

ABSTRACT

The Role of Maternal Parenting Styles and Maternal School Involvement on Student's Academic Motivation Grade 5 Elementary School X, Y, Z

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Tutoring is a tool to improve children's academic achievement. Student's academic motivation is a significant predictor of academic achievement. Student's academic motivation is related to maternal parenting styles and maternal school involvement. The purpose of this study was to examine the role of maternal parenting styles and maternal school involvement on student's academic motivation. Participants of this study using purposive sampling technique with a sample of 157 of 5th grade students from three elementary schools in Jakarta, aged between 9-12 years. Participants completed three questionnaires: student's academic motivation questionnaire, maternal parenting styles questionnaire, and maternal school involvement questionnaire. The results of reliability tests showed Cronbach's alpha of 0.727 for student's academic motivation; 0.844 for maternal parenting styles; and 0.767 for maternal school involvement. The hypothesis was tested using multiple linear regression test. Based on the results of multiple regression test, it was found that maternal parenting styles has a significant role to the student's academic motivation of $R^2 = 38.1\%$, in which maternal parenting styles has a value of Sig. of 0.000 ($p < 0.05$). While the maternal school involvement does not have a significant role to student's academic motivation, in which maternal school involvement has a value of Sig. of 0.095 ($p > 0.05$).

Keywords: *academic motivation, maternal parenting styles, maternal school involvement, elementary school*