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# THE RELATIONSHIP BETWEEN PARENS' EDUCATION LEVEL AND STUDENT MOTIVATION AND LEARNING OUTCOMES AT DUMAI STATE SENIOR HIGH SCHOOL 4

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**ABSTRACT**

This study aims to determine the relationship between parental education level and student motivation and learning outcomes at Dumai State Senior High School 4. The study used a quantitative correlational approach with a purposive sampling technique for 75 students in grades 11 and 12. Data were collected through a learning motivation questionnaire and report card documentation. Validity and reliability tests showed all instrument items were valid (r- count > 0.195) and reliable (α > 0.8). Spearman correlation analysis showed no significant relationship between parental education and student learning motivation (r = 0.023; p = 0.845). However, there was a significant relationship between parental education and student learning outcomes (r = 0.426; p = 0.000). Furthermore, Pearson correlation results showed no relationship between learning motivation and learning outcomes (r = –0.028; p = 0.815). These findings indicate that parental education influences student learning outcomes, but is not directly related to student motivation.

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## 1. INTRODUCTION

Educational success is determined not only by the quality of schools and teachers, but also by family support, particularly parental education. Parents are considered the first and foremost educators because children gain learning experiences from the start at home. Previous research has shown that parental education can influence academic achievement. However, in the context of Dumai State Senior High School 4, no research has specifically examined this relationship. Therefore, this study was conducted to answer the following questions: (1) is parental education related to student learning motivation; (2) is it related to learning outcomes; and (3) is learning motivation related to learning outcomes.

## 2. METHOD

This study used a quantitative approach with a correlational design. The subjects were 75 eleventh and twelfth grade students at Dumai State Senior High School 4 in the 2024/2025 academic year, selected using purposive sampling. The instruments used included: (1) a learning motivation questionnaire with a Likert scale, and (2) documentation

of report card grades as an indicator of learning outcomes. Data analysis was conducted using validity and reliability tests, as well as Spearman and Pearson correlation tests using SPSS.

## 3. RESULTS

Relationship between parental education and student learning motivation: no significant relationship (r = 0.023; p = 0.845). Relationship between parental education and student learning outcomes: a significant positive relationship (r = 0.426; p = 0.000). Relationship between learning motivation and student learning outcomes: no significant relationship (r = –0.028; p = 0.815).

## 4. DISCUSSION

The results of this study indicate that parental education significantly influences student learning outcomes. This aligns with previous research findings that parents with higher education are better able to provide effective academic support for their children. However, this study found that parental education level was not related to student learning motivation. Learning motivation is more influenced by internal factors such as students' personal interests and goals, as well as external factors such as the role of teachers and the school environment. The lack of a relationship between motivation and learning outcomes in this study also suggests that student academic achievement is more influenced by parental academic support and the learning environment than by internal motivation alone.

## 5. CONCLUSION

Parental education level is not related to student learning motivation. Parental education level is significantly related to student learning outcomes. Learning motivation is not related to student learning outcomes.

## RECOMMENDATIONS

Schools and teachers need to understand the educational background of students' parents to tailor guidance strategies.Parents, even those with low educational levels, are still expected to provide emotional support and mentoring for their children's learning. Future researchers can examine other factors such as family economic conditions, learning environment, and parenting styles.

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