiple intelligences in children within an educational context. Their research findings indicate that parents who provide active support, encourage questioning, and allow freedom to explore tend to have children who excel in these skills. Moreover, the implications extend beyond individual child development, underscoring the importance of family education in supporting children's holistic growth. Supriyanto et al. (2022) concluded that democratic parenting has a positive impact on children's social development, such as being sociable, caring, and willing to share with others, independent, confident, and well-liked by many people. Husna and Suryana (2021) affirmed that the application of democratic parenting leads to healthy social development in children. Pratama et al. (2024) further note that the implementation of an authoritative parenting style—which balances emotional support with clear boundaries—has proven effective in enhancing children's discipline, independence, and sense of responsibility, all of which support their academic achievement and emotional well-being. Democratic parenting provides students with more freedom (Hermawan et al., 2024; Subeqi & Adi, 2022). Parents allow children to express their wishes and are given the freedom to approach everything in a positive manner.

The use of democratic or authoritative parenting is linked to parents' well-being. Indana (2023) concluded that there is a significant relationship between parental well-being and authoritative parenting regarding problematic adolescent behavior. Authoritative parenting fully mediates the relationship between parental well-being and problematic adolescent behavior. Improved parental well-being leads parents to adopt an authoritative parenting style. The more frequently authoritative parenting is practiced, the more it reduces problematic adolescent behavior. Widodo and Eka (2022) state that there is a significant influence of authoritative parenting on resilience. Additionally, a significant influence of self-efficacy on children's resilience was also found. Jan et al. (2023) noted that authoritative/democratic parenting styles foster high academic motivation and future orientation in children. There is a statistically significant relationship between authoritative parenting and students' academic achievement motivation (Mihret et al., 2019). Furthermore, Rania and Sundari (2023) also concluded that authoritative parenting and emotional regulation influence assertive behavior in adolescents. Moreover, authoritative parenting plays a crucial role in shaping children's behavior, including fostering their entrepreneurial spirit from an early age (Anisah et al., 2023). Authoritative parenting influences children's character development, leading to higher levels of creativity, self-confidence, and risk tolerance—traits essential for an entrepreneur. Prasetiyo et al. (2021) noted that authoritative parenting has a significant influence on athletes' achievement motivation. This is because, under this parenting style, children are given the opportunity to be independent while under supervision.

A lack of attention toward children significantly impacts students' low learning motivation. Salma and Hasibuan (2023) state that a neglectful parenting style can significantly influence children's negative emotions, while other factors include the child's physical condition, environmental conditions, family size, and the family's socioeconomic status. This means that if the family and the living environment are unable to provide good learning motivation for the child, particularly in guiding and shaping the child's character, the child's academic performance will be

low. Thus, it can be said that the family has failed to serve as a motivator in educating and shaping the child's character. However, Zahra (2023) notes that students' learning motivation is closely linked to the parenting style applied by parents within the family.

According to Mihret et al. (2019), authoritarian parenting is the most commonly practiced parenting style in families compared to other styles. However, a significant relationship was found between authoritarian parenting and students' motivation for academic achievement at school. Hermawan et al. (2024) note that authoritarian parenting tends to suppress children's ability to express their opinions. This authoritarian parenting style impacts many aspects, one of which is a decline in children's motivation to learn. Authoritarian parenting is suppressive, disregarding or rejecting children's opinions (Prasetiyo et al., 2021). Consequently, children may experience depression and struggle to develop themselves, which in turn affects their ability to adapt to new environments.

In addition to authoritarian parenting, neglectful parenting is also commonly found in society. However, there is a strong and negative correlation between neglectful parenting and students' academic achievement motivation at school. This means that neglectful parenting negatively impacts students' academic motivation. Furthermore, it was found that there is no statistically significant relationship between indulgent parenting and students' academic motivation at school. Irlian (2023) concluded that there is a very strong correlation between neglectful parenting and self-control in adolescents. The correlation is negative, meaning that if neglectful parenting is high, adolescents' self-control will be low or decrease; conversely, if the level of neglectful parenting is low, adolescents' self-control will be higher or increase.

Ani et al. (2020) concluded that permissive parenting influences students' self-control. Permissive parenting is one of the factors contributing to low self-control in students. Other factors influencing self-control include internal individual factors and the individual's environment. Pratama et al. (2024) notes that authoritarian or permissive parenting styles can have negative effects on children's self-confidence, independence, and creativity. Kayanti et al. (2020) found that the higher the level of permissive parenting, the higher the tendency for delinquency among adolescents, and conversely, the lower the level of permissive parenting, the lower the tendency for delinquency among adolescents. Permissive parenting is a style characterized by minimal supervision, where children are allowed to determine their own path in life without guidance (Prasetiyo et al., 2021). This situation leads children to become willful or disobedient, which inevitably affects how their environment perceives them. Therefore, an adaptive and balanced parenting approach is highly recommended to support children's holistic development in facing future challenges.

In learning, students must meet certain prerequisites, one of which is motivation (Oktiani, 2017). Motivation is a crucial element in the learning and teaching process (Prihatanta, 2015; Susanti, 2015). This is because motivation drives students to engage in learning activities effectively, enabling them to achieve predetermined learning objectives. High and positive motivation is a key determinant of a child's success in learning. To foster children's learning motivation, external stimuli are necessary, one of which comes from parents. Learning motivation drives children to harness all their inner drive to learn until they achieve a goal. However, in reality, students often engage in learning activities merely out of routine, solely because of their obligation to attend school. They lack their own intrinsic motivation to learn.

A child's motivation to learn is the actualization of the inner drive and strength within the child that can activate and direct their behavior; this behavior is the manifestation of an integrated interaction between motives and needs and the observed situation, and it serves to achieve the desired goals in the child's learning process. A child's motivation to learn unfolds through a dynamic process. Motivation is the inner force within a child that drives them to act (driving force). Motivation does not exist in isolation but is interrelated with other factors, both external and internal. Jucius (1961) defines motivation as an activity that provides an impetus to a person or oneself to take the desired action.

As a psychological phenomenon, motivation is a form of conscious drive within an individual to perform an action with a specific purpose. Motivation can also take the form of efforts that prompt an individual or a group to act because they wish to achieve a desired goal or

derive satisfaction from their actions. Motivation plays a strategic role in a child's learning activities. No child learns without motivation. No motivation means no learning activity. To optimize the role of motivation, the principles of motivation in learning must not only be understood but also applied in daily activities.

According to Oktiani (2017), students' learning motivation originates from within (intrinsic) and from outside (extrinsic). Intrinsic motivation refers to motives that become active or function without needing external stimulation, as every individual already possesses an inner drive to act. For example, a child who enjoys reading does not need to be told or encouraged; they are already eager to seek out books to read. Furthermore, when viewed from the perspective of the purpose of the activity being performed (such as learning), intrinsic motivation refers to the desire to achieve the goals inherent in the act of learning itself. For instance, a child engages in learning because they genuinely seek knowledge, skills, or values to constructively change their behavior—not for any other purpose. Intrinsic motivation can also be described as a form of motivation in which learning activities are initiated and sustained based on an internal drive and are absolutely related to the learning activities themselves. A child studies because they genuinely want to understand everything, not because they want praise or rewards.

Extrinsic motivation refers to motives that are activated and driven by external stimuli. For example, a child studies because they know they have a test the next morning, hoping to get a good grade so they will be praised by their parents or friends. So, the key factor is not a desire to learn for the sake of knowledge, but rather a desire to get a good grade or receive a reward. So, when viewed from the perspective of the purpose of the activity, it is not directly related to the essence of what is being done. Therefore, extrinsic motivation can also be described as a form of motivation in which learning activities begin and continue based on external incentives that are not strictly related to the learning activities themselves.

The role of motivation in the learning process can be likened to fuel that drives the engine of student learning. Strong and high motivation encourages students to actively strive for achievement in the classroom. Rahman (2022) and Zahara (2023) states that learning motivation has a positive impact on student learning outcomes, in other words, the higher the learning motivation, the higher the student's learning outcomes. However, motivation that is too strong due to coercion can actually have a negative effect on the effectiveness of student learning, because motivation requires time to be absorbed, internalized, and applied in daily life, particularly in education. Therefore, parents must provide appropriate guidance to positively impact their children's learning motivation.

Nevertheless, this study is limited in several aspects. The cross-sectional design only allows the identification of associations rather than causal relationships between parenting styles and learning motivation. In addition, the use of purposive sampling with a relatively small sample size and a single-school setting limits the generalizability of the findings to a broader population. Furthermore, the reliance on self-reported questionnaires may introduce response bias, and the focus on four parenting styles without considering other influencing factors such as peer influence or socio-economic conditions may restrict the comprehensiveness of the analysis. Lastly, the study focused only on four types of parenting styles (authoritarian, authoritative, permissive, and neglectful) as predictors of learning motivation, without considering other potential influencing factors such as peer influence, teacher support, or socio-economic background.

CONCLUSION

Based on the results of this study, it can be concluded that authoritarian parenting is positively correlated with neglectful parenting. In addition, it was also found that neglectful parenting is negatively correlated with authoritative parenting and academic motivation. Although this study indicates that only neglectful parenting significantly influences children's learning motivation, as in previous studies, authoritarian and permissive parenting styles also have a negative relationship with children's academic achievement. Therefore, parents should

consider avoiding the use of neglectful, authoritarian, and permissive parenting styles to ensure their children achieve maximum academic success.

Based on the findings of this study, the researcher offers the following recommendations: First, in-depth parent training programs should be developed to discuss appropriate parenting strategies for children and provide practical tips to support children's critical thinking, critical reading, and intelligence. Second, family education materials should be integrated into the school curriculum to enhance the awareness and understanding of students, teachers, and parents regarding the role of parents. Third, further research should be conducted to investigate additional factors that may influence the relationship between parenting styles and children's learning motivation, involving a larger sample and a more diverse range of family contexts to provide a more comprehensive understanding. Through the implementation of these recommendations, it is hoped that positive changes will be brought about in the application of appropriate parenting styles, thereby enhancing children's learning motivation to foster a generation that is intelligent and critical.

Artificial Intelligence (AI) Use Disclosure

The authors used artificial intelligence tools to assist in grammar editing, language refinement, and literature search. All results and conclusions remain the responsibility of the authors, and the use of AI did not involve generating data, carrying out analysis, or substituting for the authors' critical thinking in conducting the research.

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