

Transnational Authoritative Parenting and Academic Motivation: A Self-Determination Theory Perspective on Children of Migrant Workers

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Abstract

Keywords:

Parenting, academic motivation, Indonesian migrant workers, Madrasah Tsanawiyah students.

Academic motivation is an important element in student success in an educational context. The absence of parents is known to have an important role in reducing academic motivation. However, based on theoretical studies and previous research, it is suspected that parental parenting, especially authoritative, is able to increase students' learning motivation even though they do not literally support them. The aim of this research is to determine the influence of the authoritative parenting style of parents who work as migrant workers on the academic motivation of MTsN 3 Tulungagung students.

The research method that is relevant to the objectives of this research is the quantitative research method with simple regression tests. The research instruments used were the Parenting Styles and Dimensions Questionnaire (PSDQ) and The Academic Motivation Scale (AMS). Meanwhile, the sample in this research was class VIII students at MTsN 3 Tulungagung with predetermined criteria. Statistical testing confirmed a significant positive effect of authoritative parenting on academic motivation ($p < 0.05$; $t = 4.83$), with the regression model accounting for 28% of the variance in motivation levels. These findings imply that physical distance does not necessarily diminish parental influence. Effective remote parenting, maintained through emotional support and clear boundaries, can successfully sustain a child's academic drive. Consequently, these results provide vital insights for migrant families and schools on how effective communication and structured caregiving can mitigate the potential negative consequences of parental absence.

Abstrak

Kata kunci:

Pola asuh, Academic Motivation, Pekerja Migran Indonesia, Siswa Madrasah Tsanawiyah

Motivasi akademik merupakan elemen penting pada keberhasilan pelajar pada konteks pendidikan. Ketidakhadiran orang tua diketahui memiliki peran penting pada penurunan motivasi akademik. Walaupun demikian berdasarkan kajian teori dan riset terdahulu diduga pola asuh orang tua, terutama authoritative mampu meningkatkan motivasi belajar siswa meskipun secara harfiah tidak mendampingi. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh pola asuh authoritative orang tua yang bekerja sebagai TKI terhadap motivasi akademik siswa MTsN 3 Tulungagung. Metode penelitian yang relevan dengan tujuan penelitian ini adalah metode penelitian kuantitatif dengan uji regresi sederhana. Instrumen penelitian yang digunakan adalah Parenting Styles and Dimensions Questionnaire (PSDQ) dan The Academic Motivation Scale (AMS). Sementara sampel dalam penelitian ini adalah siswa kelas VIII MTsN 3 Tulungagung dengan kriteria yang telah ditentukan. Hasil penelitian menunjukkan adanya Pengujian statistik mengonfirmasi adanya pengaruh positif yang signifikan dari pola asuh autoritatif terhadap motivasi akademik ($p < 0,05$; $t = 4,83$), dengan model regresi yang menjelaskan 28% varians dalam tingkat motivasi tersebut. Temuan ini berimplikasi bahwa jarak fisik tidak serta-merta mengurangi pengaruh orang tua. Pola asuh jarak jauh yang efektif, yang dipertahankan melalui dukungan emosional dan batasan yang jelas, terbukti dapat menjaga dorongan akademik anak. Hasil ini memberikan wawasan penting bagi keluarga migran dan pihak sekolah mengenai

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bagaimana komunikasi yang efektif dan pengasuhan terstruktur dapat memitigasi potensi dampak negatif dari ketidakhadiran fisik orang tua.

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INTRODUCTION

Academic motivation serves as a critical driver of students' learning behavior and overall educational success. It determines students' persistence in overcoming academic challenges and achieving optimal performance (Vallerand et al., 1992). Meta-analyses confirm that academic motivation is a stronger predictor of achievement than intelligence (Kriegbaum et al., 2018; Adiputra & Mujiyati, 2017).

Previous research has also revealed the serious consequences of low academic motivation. Students with low academic motivation tend to be less engaged in the learning process, easily bored, exhibit truancy behavior, and pay less attention to the teacher's explanations (Eccles & Wigfield, 2022). Moreover, low academic motivation has been reported as one of the factors causing school dropout (Rowell & Hong, 2013). Although academic motivation originates from within the individual, its development is inseparable from external factors, particularly the family environment. Parents play a strategic role in shaping children's attitudes, study habits, and academic orientation. Cross-sectional studies indicate that parental involvement is a significant predictor of students' academic performance (Topor et al., 2010) and contributes to reducing problematic behavior at school and increasing children's academic self-confidence (Dotterer & Wehrspann, 2016).

However, not all parents have the opportunity to be directly involved in their children's educational process. The increasing phenomenon of parents working as Indonesian Migrant Workers (PMI/TKI) presents a unique challenge in child-rearing. Data from the Indonesian Migrant Worker Protection Agency shows a significant upward trend in PMI placements year by year, dominated by female workers (Badan Pelindungan Pekerja Migran Indonesia, 2024). This condition implies reduced physical presence of parents in their children's lives. Qualitative research (Filayanti et al., 2020) found that children left behind by parents working as TKI understand the economic reasons for their parents' departure but still feel a lack of learning assistance, which impacts low academic motivation and suboptimal learning achievement. Preliminary data from interviews with Guidance and Counseling teachers at MTsN 3 Tulungagung also indicate that academic motivation is a fairly dominant issue, marked by tardiness, truancy, and lack of attention during lessons, especially among eighth-grade students.

On the other hand, empirical findings show that the negative impact of parental absence is not always deterministic. Parenting style is an important factor that can bridge this gap. Parenting style is defined as the strategies parents use to guide children toward specific developmental goals (Santrock, 2012). Baumrind classified parenting styles into authoritative, authoritarian, and permissive, where the authoritative style is characterized by a balance between control and warmth (Santrock, 2012). Several studies show that authoritative parenting is positively related to children's motivation and academic achievement (Nyarko, 2011). Specifically, (Firdausi et al., 2022) found that children left behind by parents working as TKI still have high academic motivation when parents apply authoritative parenting through communication, provision of consideration, and ongoing monitoring. This finding indicates the potential of

authoritative parenting as an adaptive strategy in the context of physical separation between parents and children.

Based on the above exposition, this study offers novelty by examining the role of authoritative parenting by parents working as TKI on children's academic motivation in the context of Madrasah Tsanawiyah (Islamic Junior High School), which has dual academic burdens between general and religious subjects. This study aims to analyze the influence of parenting styles of parents working as TKI on the academic motivation of students at MTsN 3 Tulungagung. The hypothesis proposed in this study is that there is a positive influence of authoritative parenting by parents working as TKI on children's academic motivation.

RESEARCH METHOD

This study uses a quantitative approach with a survey design to test the relationship between psychological variables based on numerical data obtained from respondents (Sugiyono, 2019). Data collection was conducted using a survey method with psychological scale instruments. Psychological scales are used to measure non-cognitive attributes of respondents through written statements (Azwar, 2012). The instruments were distributed directly to students after obtaining permission from the school, and then the data meeting the research criteria were selected for further analysis.

Research Subjects

The research subjects were eighth-grade students of MTsN 3 Tulungagung for the 2024/2025 academic year. The study population totaled 353 students, with 59 of them having parents working as TKI. The sampling technique used was saturated sampling, so all students meeting the criteria were included as the research sample (Sugiyono, 2019). This study was conducted at MTsN 3 Tulungagung in 2025.

Research Instruments

The authoritative parenting variable was measured using the Parenting Styles and Dimensions Questionnaire (PSDQ) developed by Robinson et al. (1995) and adapted into Indonesian by Fahiroh et al. (2019). The PSDQ consists of 27 statement items with a four-point Likert scale, where higher scores indicate higher levels of authoritative parenting. Academic motivation was measured using the Academic Motivation Scale (AMS) developed by Vallerand et al. (1992) and adapted and simplified by Natalya (2018). The AMS consists of 15 statement items adapted to the context of Madrasah Tsanawiyah students. The instrument uses a four-point Likert scale, with higher scores indicating higher levels of academic motivation.

Data Analysis

Data analysis in this study was conducted using IBM SPSS version 26, including descriptive and inferential statistical analysis. Descriptive analysis was used to describe the characteristics of the data on the authoritative parenting and academic motivation variables through minimum, maximum, mean, standard deviation values, as well as categorization of data into high, moderate, and low categories. Furthermore, inferential statistical analysis was used to test the research hypothesis, namely the influence of authoritative parenting on students' academic motivation, using simple linear regression. Before regression testing, classical assumption tests were first conducted, including normality of residuals using Kolmogorov-Smirnov, linearity test, and heteroscedasticity using the Glejser test. Decision-making in all statistical tests was based on a significance level of 0.05.

RESEARCH RESULTS AND DISCUSSIONS

Result

Description of Research Respondents

Descriptive data were used to provide a general overview of the information obtained in the study. Based on the questionnaire responses, data were collected from 59 eighth-grade students of MTsN 3 Tulungagung for the 2024-2025 academic year. Data analysis was conducted using SPSS version 26.

Based on frequency test results, an overview of respondent characteristics including class, age, gender, and parents' marital status was obtained. This information is presented in tables below.

Table 1
Frequency Test Results Based on Respondents' Age

No	Age	Number of Respondents	Presentation (%)
1	12	1	2
2	13	14	24
3	14	43	73
4	15	1	2
Total		59	100

Referring to Table 1 above, the distribution of respondents' characteristics by age shows that there was 1 respondent aged 12 years (2%), 14 respondents aged 13 years (24%), 43 respondents aged 14 years (73%), and 1 respondent aged 15 years (2%). Therefore, it can be concluded that the majority of respondents were 14 years old.

Table 2
Results of the Frequency Test Based on Respondents' Gender

No	Gender	Number of Respondents	Presentation (%)
1	Male	26	44
2	Female	33	56
Total		59	100

Referring to Table 2 above, it can be seen that the distribution of respondents' characteristics based on gender consists of 26 male respondents (44%) and 33 female respondents (56%). Therefore, it can be concluded that the majority of respondents are female.

Table 3
Frequency Test Results Based on Respondents' Parents' Marital Conditions

No	Parents' Marital Status	Number of Respondents	Presentation (%)
1	Harmonious	46	78
2	Divorced	11	19
3	Remain married but experience frequent conflict	2	3
Total		59	100

Referring to Table 3 above, it can be seen that the distribution of respondents' characteristics based on their parents' marital condition shows that 46 respondents (78%) have parents with a harmonious marriage, 11 respondents (19%) have parents who are divorced, and 2 respondents (3%) have parents who remain married but experience frequent conflicts.

Descriptive Statistical Analysis

Items in the authoritative parenting variable (X) and academic motivation (Y) were subsequently analyzed descriptively. The basis for calculating the descriptive statistics of the research data is presented in Table 1, in which the mean and standard deviation are determined using hypothetical reference values.

Table 4
Research Data Description

	N	Skor Hipotetik			
		Min	Max	Mean	SD
Authoritative Parenting Style	59	51	255	153	34
Academic Motivation	59	13	65	39	8,67

Furthermore, the scores for authoritative parenting and academic motivation were categorized into three levels low, moderate, and high based on the mean and standard deviation.

Table 5
Analisis Deskriptif Variabel Authoritative Parenting Style

Variable	Formula	Score Range	Category	Frequency	Presentage (%)
Authoritative Parenting Style	$X \geq M - 1.SD$	$X < 119$	Low	0	0
	$M - 1.SD \leq X < M + 1.SD$	$119 \leq X < 187$	Moderate	23	39
	$X < M + 1.SD$	$187 \geq X$	Tinggi	36	61
Total				59	100

Table 2 shows that for authoritative parenting, no respondents were classified in the low category, while 23 respondents (39%) were in the moderate category and 36 respondents (61%) were in the high category.

Table 6
Analisis Deskriptif Variabel Academic Motivation

Variable	Formula	Score Range	Category	Frequency	Presentage (%)
Academic Motivation	$X \geq M - 1.SD$	$X < 30,33$	Low	0	0
	$M - 1.SD \leq X < M + 1.SD$	$30,33 \leq X < 47,67$	Moderate	1	2
	$X < M + 1.SD$	$47,67 \geq X$	High	58	98
Jumlah				59	100

Table 3 shows that for the academic motivation variable, no respondents were classified in the low category, while 1 respondent (2%) was in the moderate category and 58 respondents (98%) were in the high category.

Descriptive Inferential Analysis

Assumption Test

Residual Normality Test

The results of the residual normality test are presented in Table 4.8. The research data can be considered normally distributed if the significance value is greater than 0.05, whereas the data are considered not normally distributed if the significance value is less than 0.05 (Machali, 2015).

Table 7
Normality Test Results

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		59
Normal Parameters ^{a,b}	Mean	0,00
	Std. Deviation	4,71
Most Extreme Differences	Absolute	0,07
	Positive	0,07
	Negative	-0,07
Test Statistic		0,07
Asymp. Sig. (2-tailed)		0,20 ^{c,d}

Table 7 shows that the results of the normality test using the Kolmogorov-Smirnov method yielded a significance value of 0.20 (> 0.05). Since this value exceeds the 0.05 significance threshold, it can be concluded that the data are normally distributed.

Linearity Test

Two variables are considered to have a linear relationship if the significance value of Linearity is less than 0.05. Another theory states that two variables have a linear relationship if the significance value of Deviation from Linearity is greater than 0.05.

Table 8

Results of the Linearity Test of Authoritative Parenting Patterns on Academic Motivation

ANOVA Table		Sum of Squares	Df	Mean Square	F	Sig.
Academic Motivation * Authoritative Parenting Style	Between Groups	(Combined) 1710,39	46	37,18	4,33	0,00
		Linearity 526,40	1	526,40	61,33	0,00
		Deviation from Linearity 1183,99	45	26,31	3,07	0,02
	Within Groups	103,00	12	8,58		
Total		1813,39	58			

According to the results of the linearity test in Table 8, the significance value for linearity between authoritative parenting style and academic motivation is **0.000** ($p < 0.05$), indicating a statistically significant linear relationship. In contrast, the significance value for deviation from linearity exceeds 0.05, showing no significant non-linear deviation. Consequently, the relationship between authoritative parenting style and academic motivation can be concluded to be **linear**.

Heteroscedasticity Test

The criterion for decision-making in this heteroscedasticity test is as follows: if the significance value is greater than 0.05, it can be concluded that the regression model does not contain heteroscedasticity.

Table 9
Heteroscedasticity Test Results

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	6,56	2,475		2,65	0,01
	Authoritative Parenting Style	-0,02	0,01	-0,16	-	0,23
					1,20	

a. Dependent Variable: AbsRes

According to the heteroscedasticity test results in Table 9 (using the Glejser test), the significance value obtained is **0.230** (> 0.05). Therefore, it can be concluded that **there is no heteroscedasticity** in the regression model.

Hyphotesis Test

To test the hypothesis regarding the dependent variable, simple linear regression analysis was conducted using SPSS version 26 software. The decision criterion is as follows: a significant influence of the independent variable on the dependent variable is established if the significance value (Sig.) is less than 0.05 or if the calculated t-value (t-count) exceeds the critical t-value from the table (t-table); conversely, no significant influence is concluded if the significance value (Sig.) exceeds 0.05 or if the calculated t-value is less than the critical t-value from the table.

Table 10
Hyphotesis Test Results

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	38,18	3,97		9,62	0,00
	Authoritative Parenting Style	0,10	0,02	0,54	4,83	0,00

a. Dependent Variable: Academic Motivation

According to Table 10, the simple linear regression analysis shows a significance value (Sig.) of 0.000 (< 0.05) and a calculated t-value of 4.83 ($> t\text{-table} = 1.673$). Thus, the alternative hypothesis (H_a) is accepted while the null hypothesis (H_o) is rejected. This indicates that authoritative parenting by parents working as TKI has a significant positive effect on the academic motivation of students at MTsN 3 Tulungagung.

Table 11
Results of the F-test

ANOVA ^a		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	526,40	1	526,40	23,31	0,00 ^b
	Residual	1286,99	57	22,58		
Total		1813,39	58			

a. Dependent Variable: Academic Motivation
b. Predictors: (Constant), Authoritative Parenting Style

Based on Table 11, the F-test result show that the calculator F-value (23,31) exceeds the critical F-value (3,98), indicating a significant regression model.

Table 12
Result of the Adjusted R-Square Analysis

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	0,54 ^a	0,29	0,28	4,75	0,29	23,31	1	5	0,00
								7	

a. Predictors: (Constant), Authoritative Parenting Style

According to Table 12, the obtained Adjusted R² value is 0.28, indicating that 28% of the variance in students' academic motivation is accounted for by the authoritative parenting style variable. The remaining 72% of the variance is attributable to other factors outside the scope of this study's model

DISCUSSION

Perception Level of Authoritative Parenting Patterns of Parents Working as Migrant Workers among Students of MTsN 3 Tulungagung.

The results of the descriptive analysis on the authoritative parenting variable indicate that there were no respondents in the low category (0%). A total of 23 respondents (39%) were in the moderate category, while the majority of respondents – 36 students (61%) – were in the high category. These findings indicate that most students perceive their parents as having applied authoritative parenting in their daily lives.

Authoritative parenting is characterized by a balance between control and emotional warmth. Parents who apply this parenting style set clear boundaries while still providing support, attention, and open communication to their children. This condition is in line with Baumrind's view as cited in Santrock (2012), which states that authoritative parenting balances aspects of demandingness and responsiveness, thereby creating a supportive and conducive caregiving environment for children's development.

The findings of this study are also supported by various previous research results. Darling and Steinberg (1993) explain that effective parenting is not solely oriented toward behavioral control, but also takes into account the child's needs and circumstances. This approach contributes to positive social and emotional development. Furthermore, Baumrind, as cited in Santrock (2012), states that authoritative parenting is closely associated with the emergence of motivation and adaptive behaviors in children. Other studies have shown that adolescents raised with authoritative parenting tend to have closer emotional relationships with their parents, better self-regulation abilities, and more positive learning attitudes (Tang et al., 2018. Nirwana et al., 2024).

Thus, the dominance of the authoritative parenting category in this study illustrates that most respondents experience parenting characterized by warmth, responsiveness, and clearly defined structure. This type of parenting is considered effective in supporting students' social, emotional, and academic development, particularly during early adolescence.

Level of Academic Motivation in Students of MTsN 3 Tulungagung

The results of the descriptive analysis of the academic motivation variable indicate that there were no respondents in the low category (0%). One respondent (2%) was in the moderate category, while the vast majority – 58 students (98%) – were in the high category. These findings demonstrate that most students possess strong and positive academic motivation.

High levels of students' academic motivation may be influenced by the family environment, parenting styles, and social support. This finding is consistent with the study by Febriyanti et al. (2024), which shows that intrinsic motivation is positively correlated with academic achievement. Xiufei and Baki (2025) also found that individuals with high learning motivation tend to demonstrate better academic performance and greater learning persistence.

The high academic motivation observed in this study is also associated with the dominance of authoritative parenting. Khan and Ilyas (2020) state that supportive and structured parenting is able to enhance students' learning enthusiasm and academic engagement. This is supported by Tang et al. (2018), who explain that the authoritative approach helps foster academic motivation because children feel valued and receive clear guidance.

This condition is particularly relevant for students whose parents work as migrant workers (TKI). Firdausi et al. (2022) showed that authoritative parenting implemented through long-distance communication is still able to maintain the learning motivation of children of migrant workers, while the findings of Nirwana et al. (2024) further strengthen the evidence that authoritative parenting contributes significantly to the enhancement of students' learning motivation. In addition to parenting factors, high academic motivation is also influenced by students' internal factors and the learning environment. (Schunk, Meece, and Pintrich (2014) emphasize the role of mastery goals and self-efficacy in fostering motivation, whereas Slavin (2018) highlights the importance of teaching quality and a positive learning environment in supporting students' academic motivation.

Overall, the results of the study indicate that the academic motivation of students at MTsN 3 Tulungagung falls into the high category, characterized by strong learning drive and active engagement in the learning process, which reflects the influence of parenting practices.

The Authoritative Effect of Parents Working as Migrant Workers on the Academic Motivation of Students at MTsn 3 Tulungagung

The results of the analysis indicate that there is a significant effect of authoritative parenting practiced by parents who work as migrant workers (TKI) on students' academic motivation. This is evidenced by a significance value of 0.00 (< 0.05) and a calculated t-value of 4.83, which is greater than the t-table value (1.673). These findings confirm that the better the implementation of authoritative parenting, the higher the students' academic motivation. Authoritative parenting, characterized by warmth, emotional support, open communication, and clearly defined boundaries, is able to create a nurturing environment that facilitates the development of students' learning motivation.

These findings are consistent with the study by Qowiyatun Ilma et al. (2025), which states that effective parenting strengthens the emotional bond between parents and children, thereby contributing to increased learning motivation. A positive emotional bond makes children feel valued and supported, which in turn encourages

higher academic engagement. Consistent parental support, even when physical presence is limited, also helps foster children's awareness of the importance of education.

The results of this study are also consistent with the findings of Khan and Ilyas (2020), which demonstrate a positive and significant relationship between authoritative parenting and academic motivation. Parenting characterized by warmth, clear direction, and rational control is able to enhance students' intrinsic motivation to learn. Similar findings were reported by Tang et al. (2018), who stated that authoritative parenting fosters academic motivation through guided autonomy and emotional support. The study by Nirwana et al. (2024) further reinforces that the influence of authoritative parenting on learning motivation is consistent across different educational levels.

From the perspective of motivation theory, these findings align with Joussemet et al. (2008), who explain that autonomy-supportive, warm, and structured parenting can enhance students' intrinsic motivation. When parents set clear rules while maintaining open dialogue, children are more likely to internalize academic goals as personal needs. Grolnick (1997) and Ryan (2020) also emphasize that supportive parental involvement that is not overly controlling is positively associated with students' academic motivation and learning engagement.

In the context of families with parents working as migrant workers (TKI), Firdausi et al. (2022) found that the implementation of authoritative parenting is still able to maintain children's learning motivation through long-distance communication, guidance, and emotional support. This condition is relevant to the characteristics of the research respondents, who are in early adolescence—a developmental phase in which emotional support and attachment to parents play an important role in building stable academic motivation.

The Adjusted R Square value of 0.28 indicates that authoritative parenting contributes 28% to the variance in students' academic motivation, while the remaining variance is influenced by other factors. Ryan and Deci (2017) explain that academic motivation is also affected by teaching quality, the learning environment, and peer support. In addition, family conditions play a role, as stated by Amato (2006), who argues that parental marital stability is associated with children's psychological well-being and academic motivation. In the context of TKI families, harmonious marital relationships and well-maintained family communication can serve as protective factors in sustaining children's learning motivation (Sun and Li, 2011).

Overall, the results of this study reinforce the conclusion that authoritative parenting practiced by parents, including those working as migrant workers (TKI), plays an important role in enhancing students' academic motivation. Parenting that is responsive, warm, and structured, supported by relatively stable family conditions, has been shown to strengthen students' learning drive and academic engagement.

CONCLUSION

The results of this study indicate that authoritative parenting implemented by parents, including those working as Indonesian migrant workers (TKI), plays a significant role in enhancing the academic motivation of students at MTsN 3 Tulungagung. The analysis reveals a positive effect of authoritative parenting on students' academic motivation, with a significance value of 0.00 and a calculated t-value of 4.83. In addition, approximately 28% of the variance in students' academic motivation can be explained by authoritative parenting factors.

Students who are raised in a warm and structured parenting environment tend to exhibit higher learning motivation, even when parents are not always physically present. These findings emphasize the importance of emotional support and effective communication in parenting, as well as family stability, as key factors in maintaining students' learning motivation. This provides insight into how effective parenting practices can help mitigate the negative impacts of parental absence due to overseas employment. Consequently, there is a clear need for future research to utilize broader samples, more diverse geographical contexts, and improved methods—such as data triangulation involving guardians and longitudinal tracking—to achieve more comprehensive results that can inform more effective policy decisions regarding the welfare and educational support of migrant families.

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