

The Influence of Parental Motivation on Interest in Learning Akidah Akhlak Among Female Students at Madrasah Qur'aniyah Al Husnayain Karanganyar

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Abstract

This study addresses the limited empirical evidence on the influence of parental motivation on students' interest in learning *Akidah Akhlak*, despite the family's important role in shaping religious character and supporting religious education. It aims to assess students' perceptions of parental motivation, describe their level of interest in *Akidah Akhlak*, and evaluate the strength of the influence of parental motivation on that interest among female students at Madrasah Qur'aniyah Al-Husnayain Karanganyar in the 2025/2026 academic year. Employing a quantitative, descriptive-correlational design, the study used total sampling to include all 35 students; data were collected via a Likert-type questionnaire and analyzed using descriptive statistics and Pearson Product-Moment correlation in SPSS 25. The findings show that parental motivation is at a moderately good level (mean = 55.8), while students' interest in *Akidah Akhlak* is similarly moderate (mean = 55.5). Correlational analysis indicates a significant positive relationship between parental motivation and student interest ($r = 0.592$, $p < 0.001$), with parental motivation accounting for approximately 35% of the variance in interest. These outcomes highlight that both emotional and instructional parental involvement substantially contribute to students' motivation and engagement in religious learning and open opportunities for follow-up research using mixed-methods or longitudinal designs to explore family involvement dynamics more deeply.

Keywords: Parental Motivation; Interest in Learning; *Akidah Akhlak*; Islamic Education; Female Students

INTRODUCTION

Education is an ongoing process of character and moral formation in human life. A good education is one that can bring about changes that build people's lives to become more knowledgeable about God, faithful, and able to worship with knowledge in order to become pious human beings (Al Madani et al., 2024). In the context of Islamic education, according to Safriana & Khasanah (2019), the family serves as the child's first madrasah, where parents act as the primary educators before formal institutions take on a supplementary role. Akidah Akhlak education, as part of Islamic religious education, functions to shape students' faith and morals so that they grow into individuals who are devout, knowledgeable, and morally upright (Arsyad & Suhadi, 2025; Damanik & Ningrum, 2025). However, phenomena observed across various Islamic educational institutions indicate a decline in students' interest in religious subjects, including Akidah Akhlak. This issue warrants serious attention because low interest in learning can directly affect the quality of students' understanding of Islamic values and their character development.

Students' learning motivation is strongly influenced by the role of parents. According to Puspita et al. (2024) and Batubara et al. (2025), parental motivation is the encouragement provided to foster a child's enthusiasm for learning through attention, facilities, and direct guidance. In Islamic education, this responsibility is underscored in QS. At-Tahrim verse 6, which instructs parents to guard and guide their families to avoid misguidance. Moral, emotional, and spiritual support from parents has been shown to have a significant influence on children's learning development (Amalia et al., 2021; Nurhijriah & Irmansah, 2025; Saputri & Fauziddin, 2022). Thus, parents' role in providing motivation is not merely a secondary matter but a fundamental factor in building children's interest and academic achievement.

From the perspective of educational psychology, interest in learning is an inner drive that prompts students to engage actively in the learning process (Diniaty, 2017; Heri, 2019). Students with high interest display enjoyment, enthusiasm, and active engagement in

learning (Lacoste & Carreon, 2025; Pechimuthu, 2025). However, that interest can decline without external support, especially from parents who serve as sources of inspiration and encouragement. The researcher considers parental involvement in religious education not only a moral obligation but also a form of spiritual investment for the child's future. Therefore, this study emphasizes the importance of strengthening synergy between school and family in creating a religious and enjoyable learning atmosphere so that the values of *akidah* and *akhlak* can be fully internalized.

Parental involvement in children's education has become a global concern. Numerous international studies indicate that parental support and interest in their children's education significantly boost students' motivation to learn. For example, Utami (2022) reports that active parental involvement in school activities correlates positively with improvements in academic achievement and learning motivation. Similarly, Alshboul et al. (2021) assert that in Islamic school contexts parents play a crucial role: parents' intentions and expectations encourage Islamic educational institutions to provide optimal services so that students can comprehensively understand religious teachings. These findings suggest that, internationally, parents' roles as motivators and supporters of their children's religious education are widely recognized because they affect students' interest and attitudes toward religious subjects.

In the Indonesian context, various local studies also emphasize the importance of family support in religious education. For instance, a study by Arafat & Mete (2022) in Flores found a significant positive influence of parental motivation on students' interest in learning, with 13.7% of the variability in students' learning interest explained by parental motivation. These findings align with Surmaida (2022) in South Sulawesi, which showed that parents act as the primary educators and motivators in strengthening children's enthusiasm for religious education. Similarly, research by Putri (2025) in Central Java reported that parental attention and support contributed 31.5% to students' achievement in *Akidah Akhlak*. A harmonious and caring family environment, according to Risma & Hanif (2024), provides emotional encouragement along with strong study discipline for Islamic education students. Overall, national studies highlight that parental attention and motivation have a tangible impact on children's interest and academic achievement in religious studies, thereby improving students' learning interest in the context of Islamic religious education (PAI) and *Akidah*.

Nevertheless, several issues remain evident in the field. Many students perceive Akidah Akhlak as a difficult and monotonous subject, especially because of its memorization-heavy content and the lack of real-life applicability. The absence of contextual learning approaches from teachers and insufficient support from families are often cited as contributing factors to declining interest in religious studies. This condition is exacerbated by the fact that not all families provide optimal attention to the learning process at home. As stated by education experts, Kim & Hill (2015) emphasized that children's learning motivation is strongly influenced by consistent parental involvement. Wilder (2014) and Topor et al. (2010) further demonstrated that consistent not occasional parental involvement has the greatest impact on motivation and learning outcomes. In other words, when parental support and role modeling are lacking, children tend to experience a decrease in learning enthusiasm, and religious values are not fully internalized. This situation calls for serious attention to strengthening the relationship between parents and students, especially in fostering intrinsic motivation and learning interest in Akidah Akhlak.

Previous studies have extensively examined the relationship between parental roles and children's educational outcomes. For example, Susanti et al. (2023) reported a strong correlation ($r = 0.489$) between parental motivation and students' learning interest in Makassar, indicating that the degree of parental motivation significantly influences students' interest in learning. Nur & Karismatika (2019) also found a significant effect of parental motivation on students' learning interest. Boleng (2021) reported that the influence of parental motivation on learning interest reached 99%, with only 1% influenced by other variables. However, most of these studies focused on learning interest in general subjects rather than specifically on interest in learning Akidah Akhlak. There is still limited literature that explicitly examines "interest in learning Akidah Akhlak" among Muslim students, particularly within Qur'aniyah-based schools. In other words, research on the influence of parental motivation on female students' interest in learning Akidah Akhlak in Qur'aniyah madrasahs remains insufficient. This research gap highlights the need for studies that focus specifically on interest in Akidah Akhlak, taking into account the characteristics of female students and the cultural dynamics of local Qur'aniyah madrasahs.

This research offers originality within the field of Islamic religious education by specifically analyzing the influence of parental motivation on female students' interest in learning Akidah Akhlak at Madrasah Qur'aniyah Al-Husnayain Karanganyar—an area that

has not been widely explored in previous studies. The novelty also lies in the theoretical foundation employed. The study utilizes Self-Determination Theory (SDT) by Ryan & Deci (2000), which stresses the importance of parental support in fulfilling children's psychological needs, namely autonomy, competence, and social relatedness. Rosyadi (2024) explains that parental support aligned with SDT helps meet these psychological needs, all of which serve as intrinsic drivers that increase learning motivation. By receiving sufficient support from parents, students' curiosity and interest in religious learning are expected to develop more naturally. In addition, this study incorporates a parental involvement model, emphasizing that parenting behavior, communication, and participation in learning activities at home correlate with children's motivation. The integration of these theoretical perspectives strengthens the empirical investigation and is anticipated to provide both conceptual enrichment and practical contributions to Islamic religious education.

Grounded in this theoretical orientation, the study concentrates on identifying the extent to which parental motivation affects students' interest in studying Akidah Akhlak at Madrasah Qur'aniyah Al-Husnayain Karanganyar. The objectives include describing the degree of parental motivational influence and determining the dominant motivational factors contributing to students' interest. A quantitative correlational design is applied to gain a comprehensive understanding of the role of parents as partners in the educational process. The findings are expected to establish a basis for recommendations for teachers and parents to strengthen Akidah learning through motivational support from families, in line with the vision of Islamic education to develop individuals with strong moral character and competitive capability.

METHODS

This study employed a quantitative approach with a descriptive correlational research design. This approach was selected because the study aimed to measure the influence and relationship between two variables objectively through numerical data and statistical techniques. Creswell & Creswell (2017) and Apuke (2017) explain that quantitative research emphasizes theory testing through variable measurement, numerical analysis, and structured procedures, making it suitable when the researcher intends to determine the extent to which an independent variable affects a dependent variable. In this context, the research sought to examine the influence of parental motivation on students'

interest in learning Akidah Akhlak at Madrasah Qur'aniyah Al-Husnayain Karanganyar, making the quantitative approach the most relevant model. Furthermore, the descriptive aspect of the study enabled the researcher to portray the conditions of parental motivation and students' learning interest, while its correlational component allowed systematic statistical analysis of the relationship between the two.

The research design used was a survey design with a correlational model. The survey design enabled the researcher to collect data from a specific population within a relatively short period using a questionnaire as the primary instrument. According to Dillman et al. (2014), Fowler (2013), and Creswell (2014), survey designs are effective for obtaining factual information related to the attitudes, perceptions, or characteristics of a population in a representative manner. This research employed a correlational design to assess the strength of the relationship between parental motivation (independent variable) and students' interest in learning Akidah Akhlak (dependent variable). While this approach is consistent with prior investigations into how parental motivation relates to student learning outcomes, the present study is distinctive because it examines the relationship within a Qur'aniyah madrasah setting, which presents particular religious and cultural characteristics.

The study population comprised all female students enrolled at Madrasah Qur'aniyah Al-Husnayain Karanganyar for the 2025/2026 academic year, totaling 35 individuals. Given the small population size, the research used a total sampling (complete enumeration) strategy, meaning every member of the population was included as a respondent.. Etikan & Bala (2017) and Lohr (2021) state that saturated sampling is highly appropriate when the population consists of fewer than one hundred individuals because including the entire population increases data accuracy and minimizes bias. Therefore, the 35 students were selected as respondents because all of them take Akidah Akhlak and share an educational setting that is directly influenced by parental motivation.

The research instrument used was a Likert-scale questionnaire containing statements related to parental motivation and interest in learning Akidah Akhlak. The parental motivation instrument was developed based on indicators of material and non-material motivation, while the instrument for learning interest referred to indicators of enjoyment, attention, engagement, and curiosity. The instrument underwent validity testing using the product moment correlation, and all items were declared valid and suitable for

use. Reliability testing was then conducted using Cronbach's Alpha, and the results indicated high reliability for both variables. Data collection was carried out by distributing questionnaires to all students, supported by documentation in the form of school data, attendance lists, and learning activity records to ensure data completeness and accuracy.

The data analysis procedure in this research was carried out in two phases. The first phase involved descriptive analysis to identify score patterns for each variable by calculating the minimum, maximum, and mean values. This stage was intended to map the overall levels of parental motivation and students' learning interest. The second phase consisted of inferential analysis using Pearson's product-moment correlation to determine the extent to which parental motivation affects students' learning interest. This statistical technique was chosen because it is appropriate for interval-scale data and for examining linear associations between variables. Before testing the hypothesis, prerequisite analyses normality and linearity tests were administered. The results confirmed that the dataset met both requirements, showing normal distribution and a linear relationship between variables. The hypothesis test, based on the correlation coefficient and its significance level, revealed that parental motivation significantly influences students' interest in learning Akidah Akhlak, demonstrated by an r -value of 0.592 and a significance value of 0.000, which is lower than 0.05. All analytical processes were performed using SPSS to ensure accuracy in calculations and to strengthen the reliability of the results.

RESULTS

Independent Variable – Parental Motivation

After distributing the questionnaire to 35 respondents, each answer sheet was corrected, analyzed, and scored according to the responses provided. The scoring results were then recapitulated and accumulated for each variable using the Statistical Package for the Social Sciences (SPSS) for Windows version 25.0.

Data on parental motivation were obtained through questionnaires administered to students of grades VI, VII, VIII, IX, X, XI, and XII of Madrasah Qur'aniyyah Al-Husnayain Karanganyar, with a total of 35 respondents. The instrument consisted of 20 statements with four answer options. The highest score obtained was 80, while the lowest score was 20. These scores were used to classify the level of parental motivation.

The interval ranking system used in this study consisted of four categories, as shown in table 1 below:

Table 1. Interval Category

Category	Interval
Good	66–80
Fairly Good	51–65
Less Good	36–50
Poor	20–35

Based on this classification, the following results were obtained: 7 students rated parental motivation in the Good category, 18 students rated parental motivation in the Fairly Good category, 8 students rated parental motivation in the Less Good category, 2 students rated parental motivation in the Poor category. These data were then converted into percentages and are presented in the table 2 below:

Table 2. Percentage of Parental Motivation

Parental Motivation	Interval	Frequency	Percentage
Good	66–80	7	20%
Fairly Good	51–65	18	51,43%
Less Good	36–50	8	22,86%
Poor	20–35	2	5,71%
Total		35	100%

The results of the calculation using SPSS version 25.0, the Parent Motivation variable in Table 2 can be seen in the histogram in Figure 1 below:

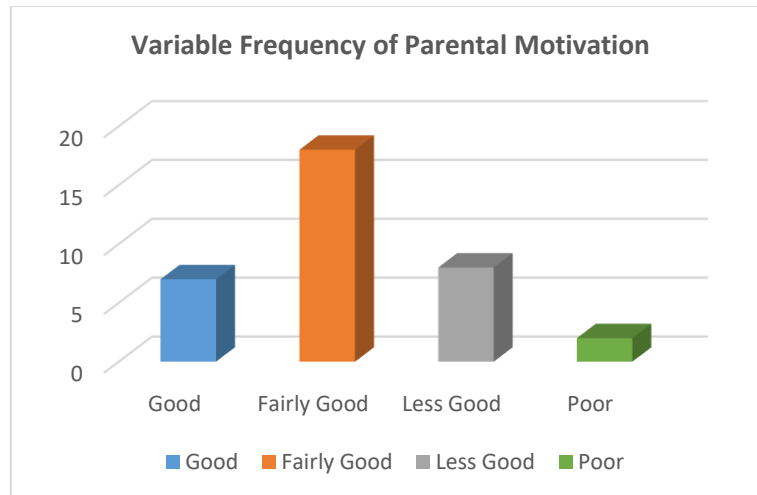


Figure 1. Frequency Histogram of Parental Motivation Variables

The results indicate that most students (51.43%) perceived the motivation provided by their parents as Fairly Good, followed by 22.86% in the Less Good category, 20% in the Good category, and 5.71% in the Poor category. The mean score ($\bar{x}$) of parental motivation was calculated using the following formula:

$$\bar{x} = \frac{\sum fx}{N} = \frac{1953}{35} = 55,8$$

Thus, the mean value of parental motivation is 55.8, which falls into the Fairly Good category (51–65).

Dependent Variable – Students' Learning Interest

Data on students' learning interest were collected from questionnaires distributed to students of grades VII, VIII, IX, X, XI, and XII at Madrasah Qur'aniyyah Al-Husnayain Karanganyar, with a total of 35 respondents. The instrument consisted of 20 statements with four answer options. Based on the scoring, the highest score obtained was 80 and the lowest was 20. This range is used to determine the classification of students' learning interests with the categories shown in Table 3 below:

Table 3. Interval Category

Category	Interval
Good	66–80
Fairly Good	51–65
Less Good	36–50
Poor	20–35

Based on these intervals, the results show: 6 students scored in the Good category, 19 students scored in the Fairly Good category, 9 students scored in the Less Good category, 1 student scored in the Poor category. The frequency was then converted to percentages and is shown in the table 4 below:

Table 4. Percentage of Students' Learning Interest

Parental Motivation	Interval	Frequency	Percentage
Good	66–80	6	17,14%
Fairly Good	51–65	19	54,29%
Less Good	36–50	9	25,71%
Poor	20–35	1	2,86%
Total		35	100%

The results of the calculation using SPSS version 25.0, the variable of Female Students' Interest in Learning in Table 4 can be seen in the histogram in Figure 2 below:

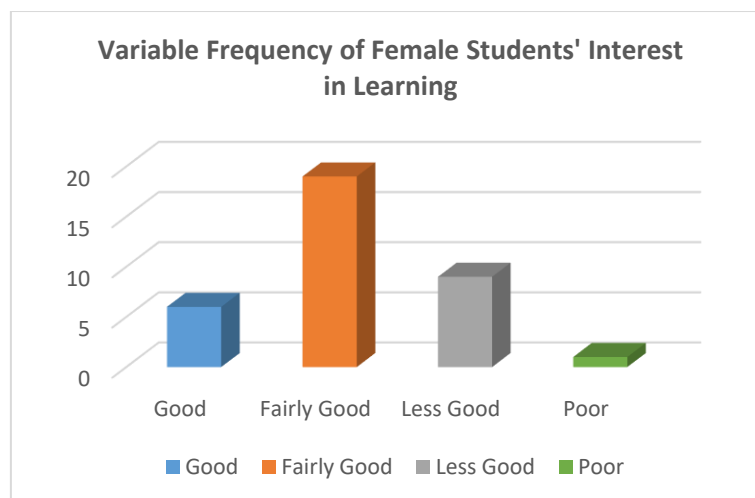


Figure 2. Frequency Histogram of Female Students' Interest in Learning Variables

The results reveal that most students (54.29%) demonstrated a Fairly Good level of learning interest. The average score was calculated using the following formula:

$$X = \frac{\sum fx}{N} = \frac{1944}{35} = 55,5$$

Therefore, the mean value of students' learning interest is 55.5, which is included in the Fairly Good category (51–65).

Requirements Analysis Testing

Normality Test

This normality test was conducted to determine whether variable 1 and variable 2 had a normal or abnormal distribution. The normality test in this study used Shapiro Wilk with the help of SPSS because the sample size was less than 50, and the results are as follows:

Table 5. Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Parental Motivation	.130	35	.141	.976	35	.626
Student Interest in Learning	.063	35	.200*	.964	35	.310

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the normality test in Table 5 above using Shapiro Wilk, it can be seen that the Parent Motivation variable has a significance value of 0.626 and the Student Learning Interest variable has a significance value of 0.310. Because the significance values of both variables are greater than 0.05, it can be concluded that the data from both variables are normally distributed.

Linearity Test

A linear test was conducted to determine whether there was a linear or non-linear relationship between the variable of parental motivation (X) and the variable of student interest in learning (Y).

Table 6. Results of Linearity Test of Parent Motivation Variable with Female Student Learning Interest Variable

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Female Students' Interest in Learning * Parental Motivation	(Combined)		2597.519	21	123.691	2.313	.061
	Between Groups	Linearity	1153.752	1	1153.752	21.576	.000
		Deviation from Linearity	1443.767	20	72.188	1.350	.293
	Within Groups		695.167	13	53.474		
	Total		3292.686	34			

Based on Table 6 above, the results of the linearity test between Parental Motivation (X) and Students' Learning Interest (Y) conducted using SPSS can be concluded in two ways as follows:

- Based on the significance value from the SPSS output, the significance value obtained is $0.000 < 0.05$, which indicates that there is a significant linear relationship between the two variables: parental motivation (X) and students' learning interest (Y).
- Based on the F-value from the SPSS output, the calculated F-value is 21.576, which is greater than the F-table value of 4.67. Since the calculated F-value exceeds the F-table value, it can be concluded that there is a statistically significant linear relationship between parental motivation (X) and students' learning interest (Y).

Hypothesis Testing

After conducting calculations between variable X and variable Y, the results show the influence of parental motivation on students' interest in learning Akidah Akhlak among female students at Madrasah Qur'aniyyah Al-Husnayain Karanganyar for the 2025/2026 academic year.

Following the data obtained in this study, as shown in the table, the correlation coefficient between parental motivation (X) and learning interest (Y) was calculated using Pearson Product–Moment correlation in SPSS version 25.0. The following section presents the results of hypothesis testing performed using SPSS:

Table 7. Results of hypothesis calculations using Pearson's product moment

Correlations		
	Parental Motivation	Female Students' Interest in Learning
Pearson Correlation	1	.592**
Sig. (2-tailed)		.000
N	35	35
Pearson Correlation	.592**	1
Sig. (2-tailed)	.000	
N	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the correlation test in Table 7 above, it is known that the calculated r-value is 0.592 and the significance value is 0.000. When compared to the 0.05 significance level (because the study uses a 5% significance level), the decision-making criteria are as follows:

- If the significance value < 0.05 , then there is a significant relationship between parental motivation and students' learning interest at Madrasah Qur'aniyyah Al-Husnayain Karanganyar.
- If the significance value > 0.05 , then there is no significant relationship between parental motivation and students' learning interest at Madrasah Qur'aniyyah Al-Husnayain Karanganyar.

Based on the comparison above, the results were then used to determine whether the hypothesis proposed by the researcher is accepted or rejected:

- H_a : There is an influence between parental motivation and students' learning interest at Madrasah Qur'aniyyah Al-Husnayain Karanganyar.
- H_0 : There is no influence between parental motivation and students' learning interest at Madrasah Qur'aniyyah Al-Husnayain Karanganyar.

Based on the final decision from the correlation analysis shown in Table 7, the calculated r-value is 0.592 and the significance value of 0.000 is smaller than 0.05. Therefore, the variables of parental motivation (X) and students' learning interest (Y) are correlated. In other words, H_0 is rejected and H_a is accepted.

DISCUSSION

Parental Motivation Given to Students at Madrasah Qur'aniyah Al-Husnayain Karanganyar

The findings indicate that the parental motivation perceived by students falls into the “fairly good” category, with an average score of 55.8 (interval 51–65). The frequency distribution shows that the majority of students (51.43%) rated parental motivation as “fairly good,” while 20% rated it “good,” 22.86% “less good,” and 5.71% “not good.” These results suggest that although parental support for religious education is present and felt by most students, the intensity and quality of that support are not evenly distributed, leaving some students with suboptimal encouragement.

Theoretically, this pattern aligns with the parental involvement and family resources model, which notes that parental support varies in form emotional, instructional, and facility-based and each has a different impact on children’s outcomes (Harding et al., 2015; McDonald et al., 2015; Wahyuni & Mangunsong, 2022). When support focuses only on supervision and learning facilities without accompanying emotional warmth or value reinforcement, the motivation experienced by the child tends to be merely instrumental and does not sufficiently foster long-term intrinsic motivation. Therefore, the “fairly good” classification reflects a functional yet not fully optimal condition for developing strong internal motivation.

Bronfenbrenner’s Ecological Systems Theory (1979) also helps explain this variation: the role of parents must be viewed as one subsystem (microsystem) that interacts with the school (mesosystem), local culture (exosystem), and educational policy (macrosystem). When the school–home connection is weak (e.g., limited communication between teachers and parents) or when economic pressures reduce parents’ capacity to be involved, the result is a heterogeneous pattern of motivation such as the one identified in this study. Therefore, effective intervention typically requires strengthening the synergy between home and school environments.

Students’ Interest in Learning Akidah Akhlak at Madrasah Qur'aniyah Al-Husnayain Karanganyar

The data show that students’ interest in Akidah Akhlak is also in the “fairly good” category, with a mean of 55.5. Frequency distribution indicates that 54.29% fall into the “fairly good” category, 17.14% “good,” 25.71% “less good,” and 2.86% “not good.” This

suggests that most students demonstrate moderate involvement and affinity toward Akidah Akhlak generally positive but not yet at the ideal level of high enthusiasm needed for value- and character-based learning.

Conceptually, learning interest is influenced by intrapersonal factors (intrinsic/extrinsic motivation, self-efficacy), situational factors (quality of teaching, relevance of material), and social factors (parental and peer support). Expectancy Value Theory posits that students' interest and engagement increase when they perceive the task as valuable and feel confident in their ability to accomplish it (Eccles & Wigfield, 2020; Haase et al., 2021; Sarasty & Carpio, 2025). If Akidah lessons are perceived as overly memorization-based and insufficiently practical for daily life, the subjective value decreases and interest diminishes consistent with the early observations that the memorization-heavy format contributes to student disengagement.

Self-efficacy (Bandura, 1978) is also relevant: students who believe they can understand and apply religious teachings tend to be more active and engaged. Therefore, learning strategies that promote successful learning experiences (e.g., scaffolding, applied practice, contextual discussion) can increase self-efficacy and subsequently enhance interest. In the context of a Qur'aniyah madrasah, instruction that connects Akidah texts with everyday practices (role-modeling, value-based projects) is more likely to increase interest compared with memorization-only methods.

The Influence of Parental Motivation on Interest in Learning Akidah Akhlak

Pearson correlation analysis shows a coefficient of $r = 0.592$ ($p = 0.000$), indicating a positive and significant relationship between parental motivation and students' interest in learning. The coefficient of determination $r^2 \approx 0.35$ suggests that approximately 35% of the variance in learning interest can be explained by variations in parental motivation, while the remaining 65% is influenced by other factors. Statistically and practically, this correlation strength is considered substantial (based on Cohen's effect size guidelines), meaning that the role of parents is not minor, but rather a meaningful contributor to learning interest.

To explain this mechanism, Self-Determination Theory (Ryan & Deci, 2000) provides insight into how parental support facilitates children's basic psychological needs autonomy, competence, and relatedness which trigger intrinsic motivation and sustained learning interest. Moreover, Social Cognitive Theory (Bandura, 1986) posits that parents

influence children through modeling, reinforcement, and learning environment structuring mechanisms that directly shape self-efficacy and interest in academic subjects.

While parental influence is significant, the r^2 value also highlights that most of the variation (65%) is explained by other variables, such as teaching style, curriculum quality, support from peers, family economic conditions, and individual characteristics. Therefore, in terms of policy and practice, focusing solely on parental motivation is helpful but not sufficient; a multisectoral approach is needed that includes teacher pedagogical development, curriculum contextualization of Akidah Akhlak, and a supportive religious school climate.

Research Implications

This study reinforces the literature on the role of the family in Islamic education, demonstrating that parental involvement is not merely a secondary supporting factor but a fundamental component in shaping interest in religious learning. Practically, the findings suggest the need for stronger collaboration between parents and the school. Teachers of Akidah Akhlak may initiate structured communication programs with parents, religious parenting education, and progress reports on students' learning interest, ensuring that motivational support from school and home progresses synergistically. Additionally, the school may facilitate family-based religious activities to strengthen emotional and spiritual support.

Research Limitations

This study has several limitations. First, the sample included only 35 female students from one educational institution; therefore, the findings cannot be generalized to all madrasahs or Islamic-based schools. Second, parental motivation data were based on students' perceptions, raising the possibility of perception bias. Third, the correlational nature of the research does not allow for conclusive causal inference. Future studies are encouraged to expand the sample across different regions and school profiles, involve parents as additional respondents, and employ a mixed-methods design so that parental motivation can be examined more comprehensively through behavioral and qualitative data.

CONCLUSION

This study concludes that the parental motivation experienced by female students at Madrasah Qur'aniyah Al-Husnayain Karanganyar for the 2025/2026 academic year falls into the “fairly good” category. The average score of 55.8 indicates that the majority of students perceive parental attention, encouragement, and involvement in their religious learning, although the intensity of that support is not uniform across all respondents. The distribution of scores reveals differences in the level of support among families, showing a group of students who receive high motivation while others receive only minimal encouragement. This condition suggests that parents are functioning as a source of learning motivation, but their contributions have not yet reached an optimal level for all learners.

Students' interest in learning Akidah Akhlak was also found to be in the “fairly good” category, with a mean score of 55.5. This finding shows that most students demonstrate interest, attention, and engagement in the subject, although high enthusiasm is not yet universal. Factors such as teaching methods that rely heavily on memorization and lack real-world application, limited stimulation for independent learning at home, and students' confidence in understanding religious material likely contribute to the learning attitudes not reaching the overall “good” category. Therefore, increasing students' interest requires strengthening experiential learning strategies, concrete examples, and making the material more relevant to everyday life outside the classroom.

This study confirms that parental motivation has a significant effect on students' interest in learning Akidah Akhlak at Madrasah Qur'aniyah Al-Husnayain Karanganyar. The correlation coefficient of 0.592 with a significance of 0.000 indicates a strong, positive relationship between the two variables. The coefficient of determination ($r^2 \approx 0.35$) suggests that about 35% of the variance in students' learning interest can be explained by parental motivation, while the remaining 65% is influenced by other factors such as teachers' instructional strategies, students' psychological conditions, social environment, and learning facilities. Thus, this study empirically confirms that parental motivation is an important factor in shaping students' interest and engagement in Akidah Akhlak.

The study contributes theoretically to the development of Islamic education scholarship by reinforcing the perspective that the formation of religious learning interest is not determined by the school alone but is rooted in the synergy of family education. Integrating empirical findings with educational psychology perspectives and parental

involvement theory shows that religious learning motivation arises from a combination of emotional support, value habituation at home, and meaningful learning experiences at school. These findings also enrich the literature on the role of parents in Akidah Akhlak learning, particularly within the context of Qur'aniyah-based madrasahs, which have been relatively underexplored.

This study opens avenues for further research. Future studies are recommended to involve larger, more diverse samples across different schools to improve the generalizability of findings. Subsequent research could also adopt mixed-methods or longitudinal designs to explore parental support patterns and the dynamics of students' learning motivation over time. Experimental studies are likewise recommended to test the effectiveness of specific interventions such as religious parenting programs or practice-based Akidah Akhlak learning models, so that the relationship between parental support and learning interest can be examined not only correlationally but causally. In this way, the present findings may inform the development of policies, curricula, and educational practices that position parents as primary partners in fostering students' religious learning interest.\

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