

Analysis of Parental Motivation And Students' Reading Interests: Correlation Approach

Rizka Pitri^{1*}, Padila Wahyuni², Romlah³

UIN Raden Intan Lampung

Corresponding Author: Rizka Pitri rizka@radenintan.ac.id

ARTICLE INFO

Keywords: Correlation,
Parental Motivation,
Reading Interest

Received : 3 April

Revised : 24 May

Accepted: 27 June

©2026 Pitri, Wahyuni, Romlah: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

Reading requires active interest from students, as it plays an essential role in developing comprehension and critical thinking. One factor influencing students' reading interest is parental motivation. However, many parents expect their children to achieve academic and non-academic success without providing sufficient encouragement to cultivate reading habits. Therefore, this study examined the relationship between parental motivation and students' reading interest using Kendall's Tau correlation analysis. A quantitative approach was employed involving 262 junior high school students and their parents. The findings revealed a statistically significant moderate positive correlation ($r = 0.445$) between parental motivation and students' reading interest, indicating that greater parental motivation is associated with higher reading interest among students

INTRODUCTION

Reading is an fundamental component of the educational process, and fostering a strong interest in reading among students is crucial to their academic success. Strong reading habits not only improve comprehension and critical thinking skills, but also enrich students' vocabulary and overall cognitive development [1]. However, in many situations, students struggle to develop consistent reading habits, which can hinder their overall learning outcomes. These challenges can arise from various factors, such as limited access to reading materials, time constraints due to activities, and insufficient encouragement from their surroundings.

Among the various factors that influence students' reading interest, parental motivation plays an important role, especially in encouraging and supporting children's engagement with reading materials. According to Mashlow, parental involvement in children's education is positively association with higher academic achievement and increased motivation. [2]. Parents who are actively involved in their children's educational journey by reading with them, discussing books, or even visiting the library help instill a love of reading. This support can lead to improved literacy skills, better academic achievement, and increased self-esteem in students.

The role of parents is also felt by students of SMP N 1 Talang Padang, however the role of parents in motivating only demands children to be active in the world of education assisted by teachers in the hope of achieving good achievements in both academic and non-academic fields. However, parents often seem indifferent to their children's daily lives, as seen from the lack of parental motivation to encourage their children to read actively, and actively participate in extracurricular activities at school, while the school has prepared various educational facilities for its students, for example, a library.

Research conducted by Sohariah. T on the Influence of Parental Motivation on Improving Student Learning Outcomes at the Bahrul Ulum Bontorea Islamic Boarding School, Gowa Regency, from the results of the study it can be concluded that parental motivation given to students or children at the Bahrul Ulum Islamic Boarding School greatly influences the improvement of their learning outcomes at the Bahrul Ulum Bontorea Islamic Boarding School, Gowa [3]. Furthermore, research conducted by Nopa Purnama Sari on the Relationship between Parental Attention and Learning Interest with Student Learning Achievement in Class V Min 2 Bandar Lampung, namely that there is a relationship between parental attention and learning interest in student learning achievement [4]. However, both studies did not look at the relationship between parental motivation and student reading interest.

The novelty of this study lies in the use of Kendal Tau correlation analysis to quantitatively measure the strength of the relationship between these two variables. This nonparametric method is well suited to the ordinal data collected in this study, allowing for a deeper understanding of the relationships involved. By analyzing the extent to which parental motivation influences students' reading interest, this study contributes to the growing body of knowledge about the factors that influence reading engagement.

LITERATURE REVIEW

Parent Motivation

Basically, motivation is a conscious effort to direct and maintain a person's behavior so that he is encouraged to act to do something so as to achieve certain results or goals [5]. Motivation comes from the word "motif" which means the effort that drives someone to do something. Motive can be said to be the driving force from within and within the subject to carry out certain activities in achieving goals. Starting from the word motive, motivation can be interpreted as the driving force that has become active [6]. Motives become active at certain times when the need to achieve goals is strongly felt or urgent. If the parents' motivation can be realized, the child's learning achievement will increase. Because parents are the main and first informal educators for students as children. The indicators of parental motivation according to Sardiman [4] are:

- **Knowing the learning outcomes**

Knowing the learning outcomes in this study, knowing the results, namely parents more often ask about their children's learning outcomes by knowing their children's learning outcomes.

- **Giving gifts**

Rewards are, giving an appreciation for the high grades of the lesson to motivate the child to study harder. The rewards given can be rewards that are needed by the child.

- **Giving compliments**

Praise is words from parents to provide motivation that can be used as a guideline for children to study harder and foster a pleasant atmosphere to arouse enthusiasm for learning.

- **Giving punishment to children who make mistakes**

Punishment means giving sanctions to children so that they do not repeat the mistakes they have made. These sanctions or punishments are made to improve learning achievement, and the punishment given to children is to repeat lessons that get low marks.

Reading Interest

In simple terms, interest means a high tendency and passion or a great desire for something. Interest is understood and used by people so far to be able to influence the quality of student learning outcomes. In this case, of course, someone who is interested in a field will find it easier to learn the field. Even though someone is able to learn something, if they do not have an interest they will not be able to follow the learning process activities. Children's interests can arise from various sources including development, instinct, intellectual function, environmental influences, experience and education, therefore a person's interests must be fostered and directed in order to achieve the desired goals, especially in learning. The indicators of students' reading interest, according to Burs and Lowe [7], are:

- The need for reading
The need for reading includes, to improve knowledge and skills, entertain and relieve stress, broaden views and understanding, update current information in work, offer an escape from daily routines, provide solutions or guidance for certain problems, help understand and communicate with others, provide new ideas and motivation.
- Actions to search for readings
Actions to search for reading that can be done are, explore the search results and select relevant sources, follow news sources related to your interests
- Enjoyment of reading
The feeling of enjoyment towards reading arises because of the thought that by reading one can gain various kinds of knowledge.
- The desire to always read
The desire to always read is influenced by an interest in reading books, and a comfortable place to read so that it has its own appeal.
- Follow up on what was read
Follow-up to the books you read can include discussion, reflection or applying the concepts learned in everyday life.

METHODOLOGY

This research sample used 262 students in grades VII-IX of SMP N 1 Talang Padang, along with 262 parents. This research sample used a proportional stratified random sampling technique (proportional stratified random sampling), sampling of population members is done randomly, with each member of the population having an equal chance of being selected, regardless of their strata[8]. This study uses the variables of parental motivation and reading interest. The data of this study are primary data derived from a questionnaire compiled based on the variables of parental motivation and reading interest. The questionnaire uses closed statements consisting of five indicators of parental motivation and four indicators of reading interest. Each indicator has three statements and answers in the form of a Likert scale (Table 1).

Table 1. Likert Scale

Scale / Value	Information
1	SS (Strongly disagree)
2	TS (Disagree)
3	S (Agree)
4	SS (Strongly agree)

This research was conducted through several stages as follows:

a. **Creating Research Instruments**

b. **Conducting Instrument Trials**

After creating the research instrument, the next step is to distribute the research instrument to several samples to determine the feasibility of the instrument used.

c. **Collecting Data.**

d. **Validity and Reliability Test**

After collecting data for the questionnaire trial, a questionnaire test is conducted. The questionnaire test is conducted by testing validity and reliability. If there is a statement instrument that does not meet validity and reliability, then the instrument is deleted or replaced and stages (b) to (d) are carried out. If the instrument meets the validity and reliability requirements, then proceed to stage (e).

1. Validity Test

Validity test is a tool that shows how far an instrument has accuracy and precision in carrying out its measuring function. Arikunto said that the high and low validity of the instrument shows the extent to which the collected data does not deviate from the description of the intended variable [9]. Validity testing uses the product moment formula with a valid determination if the product moment correlation coefficient $> r$. The item decision criterion is valid if $r_{count} > r_{table}$.

The product moment formula is

$$r_{hitung} = \frac{n(\sum X_i Y_i) - (\sum X_i)(\sum Y_i)}{\sqrt{[n \sum X_i^2 - (\sum X_i)^2][n \sum Y_i^2 - (\sum Y_i)^2]}} \quad (1)$$

Information: r_{count} = Correlation coefficient

X_i = Sum of item scores Y_i = Total score (all items) n =

Number of Respondents

2. Reliability Test

Reliability testing is a process of measuring the accuracy (consistency) of an instrument. This test is intended to ensure that the instrument used is a reliable, consistent, stable and dependable instrument, so that when used repeatedly it can produce the same data [10]. The reliability of the questionnaire can be measured using Cronbach Alpha. An instrument can be trusted if its value is greater than or equal to 0.07. The following is the Cronbach Alpha formula for analyzing reliability:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right] \quad (2)$$

Information :

$\sum \sigma_b^2$ = Total variance

σ_t^2 = Number of item variants

k = Number of questions

r_{11} = Instrument reliability coefficient

e. **Spreading Instruments**

The next step is to distribute the questionnaire to the entire sample. The sample in this study amounted to 262 respondents.

f. **Collecting Data**

g. **Kendall Tau Analysis**

Hypothesis testing in this study uses the Kendall Tau-B correlation test. The Kendall Tau-B correlation test is a non-parametric statistical test that does not require data to be normally distributed [11]. The Kendall Tau-B test is conducted to test the relationship between two variables with ordinal data.

According to Anwar Syarifuddin, the Kendall Tau correlation (τ) is a measure of the level of association/relationship/connection between two variables based on ranking and ordinal scale data [12]. The Kendall Tau analysis used in this study was carried out with the following steps:

1. Ranking data on each variable.
2. Sort the ranking based on one of the variables.
3. Then calculate the S value, which is the sum of the +1 and -1 scores for all data pairs. A +1 score is for the higher data based on the ranking, and a -1 score is for the lower data.

The Kendall Tau correlation test is carried out in two stages to test the research hypothesis, namely the first is to find the Kendall Rank Correlation Coefficient (τ) to see the level of closeness of the relationship between the two variables being tested, with the following formula:

$$\tau = \frac{\sum x - \sum y}{\frac{N(N-1)}{2}} \quad (3)$$

Where :

τ = Kendall Tau correlation coefficient with a value of $(-1 < 0 < 1)$

x = Number of top ranks

y = Number of lower ranks

N = Number of sample members

After the τ test is carried out, the results of the Kendall Rank correlation coefficient of each hypothesis are known. The nature of the correlation will determine the direction and correlation. The closeness of the correlation can be grouped as follows:

- 0.00 to 0.20 means the correlation has a very weak closeness
- 0.21 to 0.40 means the correlation has a weak closeness
- 0.41 to 0.70 means the correlation has a strong closeness
- 0.71 to 0.90 means the correlation has a very strong closeness
- 0.91 to 0.99 means the correlation has a very strong closeness
- 1 means perfect correlation.

Then to see how the relationship between the research variables, an operational hypothesis is determined. The hypothesis used in this study is as follows.

H0 (Null Hypothesis): There is no significant relationship between parental motivation and students' reading interest at SMP N 1 Talang Padang.

H1 (Alternative Hypothesis): There is a significant relationship between parental motivation and students' reading interest at SMP N 1 Talang Padang.

RESULTS

The results of this study indicate a significant positive relationship between parental motivation and students' reading interest, as evidenced by the Kendal Tau correlation coefficient of 0.445. This value indicates a fairly strong correlation between the two variables, which strengthens the idea that higher levels of parental motivation are associated with increased student reading interest. These findings underscore the important role that parents play in fostering a reading culture in the home environment.

Further analysis revealed that parents who were actively involved in their children's educational experiences made a significant contribution to their reading interests. Specifically, students whose parents frequently asked about their schoolwork and offered positive reinforcement such as rewards, praise, and constructive feedback showed a higher propensity for reading. This is in line with previous research showing that parental involvement is a major determinant in improving children's academic performance and motivation [13].

Table 2. Results of Kendal Tau Correlation Analysis

		Students' Reading Interests	Parent Motivation
Kendall's tau_b	Students' Correlation Coefficient	1,000	.445**
	Reading Sig. (2-tailed)	.	.000
	g N Interest	262	262
	s		
	Parent Correlation Coefficient	.445**	1,000
	Motiva Sig. (2-tailed)	.000	.
	tion N	262	262

A significance level of 0.000 indicates that the observed correlation is statistically significant, providing strong evidence against the null hypothesis. This means that the probability of observing the relationship by chance is negligible, confirming the robustness of the findings.

The highest average score of the indicator is indicator 1 with a value of 3.18. This result shows that parents always want to know the development of their children regarding their ability to learn at school. Meanwhile, the lowest average score of the indicator is indicator 2 with a value of 2.91. This result shows that parents give less praise to their children on the grounds that praise can make children big-headed. The scores produced for each indicator of parental motivation are in Figure 1.

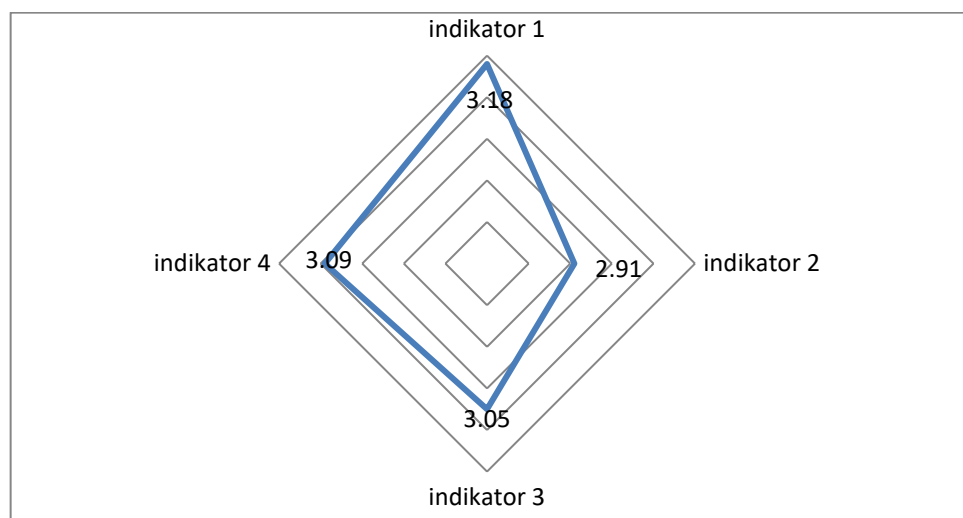


Figure 1. Parental Motivation

The highest average score of the indicator is the indicator with a value of 3.13. This result shows that students always want to read books according to their interests, favorite books, and read books in a comfortable place. Meanwhile, the lowest average score of the indicator is indicator 5 with a value of 3.09. This result shows that students rarely discuss the readings they get in a book they read. The scores produced for each indicator of parental motivation are in Figure 2.

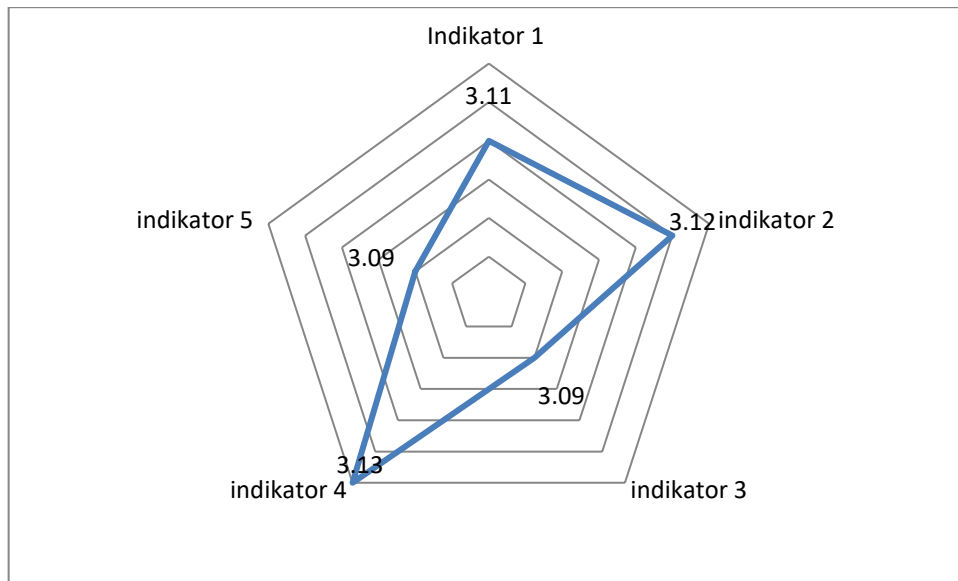


Figure 2. Reading Interest

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study on the relationship between parental motivation and students' reading interest at SMP N 1 Talang Padang, Tanggamus Regency, Lampung, a conclusion can be drawn. It can be concluded that there is a significant strong positive relationship between parental motivation and students' reading interest of 0.445.

REFERENCES

- A. H. Maslow, *Motivation and Personality*, 3rd ed., New York: Harper & Row, 1987.
- Anwar Syarifuddin. 2016. *Textbook of Non-Parametric Statistics*. Scientific Publication of the Agribusiness Study Program, Department of Social and Economics, Faculty of Agriculture, University of Mataram, West Nusa Tenggara. <https://fpunram.com/wpcontent/uploads/2018/04/Buku-Ajar-Statistika-Nonparametrik-FPAnwar.pdf>, Accessed on September 21, 2019.
- Arikunto. S. "Research Procedures: A Practical Approach". Jakarta. Rineka Cipta Pages: 168-169, 2010.
- CW Ginting, "Parents' influence on students' reading habits: A case study," *Journal of Educational Development*, vol. 5, no. 2, pp. 103-110, August 2019.
- Husain, "Global Islamic Politics. New York. Longman". Ed. 2 Pages: 71, 2003.
- Moh. Uzer Usman. "Becoming a Professional Teacher. Bandung" : PT. Remaja Rosda Karya. Page : 68.2005.
- Nashar, *The Role of Motivation and Initial Ability in Learning Activities*, Jakarta: Delia Press, 2004, p. 39
- Nopa Purnama Sari, "The Relationship Between Parental Attention and Learning Interest with Learning Achievement of Class V Min 2 Students in Bandar

- Lampung", Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung, 2022
- Prasetyono, "The Secret to Teaching Children to Love Reading from an Early Age", Yogyakarta: Diva Press, page 59. 2008.
- Sardiman, "Interaction and Motivation in Teaching and Learning", Jakarta: PT. Raja Grafinda Persada, 2006.
- Sohariah. T, "The Influence of Parental Motivation on Improving Student Learning Outcomes at Bahrul Ulum Bontorea Islamic Boarding School, Gowa Regency", Faculty of Tarbiyah and Teacher Training, Uin Alauddin Makassar, 2020
- Somadayo, S. "Strategies and Techniques of Reading Learning". Yogyakarta: Graha Ilmu. H. 1. 2011
- Sugiyono. "Quantitative, Qualitative and R&D Research Methods". Bandung AlfaBeta, 2016.