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The Influence of Academic Motivation and Parental involvement on Student Engagement

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ABSTRACT

Student engagement is understood as a form of active participation in involving any activities in school, both academic and non-academic (extracurricular) activities. Student engagement takes a role as an imperative element in achieving students' success in school. Student engagement could encourage the academic achievement of students.

Keyword: Student engagement, academic motivation, parental involvement. Student engagement is determined by the student's internal and external factors, in this context are academic motivation and parental involvement. The subjects of this research were Eight-Graders from nine schools. Each category is represented by three schools from three different sub-districts, they Lowokwaru, Sukun, and Klojen in Malang, Indonesia. Cluster random sampling was conducted to obtain the research sample. The entire subjects were asked to complete three kinds of scale according to research construct which consists of 10 items of student's engagement, 12 items of academic motivation, and 10 items of parental involvement. To examine the influence and correlation among variables, structural equation model or commonly known as SEM using AMOS version 20 was used. The overall findings indicate that academic motivation strongly contributes to student engagement compare to parental involvement. The findings also confirm that there is a positive correlation between academic motivation and parental involvement in enhancing student engagement in school.

INTRODUCTION

Education quality plays an essential function in improving the welfare quality of human beings. At the same time, accomplishment quality and learning outcomes of students are determined by student engagement in school. Active involvement of students in every single academic activity in school enables them to master competencies required (Akpan & Umobong, 2013).

In general, student's engagement is defined as any attempt of active participation performed by students, both in academic activities in the classroom and non-academic (extracurricular) activities outside the classroom. Student engagement is also perceived as involvement performed by students during the process of learning through the engagement of emotional, engagement of cognitive, engagement of behavioral, which aim at improving the personal quality (Barkley, 2010; Zepke, Leach, & Butler, 2010; Fredricks & Mccolskey, 2012).



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According to some research results, students who perform good involvement will obtain a positive impact, for instance: (1) Student engagement leads the student to accomplish academic achievement (Dotterer & Lowe, 2011; Thien & Razak, 2013). Students who perform active engagement in school will be able to achieve what they aim. (2) Significant student engagement determines students in achieving a higher score and encourages them to accomplish greater targets (Gunuc, 2014; Dogan, 2015; Al-Alwan, 2014). (3) Student engagement could be employed as an attempt to perform productive learning activities for students. According to the three aforementioned arguments of the previous findings. Student engagement is essential within education to achieve maximum, productive, and optimum learning outcomes. Also, it is important to enhance the personal quality of students (Papa, 2015; Dogan, 2015; Veiga et al., 2012).

According to the field data, the report from Surya daily newspaper on January 11th, 2017, a number of 26 students of the junior high school were caught by the Municipal Police of Malang during school hours. They were not attending school and went to some places such as coffee shop and internet lounge and they were still wearing the school uniform. Based on the report of sweeping performed by the Municipal Police, students intentionally avoided the assignment given by their teachers (www.suryamalang.com). The disengagement performed by students will negatively influence their academic performance in school. The worst case, students will obtain punishment from the school.

According to the above-mentioned phenomena, student engagement becomes the essential factor which determines students' accomplishment in school. Attempt to improve student engagement quality in school is profoundly determined by internal and external factors from students. One internal factor which determines student engagement is academic motivation. The degree of academic motivation possessed by students determines how great student engagement (Gibbs & Poskitt, 2010; Appleton, Cristenson, & Furlong, 2008; Aldridge, Afari, & Fraser, 2013; Saeed & Zyngier, 2012; Zepke et al., 2010). Meanwhile, the external factor which determines student engagement is parental involvement (Hill & Tyson, 2009; Al-Alwan, 2014; Christenson, Reschly, & Wylie, 2012; Reyes, Brackett, Rivers, White, & Salovey, 2012).

Previous research results argue that academic motivation is positively correlated with student engagement. Academic motivation strongly determines student engagement degree in school because: (1) academic motivation could encourage students to be more involved in learning activities in school (Saeed & Zyngier, 2012). (2) Academic motivation serves as student's self-regulation in directing them to complete all tasks and assignments in school. (3) Academic motivation is referred to commitment and consistency performed by the student during the involvement of any learning activities, the involvement of cognitive, emotional, or behavioral (Walker & Greene, 2010; Skinner et al., 2008).

It is understandable that academic motivation could encourage the student to perform optimal and maximum engagement during the learning process in school. Additionally, previous research regarding parental involvement confirms similar results. Parental involvement is perceived as essential factor which determines student engagement in school because: (1) parents who pay attention to their children and provide a support upon the children school activities influence children emotional engagement (Al-Alwan, 2014; Marshall & Jackman, 2015); (2) Parental involvement could also be served as an evaluation approach to identify the progress of student's achievement in school (Marshall & Jackman, 2015); (3) Parental involvement reduces student's tendency in performing negative behavior and attitude in school and will encourage them to obey the school rules (Al-Alwan, 2014; Christenson et al., 2012).

The previous research, unfortunately, did not examine the two factors, academic motivation, and parental involvement, simultaneously. Therefore, the researchers were intrigued to examine both internal and external factors simultaneously, an academic motivation which encourages student engagement during academic activities in school and parental involvement which supports student engagement in school. The researchers aim at examining both variables simultaneously to reveal the influence on student engagement in school.



Accordingly, the researchers formulated the primary hypothesis which states that there is no difference between the theoretical and empirical model. Also, the researchers formulated the secondary hypothesis which states that: (1) academic motivation directly influences student engagement in school, (2) parental involvement directly influences student engagement, (3) academic motivation and parental involvement positively correlate.

The theoretical implication of this research is to provide a contribution in terms of brand-new ideas or state-of-the-art argument from the development of student engagement issue. Theoretically, this research aims at providing a contribution regarding the study related to the improvement of student engagement through the internal factor of students and the significance of an external factor from the student (parental involvement). At the same time, the practical implication of this research is to discover the position of the theory which has been established and applied based on reality.

LITERATURE REVIEW

To understand further the influence of academic motivation and parental involvement on student engagement, thus the following explanation will point out each research construct.

1. Student Engagement

In the beginning, student engagement is understood as a form of “engage in the task” or in other words, task commitment which directs to the students’ attitude to complete the tasks and assignments given (Barkley, 2010; Taylor & Parsons, 2011). Thereafter, student engagement is perceived as a form of student’s active participation, both in performing academic and extracurricular activities in school. Student’s participation form addresses the sense of belonging of student towards school and admits applied school values. The intended engagement activities performed by the student in school are student participation in participating in school activities, student preparation before attending class, student performance during task accomplishment, and participating in extracurricular activities (Appleton et al., 2008; Archambault et al., 2009; Barkley, 2010).

Furthermore, student engagement is defined as emotional engagement, cognitive engagement, and behavioral engagement of student (Fredricks, Blumenfeld, & Paris, 2004; Christenson et al., 2012). Emotional engagement is closely related with the emotion that arises from student such as joyful, interested, perceiving, and perceived from the school environment. Meanwhile, cognitive engagement includes the ability to pay attention during school activities, the ability to set a plan, to perform monitoring, and to conduct self-evaluation. Additionally, the attempt of a student in concentrating to understand certain knowledge and master certain ability or skill play an important role in cognitive engagement (Appleton, Cristenson, & Furlong, 2008; ChanMin, Park, Cozart, & Lee, 2015). While behavioral engagement is understood as a form of student participation in participating in activities and learning processes, working on academic assignments, being able to actively engage in discussions (Christenson et al., 2012; Appleton et al., 2008). These three aspects were used as standard measurements of student engagement in this study.

The high and low levels of student engagement are formed through internal and external factors that influence it (Russell & Slater, 2011; Christenson et al., 2012). Internal factors are related to students' self-willingness to be more actively involved, such as motivation to be involved in school activities. While external factors, in this context, is parental involvement (Christenson et al., 2012; Gibbs & Poskitt, 2010; Russell & Slater, 2011).

2. Academic Motivation

Motivation is employed to explain students' attempt to devote the attention and involvement in attending each school activity (Maehr & Meyer, 1997). Brophy (2010) added that academic motivation is the encouragement of students related to involvement in learning and knowledge in school. Motivation plays as an encouragement that reinforces enthusiasm, direction, and persistence of behavior to achieve goals (Pintrich & Schunk, 1998; Sedaghat, Abedin, & Hejazi, 2011).



According to the concepts from several scholars, it can be concluded that academic motivation is the encouragement of students to act to do something including being involved in school activities in order to achieve the desired goals. In addition, students also have intense involvement in learning activities, curiosity, looking for materials related to the attempt for understanding the material

According to Pintrich & Schunk (1998), the aspects of motivation includes (1) choice of tasks which is the selection of tasks carried out by students indicating that students are motivated by the task. It is indicated by certain instances such as (a) students are interested in participating in activities, (b) students choose to do learning tasks according to their abilities, (c) students are able to take advantage of free time to do useful activities. (2) The effort which is related to the efforts or attempt made by students in facing the obstacles. These efforts can be physical activities and cognitive activities. Students who are motivated to learn will make efforts and employ strategies during learning. These strategies are the repetition of information, evaluating the level of understanding and connecting new material to initial knowledge (Sedaghat et al., 2011; Chuang, 2014). Students believe that the employment of strategies will improve student learning and solve problems. (3) Persistence is the resilience of students in carrying out activities or completing tasks and focusing attention in-depth by means of; (a) students are diligent in completing work, (b) students are not easily discouraged in facing obstacles, (c) students learn longer on a challenging task (Jang, 2008). (4) Achievement relates to student achievement or satisfactory perception in learning, students who complete the task by trying and being persistent tend to perform at a higher level (Wentzel & Wigfield, 2013; Lai, 2011; Jones, 2009).

Based on the above-mentioned explanation, the aspect that is used as a measurement instrument in this study to understand academic motivation are the choice of tasks, effort and persistence, and achievement which are developed by (Pintrich & Schunk, 1998).

3. Parental Involvement

Parental involvement is defined as the involvement of parents in paying attention and supporting the development of children's potential (Hornby, 2011). There are two kinds of parental support, namely the involvement of parents at home and outside the home (Al-Alwan, 2014; Marshall & Jackman, 2015). The involvement of parents when at home can be done through; parents assistance to complete tasks by directing children, parents monitor children's homework and provide active guidance related to the difficulties. While outside the home, parents can establish positive interactions with the school to understand and support the progress of the development (Al-Alwan, 2014; Kimaro & Machumu, 2015).

According to the above-mentioned concepts, in this research, parental involvement is defined as a form of attention, support, guidance performed by parents in developing children potential to achieve academic success. This research aims at seeking student perception on the parental involvement to support the academic achievement. In a wider scope, parental involvement plays a role as a factor which supports children motivation to be successful and having active participation in school activities.

The dimensions are employed as a measuring instrument for understanding parental involvement are (1) home-based involvement, (2) school-based involvement, (3) academic socialization. (1) Home-based involvement is a form of parental involvement to assist and support children's activities at home. This support relates to (a) communication between parents and children about assignments and other activities at school, (b) parents create a comfortable learning environment at home; (c) parents encourage children's success in school (Chowa, Masa dan Tucker, 2013). (2) School-based involvement is related to parental involvement through relationships that are established with the school to support children. This is done through: (a) the establishment of positive communication between parents and the school and administrative staff, (b) parents cooperate with the school to support the success of the children; (c) parents participate in school events. (3) Academic socialization refers to (a) parents support children's achievement, (b) parents discuss learning strategies with children, (c) parents help children to design future plans (Hill & Tyson, 2009).



METHODS

This paper employed correlational research study. Correlational research study aims at examining the correlation between two or more variables by way of performing the statistical procedure and then is explained the correlation of the coefficient (Creswell, 2012). While the main purpose of this study is to describe and analyze the variables that influence student engagement. The design used was a causal relationship study, which examines the effect of independent variables on the dependent variable (Gall, Gall, & Borg, 2003).

The population of this research was the entire junior high school students in Malang City. The researchers used published data called sampling frames in existing populations. Sampling frames using published data which was used to select random samples. The published data was taken from online Students Admissions (PPDB) 2016 for state junior high schools throughout Malang. Based on the data mentioned by the Malang City Education Office staff in August 2017 the total population of Eight Graders of Malang City Junior High School is 6.924 students. The reasons for taking samples in Eight Graders are: (1) in terms of age, junior high school students are in the category of adolescents aged between 12-14 years; where students' cognitive development tasks are informal operations. Piaget (in Miller, 2011) states that formal operations are the ability of individuals to think logically, abstractly, and imaginatively hence students are considered capable of being independent, imagining, analyzing and responsible for improving the quality of their development, (2) learning models in junior high have emphasized student involvement activities and leads to student center learning where students' understanding is not only obtained from the teacher, but students must be independent to be actively involved in learning activities in school.

The sampling characteristics used were cluster random sampling, each cluster was determined based on quality and area (Gall, Gall, & Borg, 2003). Sampling was done randomly by determining clusters (Junior High School), and then selecting subjects in each cluster (selected schools) conducted randomly. This was done to provide equal opportunities to all students involved in this study. The stages of sampling implementation are as follows: (1) determined the school population of the Junior High School in Malang, which amounted to 27 Schools. (2) Compiled high, medium and low cluster categories based on data on the average entry value of New Student Admission (PPDB 2017) in the Junior High School in Malang (data is presented in table 3.1). (3) Randomly selected eight Graders for each of the three schools from each category; at each school. It obtained nine schools. There are three schools representing each of the categories, the high category (SMPN 1, 2 and SMPN 8), the medium category (SMPN 9, 11 and 13) and the low category (SMPN 15, 25 and 26).

Table 1. School Category Based on Student Admissions Data (PPDB SMPN) Academic Year 2016/2017*

Category	Average	Junior High School	Random Sampling Results**
High	87,05 - 92,93	3, 1, 5, 6, 8, 21, 4, 20, 2	1, 2 dan 8
Middle	81,14 - 84,53	9, 11, 16, 24, 10, 18, 12, 13, 19	9, 11 dan 13
Low	74,06 - 79,49	14, 15, 26, 7, 23, 22, 17, 25, 27	15, 25 dan 26

* Data obtained from <https://malang.siap-ppdb.com>

To obtain the sample, this research employed several stages: In the beginning, the researchers propose a letter of permission to conduct a research to the Director of Graduate School Universitas Negeri Malang and Office of Education of Malang. Then, the permission letter was given to all the Headmasters of schools which were selected as the sample. After obtaining the permission from the Headmasters, the researchers arranged the date and time of collecting the data. The data collection was conducted in the school room. The researchers presented and explained the purpose of the research to the research participant before collecting the data.



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The research sample obtained were 245 students of junior high school which was spread from three sub-districts and is based on the data of Students Admissions (PPDB SMPN) Academic Year 2016/2017 presented in the table above. Each category of the school is represented by three schools in three sub-districts; Loworkwaru, Sukun, Klojen in Malang Indonesia. The sample was obtained by way of performing cluster random sampling.

1. Measures and Covariates

The instrument of data collection in this study employed a questionnaire to measure each research construct. There are three research instruments, namely: (1) student engagement, (2) academic motivation, (3) parental involvement. The three instruments have been corrected and approved by four valuator who meet scientific criteria, one professor in the field of psychology studies and one professor in the field of counseling.

Student engagement was measured by using instruments compiled by the researchers based on theories developed by (Fredricks et al., 2004), covering three dimensions, namely emotional engagement, cognitive engagement and behavioral engagement consisting of ten items. Each scale was measured using a Likert scale 1 (strongly disagree) to a scale of 4 (strongly agree). The total score of student engagement showed that student engagement in the form of emotional involvement, cognitive involvement, and behavioral involvement is also higher. Vice versa, then a low value of total student engagement indicated the low participation of students.

Academic motivation instrument was developed by the researchers through the dimensions which were developed by (Pintrich & Schunk, 1998), namely, choice of tasks, effort, persistence, and achievement through 12 items. Parental involvement instrument was compiled by the researchers based on theories developed by (Hill & Tyson, 2009) in the form of three dimensions, namely home-based involvement, school-based involvement, academic socialization by having ten items.

1. Analysis

The researchers employed Structural Equation Modeling (SEM) using AMOS Version 20 program to examine the research hypothesis regarding the influence of academic motivation, parental involvement on student engagement. AMOS employed Maximum Likelihood to obtain the estimation on the parameter (Hair Jr, William, Babin, & Anderson, 2014).

Testing of Goodness-of-Fit (GOF) to the model with the chi-square test employed the index of Goodness of fit (GFI), Root Mean Square Error of Approximation (RMSEA), and Tucker-Lewis Index (TLI). GFI (Goodness of Fit Index) is a measure of non-statistical values that range from zero (poor fit) to 1.0 (perfect fit). A high GFI value indicates a better match(Hair Jr et al., 2014).

RMSEA (Root Mean Square Error of Approximation) is a measure of the tendency which attempts to increase chi-square statistics in rejecting models with a large number of samples. The RMSEA values received ranged from 0.05 to 0.08. TLI (Tucker Lewis Index) is conceptually used to compare chi-square with zero models and model specifications. Values range from 0 to 1, getting closer to 1 means that the model is declared suitable (Hair Jr et al., 2014).

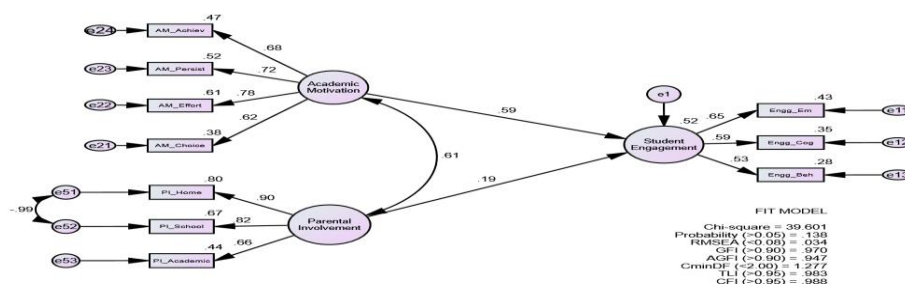


Figure 1. Structural Model of Student Engagement



RESULTS

The results of the descriptive analysis of the value of student engagement, academic motivation, and parental involvement are shown in Table 2. The direct relationship between the research variables is exposed in Table 3.

The results of the SEM analysis for the major hypothesis on the proposed model are reported in figure 1. The chi-square value obtained was 39.601 (N = 245), $p = 138$, indicating that the null hypothesis is accepted which means the proposed structural model is identical with the empirical model. The GFI index was 0.970. TLI was 0.983 and RMSEA was 0,34 indicating that the model is declared good or appropriate. The magnitude of each index is explained in Table 4.

Table 2. Low and High Score Scale of Respondents (N=245)

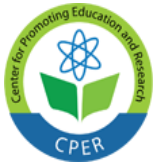
Variable	Category	Total Subject	Percentage	SD	M
Student Engagement	High	123	50,20	2,52	34,27
	Middle	82	33,47		
	Low	40	16,32		
Academic Motivation	High	31	12,65	3,80	41,42
	Middle	171	69,80		
	Low	30	17,55		
Parental Involvement	High	33	13,47	3,15	35,16
	Middle	156	63,67		
	Low	56	22,86		

Table 2 shows the categories of students in each student engagement variable, academic motivation, and parental involvement. In the student engagement variable, 50.20% of students belong to the high category, 33.47% of students belong to the medium category, and the low categories are 16.32%. As for the variable of academic motivation, the dominant category is in the middle category which obtained 69.80%, the remaining of 12.65% is in the high category, and 17.55% is in a low category. While the Parental Involvement variable obtained 63.67% was included in the middle category, 13.47% in the high category, and 22.86% in the low category.

Table 3. Direct Influence between Variable

Independent	Dependent	Direct	Total
Parental Involvement	Student Engagement	0,19	0,19
Academic Motivation	Student Engagement	0,59	0,59

The results of minor hypotheses 1 and 2 are shown in table 3. In table 3, it is confirmed that there is a direct effect of academic motivation on student engagement at 0,59 with a significance value of 0.000 higher than the direct influence of parental involvement on student engagement, 0,19 with a significance value of 0,047. This shows that the two variables, namely academic motivation and parental involvement significantly influence student engagement.



The third minor hypothesis test results show there is a positive correlation between academic motivation and parental involvement with a value of 0,61. This explains that there is a synergistic relationship between academic motivation and parental involvement in helping student engagement behavior in junior high schools in Malang, Indonesia.

Table 4. The goodness of Fit of the Proposed Model

Model	X ²	df	p	RMSEA	GFI	AGFI	CminDF	TLI	CFI
Proposed	39,601	31	0,138	0,034	0,970	0,947	1,277	0,983	0,988

DISCUSSION

Student engagement is an important aspect of achieving student success in schools (Dotterer & Lowe, 2011; Sedaghat et al., 2011). Based on the results, student engagement is one important factor since it affects the success of students in school. The higher the level of student engagement, the better the results obtained, and vice versa the lower the involvement of students or not involved, the lower the success achieved. The research regarding student engagement relates to the achievement of academic results and student achievement in schools in the Indonesian context obtained a value of 23.309 and p 0.055 (Dharmayana, Masrun, Kumara, & Wirawan, 2012). Therefore, educators should pay attention to the involvement of students in overcoming students' problems related to inattentive behavior during learning activities, not completing school assignments and not attending school.

Student engagement does not grow naturally, but various factors contribute to and support student engagement in school. Based on a study of the results of research to improve student engagement, it is necessary to pay attention to the factors that influence and relate to student engagement, for instance: school climate, parental involvement, self-efficacy, and academic motivation (Russell & Slater, 2011; Zepke, Leach, & Butler, 2010). These factors can then be categorized as internal and external factors that can influence students to increase student engagement in school. The focus of this study examines internal academic motivation in students and external factors, parental involvement. In accordance with the phenomenon that occurred in Malang, students who have high involvement in school are influenced by strong motivation or motivation comes within them. Thus, they devote their efforts to the maximum to be involved in participating in all activities in school. For instance, students will perform a disciplined behavior in school, becoming optimistic in completing tasks and problems in school, becoming consistent in following school activities, having strong encouragement in achieving goals, and having a strong influence on increasing student involvement.

Likewise, the involvement of parents to support the activities of students at school confirms good results. The parental involvement occurred are assisting children at home, communicating about children's difficulties in school, supporting children to participate in activities that are able to develop their potential. In addition, parents also establish positive cooperation and communication with the school to find out the child's development in school. In accordance with the results of this study, academic motivation affects student engagement by 0.59 with a significance value of 0,000, while parental involvement influences student engagement, by 0.19, 0.047. This shows that both academic and parental involvement has a significant influence on student engagement.

CONCLUSION

The results of research conducted by the researchers on Junior High School students around Malang City, Indonesia stated that the results of SEM analysis for the major hypothesis on the proposed model are reported in Figure 1. The chi-square value obtained was 39.601 (N = 245), p = 138, it indicates that the null hypothesis is accepted which means the proposed structural model is identical with the empirical model. The GFI index is 0.970.; TLI is 0.983 and RMSEA is 0.34, it further indicates that the model is declared good or appropriate. The results of the minor hypotheses 1 and 2 are also proven. Based on the data, there is a direct effect of academic motivation on student engagement of 0.59 with a significance value of 0.000 higher than the direct influence of parental involvement on student engagement, by 0.19 with a significance value of 0.047. The third minor hypothesis shows that there is a positive correlation between academic motivation and parental involvement with a value of 0.61.



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