


Learning Motivation and Mothers' Democratic Parenting Style on Learning Behaviours

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<p>Revised: 2024-12-07</p> <p>Published: 2024-12-29</p> <p>Keywords: Learning motivation, mothers' democratic parenting style, learning behaviours</p> <p>Copyright holder: © Author/s (2024)</p> <p>This article is under: </p> <p>How to cite: Mayangsari, Rr. H., Kristianingsih, S. A., & Adiyanti, M. G. (2024). Learning Motivation and Mothers' Democratic Parenting Style on Learning Behaviours. <i>Bulletin of Counseling and Psychotherapy</i>, 6(3). https://doi.org/10.51214/002024061216000</p> <p>Published by: Kuras Institute</p> <p>E-ISSN: 2656-1050</p>	<p>ABSTRACT: This study investigated into the connection between learning motivation and mothers' democratic parenting styles, exploring their impact on adolescent learning behaviors through a correlational quantitative approach. The research involved a sample of 216 high school students from Manado Independent School, carefully selected using simple random sampling. Data was gathered through the distribution of questionnaires, including the Learning Motivation Questionnaire, the Parenting Style and Dimension Questionnaire (PSDQ) for Adolescents, and the Learning Behaviors Scale, which provided valuable insights into the dynamics at play. The data obtained were analyzed using multiple linear regression techniques. The results of the partial regression analysis revealed a significant positive correlation between learning motivation and learning behaviors, with a regression coefficient of 0.400 and a significance value of 0.000 ($p < 0.05$). In contrast, the democratic parenting style showed no significant contribution to learning behaviors, as evidenced by a regression coefficient of -0.07 and a significance value of 0.770 ($p > 0.05$). Overall, the findings of the study revealed a significant simultaneous contribution of both learning motivation and mothers' democratic parenting styles to adolescent learning behaviors. With a coefficient of determination of 0.653 and a significance value of 0.000 ($p < 0.05$), the results highlighted that these factors played a crucial role in enhancing learning behaviors. This, in turn, holds the potential to improve academic performance and overall learning outcomes among adolescents.</p>
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INTRODUCTION

Learning behavior is a crucial aspect that significantly influences both academic performance and personal development in students. It refers to the recurring patterns of conduct exhibited by students (Aiello et al., 2020), observable in their responses to learning environments and their reactions to academic tasks (Chao, 2018). This behavior encompasses the ways in which students engage with their studies, demonstrating both cognitive and emotional responses that contribute to their overall educational experience. The manifestation of learning behavior, according to Wiyono and Ruyani (2019), often appears through changes in habit, skills, effective behaviors, and rational thinking. The development of positive learning behaviors in students is shaped through good study habits, which include paying attention to and taking notes on the teacher's explanations, reviewing and repeating lessons before starting, preparing for lessons by summarizing material, and regularly utilizing library resources by borrowing books to complete assignments given by the teacher (Lindaningtyas et al., 2017). Learning behavior plays a crucial role in achieving learning objectives

both effectively and efficiently, thereby enhancing student academic performance (Chen et al., 2020).

The issue of learning behaviors among students remains a central concern in the realm of education, as not all learners exhibit optimal academic conduct. According to data from the Pew Research Centre (2024), educators in the United States have identified several key issues that hinder the learning process. A substantial 47% of teachers reported a lack of student engagement, while 33% pointed to the distraction caused by smartphones. Furthermore, around 21% of teachers observed students standing up and walking around when they should not, and also exhibiting disrespectful behavior towards teachers. Similarly, a report from UniNews at the University of Auckland (2024) highlights student behavior in classrooms as a significant concern in New Zealand. Over the past two decades, student conduct in classrooms has been ranked among the worst within OECD member countries. Repeated negative behaviors, such as disrupting classes, disregarding teacher instructions, or displaying aggression, which interfere with learning behavior, have emerged as a significant issue at the secondary school level in Pakistan (Niwaz et al., 2023). Similarly, at Cagraray High School in the Philippines, students tend to neglect effective study habits such as note-taking, creating study schedules, and engaging in group study sessions. Instead, they opt for less rigorous methods, such as skimming material right before exams (Barcnas & Bibon, 2022).

The challenge of student learning behavior has garnered significant attention within the educational landscape of Indonesia. According to data from Katadata.co.id, reported by Pahlevi (2023), the results of the 2022 Programme for International Student Assessment (PISA) revealed a concerning decline in the performance of 15-year-old students in Indonesia, particularly in mathematics, science, and reading. Furthermore, Ihsan (2024), writing for Kompas.com, highlights those one of the seven critical educational issues outlined in the 2024 report is student literacy. The 2023 Education Report categorizes literacy competence as "moderate," signifying that only 40-70 percent of students have reached the minimum literacy standards. Research findings have revealed notable issues regarding student behavior, particularly in relation to learning practices. Hasibuan et al. (2022), in their study conducted at Vocational High School Gelorajaya Nusantara in Medan, discovered that during the Basic Culinary Arts course, students' focus on learning was primarily limited to the periods leading up to daily tests, often without any prior preparation. Students only visited the library when instructed by their teachers, rather than as a voluntary initiative. Throughout the learning process, they were frequently distracted by personal activities, failing to pay attention to the teacher's explanations. Similarly, Putri and Murdy (2019), in their research with students from grade X - 3 and X - 4 majoring in office administration (ADP) at Vocational High School Muhammadiyah 2 in Pekanbaru, found that students showed a lack of engagement with the teacher, were unfocused during lessons, seldom asked questions, and made little effort to apply themselves. Furthermore, critical thinking and communication skills during the learning process were observed to be alarmingly low. Suboptimal learning behaviors can significantly impact both the effectiveness of education and the cognitive development of students. A lack of focus and insufficient active participation in learning activities can hinder comprehension of the material, making it more challenging for students to tackle assignments and exams. Furthermore, a limited initiative to seek additional learning resources, such as visiting libraries, restricts students' ability to engage in independent learning, ultimately diminishing the quality of their educational experience and academic achievement.

Optimal learning behavior is influenced by a variety of factors, including cognitive, motivational, social, and environmental aspects (Huang, 2021; Puspita, 2023). Further, Huang (2021) and Puspita (2023) explained that cognitive factors such as memory capacity, comprehension, and learning strategies play a key role in determining how deeply and efficiently students learn. Motivational factors, including both intrinsic drives (like personal interest) and extrinsic drives (such as academic goals), are crucial in encouraging the desire to learn. Social factors, such as parental support, peer

influence, and guidance from educators, also significantly impact academic success. Furthermore, the learning environment itself is vital; elements such as the comfort and organization of the study space can either enhance or hinder the learning experience.

Learning motivation and parenting styles play a crucial role in shaping optimal learning behaviors in students (Deci et al., 2022; Liu et al., 2023). Learning motivation serves as the driving force behind academic pursuits, propelling individuals towards the achievement of their educational goals; this motivation may be driven by intrinsic factors, such as personal interest and fulfillment, or extrinsic factors, including external rewards and recognition (Nwune et al., 2021). The concept of learning motivation, as articulated by Apriandi et al. (2022), is viewed as a dynamic interplay of both internal and external stimuli that propel students to engage in the learning process. These motivating forces drive individuals to initiate and sustain their learning activities, highlighting the crucial role of both intrinsic desires and extrinsic influences in fostering academic engagement. Apriandi et al. categorize the behavioral aspects of learning into five key dimensions: interest refers to the attraction and desire students have toward a particular subject or learning activity, encouragement represents the internal push that motivates students to achieve their learning goals, commitment reflects the level of engagement and perseverance students exhibit when confronting learning challenges, optimism is the belief students hold in their ability to learn and overcome obstacles that arise, and adequate learning environment encompasses the conditions that significantly influence and shape students' motivation and learning behaviors. Student motivation has been found to have a significant impact on academic engagement (Wang, 2022; Yin & Wang, 2016), academic achievement (Datu & Yang, 2021; Joe et al., 2017), and academic success (Peng & Fu, 2021; Wu, 2019). A study by Tokan and Imakulata (2019) conducted on students of the Biology Education Department for the 2014/2015 academic year at Nusa Cendana University revealed that learning motivation plays a crucial role in influencing students' learning behaviors.

In addition to the factors of learning behavior, a study by Lee et al. (2018) also highlights that a supportive family environment plays a significant role in influencing students' learning behaviors. A nurturing family environment, particularly one that fosters positive and responsive parenting practices, can create a conducive atmosphere for children's learning. Active parental involvement, especially through democratic parenting styles, when guiding children through academic challenges, holds the potential to promote more optimal academic development (Hasanah, 2024; Siti et al., 2023). Responsive parenting styles, such as democratic parenting, are crucial in enhancing children's self-confidence, exploratory skills, and understanding of academic content. There are three primary parenting styles commonly adopted by parents: authoritarian, authoritative (or democratic), and permissive (Baumrind, 1991). Among these, research has shown that the authoritative parenting style fosters better academic performance in students, promoting a balanced approach and creating a home environment that supports both academic and psychological development. This stands in contrast to students whose parents follow authoritarian or permissive parenting styles, which are linked to less favorable academic outcomes (Rabgay, 2015).

According to Baumrind (1971), democratic parenting promotes children's independence while maintaining appropriate boundaries and control over their behavior. Key features of democratic parenting include high levels of affection, active involvement, and parental sensitivity, which together encourage the development of autonomy. Baumrind further identifies several components of democratic parenting: (1) warmth and involvement, where parents show abundant affection, attention, and support; (2) reasoning/induction, where parents use reasoning and explanations to guide children's behavior; (3) democratic participation, where parents actively involve children in family decision-making, allowing them to express their thoughts and emotions; and (4) easy-going nature, where parents maintain a positive and optimistic approach in their interactions with children.

In the context of democratic parenting, Baumrind (1991) explains that mothers play a pivotal role in shaping their children's character and behavior through an approach that emphasizes

bidirectional communication, collaborative decision-making, and the granting of controlled freedom within clearly defined boundaries. This democratic parenting style, which prioritizes discussion and mutual understanding, has a profound positive impact on children's learning behaviors, as children feel more valued and included in the decision-making process (Sari et al., 2023). Seet et al. (2022) discovered that democratic parenting styles positively influence the academic achievements of students attending private tutoring centres in Sentul, Kuala Lumpur. This impact is attributed to the active and engaged involvement of parents in their children's educational processes. Conversely, permissive (indulgent) parenting was found to have a detrimental effect on academic performance, as this overly lenient approach often results in poor exam outcomes. A similar study by Rahmawati et al. (2023) conducted in several junior high schools in Yogyakarta further supports these findings, showing that students with mothers who adopt a democratic parenting style are better able to adapt to academic demands and perform better in exams.

Manado Independent School (MIS) stands as the sole international-standard institution in North Sulawesi Province, proudly holding the license to operate as a collaborative school under the status of a Unit of Cooperative Education (SPK). The school employs a dual curriculum model, integrating both the national curriculum and internationally recognized frameworks, including Cambridge, Abeka, and Oxford systems. This study adopts a quantitative correlational approach to examine the extent to which students' learning motivation and the democratic parenting practices of their mothers influence the learning behavior of high school students at Manado Independent School.

Study Aim and Hypothesis

This study aims to delve into the connection between learning motivation and mother's democratic parenting styles towards adolescents learning behaviours.

METHODS

Design

This research used a quantitative correlational approach to investigate the associations among various variables. In particular, multiple linear regression was applied to assess how several independent variables influence the dependent variable, as well as to evaluate the strength, direction, and significance of these relationships.

Participants

The participants in this study were adolescents attending the senior high school level at Manado Independent School. A total of 216 students were selected through simple random sampling for inclusion in the research. The sample consisted of 81 males and 129 females aged 15 to 17 years, with an additional 6 males aged 18.

Instruments

Data was gathered through the distribution of questionnaires. Before use, a reliability test was carried out on all scales to be used. The reliability test carried out uses the standards determined by Azwar (2012) which states that if the Cronbach's alpha correlation results are closer to 1 then this can be interpreted as reliable.

The Learning Motivation developed by Apriandi et al. (2022), was based on the theories of Gowing (2001) and Pujadi (2007), and was modified by the researcher. The instrument used to measure learning motivation consisted of 17 items. After conducting a validity test, one item was found to be invalid. Consequently, the Cronbach's Alpha coefficient for the 16 valid items was calculated to be 0.852 (indicating a very strong reliability), signifying that the learning motivation scale was deemed suitable for data collection.

Table 1. Example of some items Learning Motivation scale.

Aspect of Learning Motivation	Indicator of Learning Motivation	Statements of Item	Cronbach's Alpha
Interest	Noticeable interest in learning	I am excited to work on the exercises to better understand the subject	.842
	Awareness the importance of learning	I enjoy exploring new things beyond what is taught in class	.846
Encouragement	A desire for success	When I receive a low grade, I make an effort to improve it in order to achieve a better score	.837
	The necessity of learning	I study every day without being asked	.853

The Parenting Styles and Dimensions Questionnaire (PSDQ) for Adolescents developed by Robinson et al. (1995), and later translated into Indonesian by Fahiroh et al. (2019). The researcher then modified this instrument for the study. After conducting a validity test, no items were found to be invalid. Therefore, the Cronbach's Alpha coefficient for the 27 valid items was 0.922 (indicating a very strong reliability), suggesting that the democratic parenting scale was suitable for data collection.

Table 2. Example of some items Parenting Styles and Dimensions Questionnaire.

Aspect of Mother Democratic Parenting Styles	Indicator of Mother Democratic Parenting Styles	Statements of Item	Cronbach's Alpha
Warmth and Involvement	The Closeness and Understanding of a mother	My mother cares about challenges I encounter at school.	.919
		My mother shows empathy when I am frustrated.	.916
Reasoning / Induction	Parental Communication and Education	My mother provides reasons for why I should obey.	.919
		When I make a mistake, my mother corrects me by providing clear reasoning	.922

The Learning Behaviours from Chao et al. (2018), based on the theory of McDermott et al. (1999), and later modified by the researcher. However, following validity testing, 12 items did not meet the required criteria. As a result, the Cronbach's Alpha coefficient for the remaining 11 valid items was found to be 0.789 (strong), indicating that the learning behaviour scale was deemed reliable and suitable for data collection.

Table 3. Example of some items Learning Behaviours scale.

Aspect of Learning Behaviour	Indicator of Learning Behaviour	Statements of Item	Cronbach's Alpha
Competence Motivation	Collaborating effectively in classroom activities	My contribution to the team is highly effective.	.785
	Ready to take on new tasks	I am confident in my ability to quickly acquire new skills and knowledge.	.784
Strategy/Flexibility	Full Concentration	I struggle to concentrate on my work when my mood is off.	.771
	Respectful Attitude	When I make a mistake, my mother corrects me by providing clear reasoning	.922

Data Analysis

Hypothesis testing was carried out using quantitative multiple linear regression methods. previously classical tests were carried out including normality, linearity, multicollinearity as prerequisites, and heteroscedasticity. The scale to be used has also been tested for validity and reliability before use. Data processed with IBM SPSS Statistics 25 for Windows software.

RESULTS AND DISCUSSION

Results

The normality test was performed using the One-Sample Kolmogorov-Smirnov test, which yielded an Asym. Sig. (2-tailed) value of 0.200, greater than the 0.05 threshold. This result indicated that the data were normally distributed. The multicollinearity test revealed that both independent variables had a Tolerance value greater than 0.1 and a Variance Inflation Factor (VIF) value less than 10. Specifically, the learning motivation and democratic maternal parenting variables each showed a Tolerance value of 0.943 (greater than 0.1) and a VIF of 1.060 (less than 10). Consequently, it was concluded that the regression model in this study was free from multicollinearity issues. The linearity test, conducted using the test of linearity, showed that the significance value for the learning motivation variable in relation to learning behaviour was 0.000 (less than 0.05), while the significance value for the democratic maternal parenting variable in relation to learning behaviour was 0.281 (greater than 0.05). This suggested a difference in the nature of the relationship between the two variables and learning behaviour. Finally, the heteroscedasticity test revealed that the significance value for the learning motivation variable was 0.160 (greater than 0.05), and for the democratic maternal parenting variable, it was 0.704 (greater than 0.05). Therefore, it was concluded that the regression model showed no signs of heteroscedasticity.

Table 4. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	874.655	2	437.327	18.012	.000 ^a
Residual	5171.452	214	24.279		
Total	6046.106	216			

The Anova test results showed that $F=18.012$ and a significance value of .000 ($p<0.05$). This means that learning motivation and mothers' democratic parenting style contribute positively on learning motivation of adolescent.

Table 5. t Test (Partial)

Model	B	Std. Error	Beta	t	Sig.
Constant	8.917	3.439		2.593	0.01
LM (X1)	0.4	0.068	0.384	5.891	0
MDP (X2)	-0.007	0.025	-0.019	-0.293	0.77

However, when the variables of learning motivation and the democratic parenting style of mothers were tested for their partial effects on learning behaviour, the results revealed a different outcome. The regression coefficient value for learning motivation (X1) was 0.400, with a calculated t-value of 5.891 and a critical t-value of 1.965. Since the calculated t-value (5.891) exceeded the critical t-value (1.965), and the significance level of 0.000 was less than 0.005. On the other hand, the regression coefficient for the mother's democratic parenting style (X2) was -0.07, with a calculated t-value of -0.293 and a critical t-value of 1.965. Since the calculated t-value (-0.293) was smaller than the critical t-value (1.965), and the significance level of 0.770 was greater than 0.005.

Table 6. Summary of Research Hypotheses Testing Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig. F Change
1	.808 ^a	.653	.649	1.478	.000

Table 6. shows that simultaneously learning motivation and mothers' democratic parenting style contribute to learning behaviours by 65.3%, the rest is influenced by other variables not examined in this study.

Discussion

Referring to the results of the data analysis that had been conducted, it was revealed that both learning motivation and the democratic parenting style of mothers, when considered together, significantly contributed to the learning behavior of the adolescents at Manado Independent School (MIS). The extent of this contribution was reflected in the F-test calculation (simultaneous significance test), which showed an F-value of 18.012 and a significance value of 0.000 ($p < 0.05$). The coefficient of determination (R^2) was 0.653, indicating that the variables of learning motivation (X1) and the democratic parenting style of mothers (X2) accounted for 65.3% of the learning behavior (Y) of the adolescents at MIS. Thus, it could be concluded that an increase in learning motivation and the democratic parenting style of mothers significantly contributed to improved learning behavior among the adolescents. Based on the results of the testing, the research hypothesis (H1), which stated that there was a simultaneous relationship between learning motivation and the democratic parenting style of mothers in influencing the learning behavior of adolescents at MIS, was validated. The findings of this study aligned with the work of Amalia (2017), who discovered a strong correlation of 0.957 between democratic parenting and learning motivation in relation to student performance in Civics Education (PKn), identifying positive learning behaviors. Further supporting this, research by Nur Hidayatullah et al. (2023) indicated that democratic parenting and learning motivation were significantly and positively correlated with student achievement, with a value of 0.650.

However, when the variables of learning motivation and the democratic parenting style of the mother were tested for their partial influence on learning behavior, the results diverged. The results of the correlation coefficient (r) of 0.899 indicated a strong and positive relationship between two variables: learning motivation (X1) and learning behavior (Y), with a partial determination of 0.400 and a significance value of 0.000 ($p < 0.05$). This positive correlation suggested that an increase in learning motivation was typically followed by an improvement in learning behavior, meaning that the higher the motivation to learn, the higher the level of learning behavior. This study aligned with several others that highlighted learning motivation as a crucial factor contributing to academic success. The majority of students in Malaysia found that high learning motivation played a significant role in the learning process, especially in the context of English as a second language (Krishnan & Shah, 2020; Seven, 2019). The research by Tamon & Sarajar (2024) revealed a positive relationship between learning motivation and academic achievement among student leaders at Satya Wacana Christian University, with a correlation coefficient of $r = 0.465$ and a significance value of 0.000 ($p < 0.05$). Another study by Fakhri et al. (2023) confirmed that motivation was positively linked to student engagement in class at SMAN X Gowa, with a coefficient of determination of 0.613. Teenagers with high learning motivation tended to exhibit well-organized learning behaviors, which ultimately contributed to better academic success (Derakhshan et al., 2020; Halif et al., 2020). Their strong motivation encouraged them to be more active in the learning process, such as asking questions, seeking advice, and engaging in classroom activities (Wardani et al., 2020; Jacob et al., 2020; Motevalli et al., 2020). Therefore, high motivation was crucial in fostering optimal learning behaviors and driving academic achievement.

The results revealed that the democratic parenting style of mothers did not contribute significantly, with a partial determination of -0.07 and a significance value of 0.770 > 0.05 . This indicated that the variable of democratic parenting did not have a meaningful impact on learning

behavior when considered in isolation. Thus, it could be concluded that the democratic parenting style of mothers did not contribute to the learning behavior of high school students at Manado Independent. This finding aligned with the research by Hakim & Ria (2018), which also showed similar results, indicating no correlation between democratic parenting and students' academic achievement at SD IT Nur Hidayah, with a correlation coefficient (r) of -0.030 and $p = 0.711$ ($p > 0.05$). One of the factors influencing this outcome was the difference in lesson durations between full-day and regular schools. At SD IT Nur Hidayah, where the full-day system was implemented, students had more learning time, which contributed to better academic performance compared to those in regular schools. The longer duration of the school day in full-day schools had a more dominant influence on academic achievement than the impact of the democratic parenting style applied.

The democratic parenting style was regarded as an approach that fostered an environment conducive to positive development and learning behavior. However, the implementation of this parenting model did not always yield the same results for every individual, as adolescents' perceptions of how they responded to it varied. Baumrind (1991) explained that although the democratic parenting style generally aimed to support healthy child development, a child's response to this approach was influenced by several factors, such as age, culture, and family experiences. Therefore, while democratic parenting held the potential to enhance independence and learning behaviors, adolescents responded differently, depending on how they interpreted the balance between freedom and structure provided by their parents.

Between the ages of 15 and 18, during their time in high school, adolescents experienced significant psychological development. Erikson (1968) explained that at this stage, they navigated the psychosocial conflict of "identity vs. confusion," as they sought to define their own identities, often diverging from the influences of their parents and culture. A key aspect of this process was the quest for psychological independence, which led to a decreased reliance on their parents and a search for new sources of authority, often through peer influence. According to Brown (2004), during this period, peers became crucial social and emotional reference points, often exerting a stronger influence than parents in shaping norms and behaviors, including those related to academics. The adolescents in this age group were also part of Generation Alpha, born between 2010 and 2025, who grew up during the era of rapidly advancing digital technology (Jha, 2020; McCrindle, 2021; Perry, 2022). These Generation Alpha teenagers possessed exceptional technological skills, thanks to their intense interaction with digital devices and broader access to information. This directly impacted the way they learned, as they were more accustomed to technology-based learning, which enabled them to grasp material faster and more interactively (McCrindle, 2021).

In this context, Jha (2020) noted that democratic parenting, which emphasized two-way communication, respect for children's opinions, and freedom in decision-making, contributed to the development of positive social and emotional skills in children. However, for Generation Alpha teens, the influence of technology and their growing inclination towards independence began to distance them from parental control. They preferred to make decisions on their own, as technology offered them the means to learn individually and instantly. Helsper and Eynon (2022) revealed that this generation increasingly relied on digital devices and applications that prioritized self-directed learning. Generation Alpha teens favored independent learning or individualistic methods, which led to a reduced response to democratic parenting models that emphasized collaboration and active discussion in the learning process (Jones et al., 2023).

Implications

This study has implications for the practical and theoretical importance of the role of learning motivation and learning behaviour. To enhance learning effectiveness, adolescents needed to understand how their learning motivation could influence their learning behavior. High learning motivation played a pivotal role as the main driver in shaping well-organized and productive learning

habits. By understanding the factors that fuelled their motivation, they were able to direct their learning behaviours more strategically, fostering the development of more consistent and sustainable study habits. Furthermore, it was essential for teenagers to cultivate skills in time management, ensuring they could maximize their achievements both academically and in their overall personal development. Educational institutions were advised to design engaging and educational programs aimed at boosting adolescents' learning motivation, with a focus on optimizing their learning behaviors. Moreover, it was crucial for these institutions to involve parents in the process, creating a more holistic and sustainable support system for the ongoing development of the adolescents' learning journey. Future research could have been conducted across various schools with different characteristics, such as international, public, or private schools in diverse regions. The aim would have been to test whether the findings could be generalized to a broader population, including areas with differing cultural, social, and educational contexts. A more diverse sample, representing various ethnic, social, and economic backgrounds, would have provided a more comprehensive perspective on the factors influencing learning behaviors. Subsequent studies might have identified other variables that could have moderated or mediated the relationship between maternal democratic parenting and learning behavior. Future investigations could have delved deeper by measuring different aspects of learning behavior, such as study skills, time management, and learning strategies. This would have helped uncover more specific factors, offering a clearer picture of how maternal democratic parenting and learning motivation influenced various dimensions of student behaviour.

Limitations and Further Research

This study had several limitations that needed to be considered. Firstly, it was conducted solely at an international school in North Minahasa Regency, the only institution in the area with an international status. Consequently, the findings may not fully reflect the perspectives of students at other schools with different characteristics, such as those following a national curriculum or non-international schools, which might have distinct cultural, social, and educational contexts.

Secondly, the sample used in this research could only be generalized to adolescents at the Manado Independent School. Thirdly, while the concept of motivational competence is recognized as a key element in learning behaviour theory, the journals referenced in this study failed to provide a sufficiently detailed explanation of the definition and operationalization of motivational competence. This lack of clarity may have impacted the understanding of how the concept applied in the context of this research. As a result, the concept of motivation appeared in two variables, even though the implementation of its items differed.

CONCLUSION

In conclusion, the research conducted during the school year 2024/2025 at Manado Independent School revealed several important insights regarding the learning behaviours of adolescents. The findings indicated that the students' learning motivation predominantly fell within the moderate range, while their mothers' democratic parenting style was found to be relatively high. Additionally, the learning behaviours of the students also reflected a moderate pattern. A significant positive relationship was discovered between learning motivation and the students' learning behaviours, suggesting that higher motivation leads to more effective and optimal learning outcomes. However, the study found that the mothers' democratic parenting style did not exert a significant direct influence on the students' learning behaviours. This lack of impact was attributed to varying perceptions among the adolescents regarding their mothers' parenting approaches. Moreover, the study highlighted the significant roles played by peer influence and the use of technology in shaping students' learning behaviours, which seemed to have a greater influence than parental style. Despite this, the research confirmed a positive and significant contribution of learning

motivation and democratic parenting, indicating that a combination of heightened motivation and a democratic parenting approach could contribute to more effective learning behaviours in adolescents. These findings underscore the importance of fostering both intrinsic motivation and supportive parenting practices, while also considering the broader social and technological context in which students' learning behaviours are shaped.

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