

The influence of parental parenting patterns on achievement motivation and learning motivation of student athletes through social support

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Abstract

This study aims to analyze the influence of parenting style on achievement motivation and learning motivation among student-athletes, with social support as a mediating variable. The background of this research lies in the importance of parenting in shaping character, achievement drive, and learning motivation, especially for students who are also athletes and face dual challenges in academics and sports. This research employed a quantitative approach using *Partial Least Squares Structural Equation Modeling* (PLS-SEM) with SmartPLS 4 software. The sample consisted of 81 student-athletes selected through purposive sampling. The research instrument was a Likert-scale questionnaire that had been tested for validity and reliability. The results revealed that parenting style had a significant effect on achievement motivation but not on learning motivation. Social support was found to partially mediate the relationship between parenting style and achievement motivation but did not mediate the relationship with learning motivation. These findings emphasize the importance of social support in strengthening achievement motivation among student-athletes, although improving learning motivation requires additional factors beyond parenting style and social support. This study contributes to the development of more comprehensive coaching strategies for student-athletes by optimizing social support. Future research is recommended to explore other psychological and environmental variables that may influence learning motivation.

Keywords: Parenting style; Achievement motivation; Learning motivation

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INTRODUCTION

Education plays a vital role in nurturing children's potential in both academic and non-academic domains, including cognitive, motivational, and character development (John W. Santrock, 2002). In the field of sports, particularly competitive sports, success is determined not only by physical ability and discipline but also by strong motivation and consistent support from the surrounding environment (Kurniawan et al., 2021). Student-athletes face a dual challenge, as they are required to excel in athletic performance while simultaneously maintaining academic achievement. This dual role often places student-athletes in a vulnerable position, as they must manage time demands, performance pressure, and role expectations from both school and sports institutions (Prasetyo & Yunarta, 2023).

Within this dual responsibility, achievement motivation and learning motivation emerge as key psychological factors that influence student-athletes' success. Achievement motivation reflects an individual's drive to attain excellence and competitive goals (Uno Hamzah, 2008), while learning motivation enables students to sustain engagement and persistence in academic activities, ultimately influencing learning outcomes (Andriani & Rasto, 2019; Syafi'i et al., 2018). High levels of motivation are therefore essential for student-athletes to maintain balance between academic and athletic demands.

One important factor influencing both types of motivation is parental social support, particularly in the form of instrumental support such as time allocation, financial resources, and parental involvement. Social support has been shown to strengthen students' confidence, persistence, and motivational orientation (Rosyidah, 2017). This support is closely related to parenting styles, which are commonly categorized into authoritarian, authoritative (democratic), and permissive approaches (Nuraeni & Lubis, 2022). Democratic parenting styles tend to encourage autonomy and motivation, while authoritarian and permissive styles may lead to different motivational outcomes depending on contextual factors (Harianti, 2016).

Several previous studies have highlighted the importance of parenting styles and social support in shaping students' motivation. (Prabasari Bonita, 2017) found that parenting styles significantly influence academic achievement, with learning motivation functioning as an intervening variable. Similarly, (Humairoh et al., 2024) emphasized that parental social support plays a positive role in strengthening students' achievement motivation. (Lathifah & Yusniar, 2017) reported that parenting styles contribute substantially to elementary school students' learning motivation. In the context of sports, (Prasetyo & Yunarta, 2023) demonstrated that social support from parents, coaches, and peers significantly enhances student-athletes' achievement motivation in both academic and athletic domains, with parental support identified as the most dominant factor. These findings collectively underline the relevance of parenting and social environments in motivational development.

Other studies have also shown a positive relationship between authoritative parenting and students' learning independence (Meirizki et al., 2011), as well as the broader role of social support in enhancing motivation across educational settings (Muthmainah, 2022). However, research that simultaneously examines parenting styles, social support, learning motivation, and achievement motivation within the specific context of student-athletes remains limited, particularly in Indonesia. Most previous studies have focused on direct relationships

between variables and have rarely incorporated social support as an intervening mechanism within an integrated analytical framework.

To address this limitation, the present study adopts an ecological perspective based on (Urie Bronfenbrenner, 2019) ecological theory, which emphasizes that individual development is shaped not only by internal factors, such as parenting styles, but also by broader social environments, including family, peers, schools, coaches, and sports institutions. This perspective is particularly relevant for student-athletes, whose daily experiences are strongly influenced by interactions across multiple social systems (Kurniawan et al., 2021).

Despite the extensive literature on parenting styles, social support, and student motivation, several gaps remain evident in previous research. Many studies have examined these variables in isolation and have not sufficiently accounted for the unique characteristics of student-athletes, who must balance academic responsibilities with intensive training schedules and competitive demands (Prasetyo & Yunarta, 2023). This context is critical, as student-athletes are more susceptible to role strain and motivational conflicts compared to non-athlete students (John W. Santrock, 2002). Moreover, earlier studies often assume that social support functions as a mediating variable without rigorously testing alternative relational patterns using comprehensive structural models (Hair et al., 2014).

In this regard, the non-mediation findings of the present study constitute an important contribution, as they indicate that social support does not necessarily mediate the relationship between parenting styles and motivation. Instead, parenting styles may exert a more direct influence on both learning motivation and achievement motivation among student-athletes. This finding suggests that motivational development in student-athletes may be shaped more strongly by direct parental interaction patterns, while social support may originate from other sources such as coaches, peers, or institutions (Anggreni & Rudiarta, 2022). These results challenge assumptions commonly held in previous research and provide new empirical insight into motivational dynamics in sports education contexts.

Accordingly, this study aims to provide a more comprehensive understanding of how parenting styles influence student-athletes learning motivation and achievement motivation, both directly and indirectly through social support. This objective is crucial given that student-athletes face unique developmental demands, as they are required to manage academic responsibilities alongside structured training schedules and competitive sports environments. Such dual demands may shape motivational patterns differently compared to non-athlete

students, making parenting practices and social interactions increasingly influential in sustaining both academic engagement and achievement orientation.

The novelty of this research lies in the integration of parenting styles, motivation, and social support within the context of student-athletes an area that remains underexplored, particularly in the Indonesian educational and sports context. Previous studies tend to focus on general student populations and often examine motivation as an isolated construct, without adequately considering the complex social environments surrounding student-athletes (John W. Santrock, 2002) Furthermore, motivational development is strongly associated with social reinforcement and observational learning processes, where support from significant others plays a critical role in shaping goal directed behavior (Bandura, 1997).

By incorporating social support into the analytical framework, this study aligns with social and ecological perspectives that emphasize the role of interpersonal relationships in educational and motivational outcomes (Aditia, 2015). Therefore, this research is expected to contribute both theoretically and empirically by extending motivation studies into the student-athlete domain and by offering contextual insights that may inform parenting strategies, educational practices, and support systems within school and sports institutions.

METHOD

Research Design

This study employed a quantitative approach with a survey method. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the SmartPLS version 4 software. This approach was chosen because it allows for the examination of both direct and indirect relationships among variables, including mediation effects.

Participants

The participants were student-athletes from SMP Negeri 2 Jombang, SMP Negeri 2 Diwek, and the Garuda Muda Volleyball Club Jombang. A total of 81 participants were selected using purposive sampling, with the criteria of being active students who are also registered athletes in relevant educational institutions or sports clubs.

Research Instrument

Data were collected using a questionnaire that had been tested for validity and reliability. The indicators used in this study were selected and adapted from established and widely used standard instruments to ensure conceptual relevance to the research variables and suitability

for the student-athlete context. The measurement employed a 5-point Likert scale to assess parenting styles, achievement motivation, learning motivation, and social support.

Specifically, parenting styles were measured based on three main dimensions: authoritative (democratic), authoritarian, and permissive parenting. Authoritative parenting reflects parental warmth, responsiveness, and balanced control; authoritarian parenting emphasizes strict rules and high control with limited emotional support; while permissive parenting is characterized by high acceptance and low behavioral regulation. Several indicators were refined and reduced during the adaptation process to improve clarity, cultural relevance, and respondent comprehension, as well as to ensure that the retained items met the validity and reliability criteria established in the measurement model.

Data Analysis

Data analysis consisted of testing the measurement model (outer model) to examine construct validity and reliability, and testing the structural model (inner model) to evaluate the research hypotheses. Path coefficients, t-statistics, and p-values were used to determine the significance of relationships among variables at the 5% significance level.

RESULT

1. Evaluation of the Measurement Model (Outer Model) (*Outer Model*)
 - a. Validity Test
 - a) Convergent Validity

Table 1. Results of Convergent Validity Testing (Outer Loadings)

Indicator	Social Support	Learning Motivation	Achievement Motivation	Parenting Style
DS2	0.961			
DS3	0.843			
MB4		0.924		
MB6		0.949		
MP1			0.947	
MP5			0.923	
PA2				0.900
PA3				0.935

Table 2. AVE Test Results

Construct	Measurement Items	AVE
Parenting Style	PA2, PA3	0.842
Achievement Motivation	MP1, MP5	0.874
Learning Motivation	MB4, MB6	0.878
Social Support	DS2, DS3	0.817

Based on the presented data, all indicators of the research variables are proven to be valid, since the Outer Loadings values of each indicator exceed 0.7 and the AVE values of each indicator are greater than 0.5. Therefore, these questionnaire items are appropriate to be used in the subsequent analysis.

b). Discriminant Validity

Table 3. Results of Discriminant Validity Test (*Fornell dan Lacker*)

Construct	Social Support	Learning Motivation	Achievement Motivation	Parenting Style
Social Support	0.904			
Learning Motivation	0.210	0.937		
Achievement Motivation	0.264	0.214	0.935	
Parenting Style	0.084	0.200	0.322	0.917

In this study, the construct of social support has a $\sqrt{\text{AVE}}$ value of 0.904, which is higher than its correlations with the constructs of learning motivation (0.210), achievement motivation (0.264), and parenting style (0.084). This indicates that the social support construct meets the discriminant validity criterion. A similar condition is also found in the constructs of learning motivation, achievement motivation, and parenting style, where the $\sqrt{\text{AVE}}$ values are greater than the correlations among constructs, thereby confirming that discriminant validity is also achieved for these three constructs. The following are the results of the HTMT (Heterotrait Monotrait Ratio)

Tabel 4. HTMT (*Heterotrait Monotrait Ratio*)

Construct Pair	HTMT Value
Learning Motivation – Social Support	0.226
Achievement Motivation – Social Support	0.297
Achievement Motivation – Learning Motivation	0.257
Parenting Style – Social Support	0.136
Parenting Style – Learning Motivation	0.225
Parenting Style – Achievement Motivation	0.382

Based on the test results in Table 4, the HTMT values for each pair of variables are below 0.90, indicating that discriminant validity has been met.

The following presents the results of the cross-loading analysis

Table 5 Cross Loading

	Social Support	Learning Motivation	Achievement Motivation	Parental Parenting Patterns
DS2	0.961	0.236	0.285	0.101
DS3	0.843	0.110	0.162	0.029
MB4	0.165	0.924	0.223	-0.179
MB6	0.223	0.949	0.183	-0.195
MP1	0.246	0.162	0.947	0.343
MP5	0.249	0.247	0.923	0.251
PA2	0.099	-0.077	0.308	0.900
PA3	0.058	-0.270	0.286	0.935

Cross-loading is used to test discriminant validity, namely to ensure that each indicator correlates more strongly with the construct it is intended to measure than with other constructs. Based on the cross-loading results in Table 6, the explanation is as follows:

1. Social Support indicators (DS2 and DS3) have loadings of 0.961 and 0.843, respectively, on the Social Support construct. These values are much higher compared to their loadings on other constructs (Learning Motivation, Achievement Motivation, and Parenting Style), indicating that both indicators consistently represent the Social Support construct.
2. Learning Motivation indicators (MB4 and MB6) show loadings of 0.924 and 0.949 on the Learning Motivation construct, with lower loadings on other constructs, which demonstrates their validity in measuring Learning Motivation.
3. Achievement Motivation indicators (MP1 and MP5) have loadings of 0.947 and 0.923, respectively, on the Achievement Motivation construct, showing that these

indicators more accurately represent the Achievement Motivation construct compared to other constructs.

4. Parenting Style indicators (PA2 and PA3) have loadings of 0.900 and 0.935 on the Parenting Style construct. Although they show minor correlations with other constructs, the values are significantly lower than their correlations with the Parenting Style construct.

The results of the cross-loading analysis indicate that each indicator has a higher loading on its respective construct than on other constructs, thereby confirming that discriminant validity has been established according to the cross-loading test

b. Reliability Test

Table 6. Reliability Test Results

Variable	Measurement Item	Cronbach's Alpha	Composite Reliability	AVE
Parental Parenting Patterns	PA2	0.814	0.914	0.842
	PA3			
Achievement Motivation	MP1	0.857	0.933	0.874
	MP5			
Learning Motivation	MB4	0.862	0.935	0.878
	MB6			
Social Support	DS2	0.796	0.899	0.817
	DS3			

Referring to Table 6, the results of the Composite Reliability and Cronbach's Alpha tests indicate satisfactory outcomes. All latent variables are declared reliable, as each shows a Composite Reliability and Cronbach's Alpha value of ≥ 0.70 . Therefore, it can be concluded that the questionnaire used in this study is a reliable and consistent instrument

2. Structural Model Evaluation (*Inner Model*)

Tabel 7. Results of the Coefficient of Determination Test R-Square (R^2)

	R-square	Adjusted R-square
Achievement Motivation	0.160	0.139
Learning Motivation	0.092	0.068
Social Support	0.007	-0.006

Based on the results of the coefficient of determination (R-Square) test, it is found that the exogenous variables in this model contribute to the endogenous variables, but the influence is still relatively low. The R^2 values are 0.160 for achievement motivation,

0.092 for learning motivation, and 0.007 for social support, indicating that the model does not yet fully explain the variability of each endogenous variable optimally.

Low R^2 values are still acceptable in this study because the social sciences, particularly those related to human behavior, are influenced by many complex factors that are difficult to measure perfectly. Although the contribution of exogenous variables to endogenous variables is not high, the model remains theoretically valid and provides an important initial insight for the development of further research. In other words, the observed R^2 values reflect the complexity of the phenomenon.

a. Hypothesis Testing

Hypothesis testing is conducted to evaluate the relationships between latent variables in the structural model using the bootstrapping method through SmartPLS 4. The purpose of this test is to determine whether the effects between variables are statistically significant. The results of the hypothesis testing are presented in table 8.

Table 8. Hypothesis Testing Results (Direct Effects)

Interrelationships Among Variables	Original sample (O)/Path Coefficient	Sample mean (M)	Standard deviation (STDEV)	T statistic (O/STDEV)	(P values)
X -> Y2	-0.219	-0.217	0.145	1.506	0.132
X ->Y1	0.302	0.307	0.094	3.198	0.001

1. Parental parenting style has been proven to have a significant effect on student-athletes' achievement motivation. This is indicated by a path coefficient of 0.302, a t-statistic of 3.198, and a p-value of 0.001 ($p < 0.05$). These findings suggest that the more positive the parenting style provided, the greater the students' drive to achieve success.
2. Parental parenting style does not show a significant effect on student-athletes' learning motivation. The obtained path coefficient is -0.219, with a t-statistic of 1.506 and a p-value of 0.132 ($p > 0.05$). This indicates that, in the context of students who carry dual roles as learners and athletes, motivation in learning tends to be influenced by factors other than parenting style, such as the learning environment, the role of the coach, or the students' intrinsic motivation.

Below are the results of the analysis of the indirect effects:

Table 9. Hypothesis Testing Results (Indirect Effects)

	Original sample (O)/Path Coefficient	Sample mean (M)	Standard deviation (STDEV)	T statistic (O/STDEV)	P values
X->Y2	0.019	0.019	0.039	0.491	0.623
X->Y1	0.020	0.018	0.037	0.533	0.594

1. The indirect effect of parental parenting style on student-athletes' learning motivation through social support was found to be non-significant. Although the statistical results show a t-statistic of 0.491 and a p-value of 0.623, this non-mediation effect should not be interpreted merely as a statistical outcome. Rather, it is closely related to the low explanatory power (R^2) of the social support construct, indicating that parental parenting style accounts for only a limited proportion of variance in social support. This suggests that social support among student-athletes is not predominantly shaped by parental factors alone, thereby weakening its role as a mediating variable in influencing learning motivation.
2. A similar pattern was observed in the relationship between parental parenting style and achievement motivation through social support. The indirect effect was not statistically significant ($t = 0.533$; $p = 0.594$), which again reflects the insufficient R^2 value of social support rather than the absence of a meaningful relationship. From a reflective perspective, this finding indicates that social support experienced by student-athletes may be more strongly influenced by external agents such as coaches, peers, schools, or sports institutions, who play a more direct and immediate role in shaping motivational outcomes in both academic and athletic contexts. Consequently, parental parenting style may exert a more direct influence on achievement motivation, while social support functions independently rather than as a mediating mechanism.

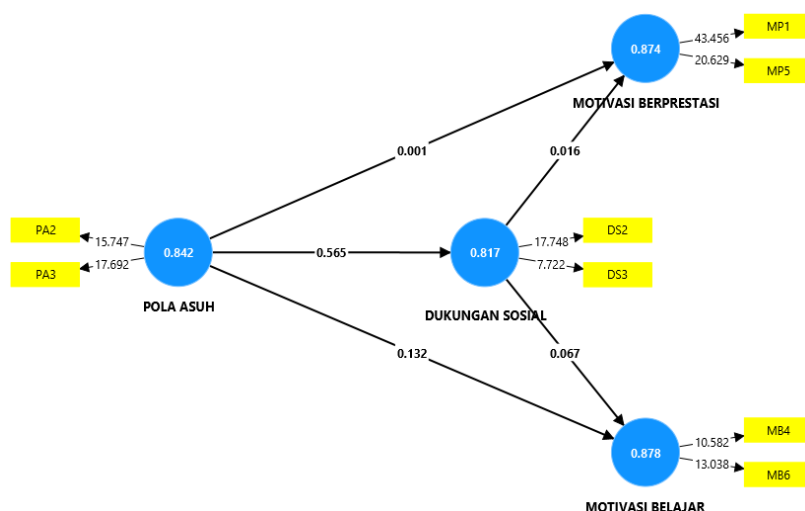


Figure 1. Bootstrapping Test Results

DISCUSSION

The findings of this study indicate that parenting styles have a positive and significant effect on student-athletes' achievement motivation, but do not have a significant effect on their learning motivation. Furthermore, social support was not found to serve as a mediating variable in the relationship between parenting styles and either achievement motivation or learning motivation. These results suggest that the motivation to achieve in sports is more strongly influenced by the quality of family interactions than by the broader social environment.

When examined through Ecological Theory (Urie Bronfenbrenner, 2019), this relationship reflects that the microsystem (family and parenting styles) plays a direct role in shaping children's behavior and motivation, particularly in specific contexts such as student-athletes. Within the ecological framework, social support is situated at the mesosystem or exosystem level, whose influence on academic and achievement motivation may not be as strong when interactions within the microsystem are already highly dominant. This constitutes the novelty of the present study, namely the examination of the relationship between parenting styles and student-athletes' motivation through the perspective of developmental ecology, which has rarely been explored in the context of competitive sports in Indonesia.

The finding regarding the significant influence of parenting styles on achievement motivation supports (Yuliani Revina, 2021), which suggests that democratic parenting fosters the emergence of intrinsic motivation to achieve. Conversely, the non-significant influence of parenting styles on learning motivation indicates that academic motivation is more complex and may be shaped by other factors such as the learning climate, teacher support, or students' internal motivation.

The absence of a mediating effect of social support contradicts the findings of (Anggreni & Rudiarta, 2022), who reported that social support strengthens the relationship between family factors and motivation. This discrepancy may be attributed to the characteristics of the research subjects, namely student-athletes with tight schedules, which limit their social interactions outside of training and school environments.

Practically, this study underscores the importance of positive parenting in fostering young athletes' achievement motivation, while improving learning motivation requires alternative approaches involving schools, coaches, and the broader social environment. The limitation of this study lies in its relatively small sample size and narrow geographical scope; therefore, future research is recommended to involve a larger population and to consider other variables such as school climate or coaches' leadership styles within the ecological framework.

CONCLUSIONS

This study concludes that parenting styles play an important role in enhancing student-athletes' achievement motivation. Positive parenting, particularly democratic styles, can foster intrinsic motivation to achieve success in sports. However, parenting styles were not found to have a direct effect on student-athletes' learning motivation. This indicates that learning motivation is influenced by other factors beyond parenting, such as the learning climate, teacher support, and students' internal motivation. Moreover, social support was not proven to be a significant mediator in the relationship between parenting styles and either achievement motivation or learning motivation.

These findings imply that efforts to improve student-athletes' sports performance can be directed toward strengthening the role of families in providing positive parenting, while increasing learning motivation requires broader involvement from schools, coaches, and the social environment. Future research is recommended to expand the study area and sample size, as well as to consider other variables such as school climate, coaches' leadership styles, or intrinsic motivational factors, analyzed within the ecological framework.

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