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The Positive Impact of Parental Autonomy Support, Academic Socialization, Parental Responses, and Psychological Control on Muslim Students' Motivation

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ABSTRACT

Encouraging autonomy among students in the academic setting is a strategy to promote continued education. One way to foster academic autonomy is through supportive relationships between the school environment and parents. This study assesses how autonomy, control, academic socialization, and parental response to academic grades predict students' autonomous academic motivation in Sleman Regency. This quantitative research employs cluster random sampling, using the SPSS 23.00 application to select five madrasah samples from 10 State Tsanawiyah madrasahs in Sleman Regency. A Likert-scale questionnaire was administered to 569 students to collect data. Data analysis involved conducting multiple regression analyses after performing classic assumption tests, including normality tests, linearity tests, multicollinearity tests, heteroscedasticity tests, and testing hypotheses. The analysis results revealed that three out of the six relationships tested are significant, while the other three variables are not. Specifically, parental autonomy support, behavioral control, and response without punishment significantly correlated with students' autonomous academic motivation. On the other hand, psychological control's relationship with academic autonomous motivation, the relationship between students' academic socialization and academic autonomous motivation, and the relationship between punitive responses and academic autonomous motivation were found to be insignificant. The findings recommend that parents adopt parenting styles that address children's psychological needs, connected to their motivation for academic autonomy.

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INTRODUCTION

Motivation is crucial for student learning activities. It can be observed in students' enthusiastic behavior, interest in learning, and participation in class discussions. When motivated, students are likelier to put in effort and succeed in their learning. Additionally, motivation encourages students to actively overcome challenges and setbacks during learning activities (Skinner & Belmont, 1993). On the other hand, students who lack motivation tend to be lazy and inactive during learning, which affects their ability to meet learning outcomes.

Increasing students' motivation can be a strategy to enhance their engagement in the classroom. Students who are highly engaged in the learning process demonstrate commitment to school and achieve better results (Pereira et al., 2016). However, students' motivation and engagement levels often fluctuate during the learning process at school (Fredricks et al., 2004). Therefore, paying attention to student motivation is important to prevent school dropouts. Research by Gillet et al. (2012) found a significant relationship between autonomous motivation, high interest in learning, and a low intention to drop out of school.

Early school dropout is a significant concern in international education policy (Manzano-Sánchez et al., 2021). Dropping out of school negatively affects individuals and society (Blondal & Adalbjarnardottir, 2014). Studies from various countries have shown that dropouts face economic and psychosocial challenges (Blondal & Adalbjarnardottir, 2014). Several countries have implemented policies to address this issue to reduce early school dropout rates. In Indonesia, the government has implemented compulsory education policies to combat this problem (JDIH BPK RI, 2022). Furthermore, the government has changed the educational curriculum to prevent students from dropping out (Siswantari et al., 2020).

Moreover, the Indonesian government evaluates its education system by participating in the Programme for International Student Assessment (PISA). The PISA 2018 report highlighted low achievement, class repetition, and student absenteeism as key issues in Indonesian education. The report also revealed that students from lower socioeconomic backgrounds repeat classes more often than those from higher socioeconomic levels. Socioeconomic status significantly influences students' academic performance (Kemendikbud, 2019). In addition to socioeconomic status, one notable aspect of the PISA 2018 report is student achievement and educational level. The academic performance of students attending rural schools and at the junior high school level is lower. This finding has remained consistent throughout Indonesia's six PISA rounds (Kemendikbud, 2019). Students in early adolescence, who are at the junior high school level, experience various changes in their emotional, cognitive, and social needs. These changes often decrease academic performance (Gutman & Midgley, 2000).

The results of the PISA 2018 survey indicate that students who tend to receive low grades skip classes throughout the day or during specific hours. Student

absenteeism is closely related to grade repetition (Kemendikbud, 2019). Based on this information, it is important to identify strategies to motivate and engage students in classroom activities and learning. Self-determination theory (SDT) is one theory that helps understand human motivation (Ryan & Deci, 2017). SDT distinguishes between autonomous motivation and controlled motivation. Autonomous motivation involves behavior driven by personal will and choice (Deci & Ryan, 2000). Individuals with autonomous motivation tend to enjoy activities and can overcome challenging situations (Ryan & Deci, 2000b). Autonomous motivation in academic learning significantly contributes to students' academic achievement and subjective well-being across various classes and subjects (Velki, 2011).

Increasing autonomous motivation can be achieved through interpersonal relationships that satisfy basic psychological needs (Deci & Ryan, 2008). Blondal and Adalbjarnardottir's findings highlight the significance of quality parent-child relationships in enhancing adolescent engagement in school (Blondal & Adalbjarnardottir, 2014). Parental involvement is closely linked to a student's academic success (Benner et al., 2016; Jeynes, 2007) and influences student motivation to achieve (Aisyah et al., 2022). Additionally, parents play a crucial role in children's academic motivation (Furrer & Skinner, 2003; Abdulwahid, 2021). On the other hand, families with low socioeconomic status often prioritize earning income, leaving them with limited time and neglecting the importance of monitoring their children's learning activities due to parents having to relocate in search of employment to support their families. Children living in these circumstances may struggle to keep up with their lessons and may even be at risk of falling behind in class or dropping out of school (Siswantari et al., 2020). Unlike previous forms of parental involvement, this type of parental control impacts the child differently. Parental psychological control has been found to have a negative relationship with students' self-determination motivation and independent learning (Lee & Kwon, 2012). On the other hand, studies have shown that parental behavioral control is positively associated with student self-regulation, contributing to school adjustment and academic achievement (Lee & Kwon, 2012).

Furthermore, results from another study indicate that the relationship between parental satisfaction with the school and autonomous motivation is completely mediated by parental academic socialization practices and motivation for excellence within the family (Suizzo et al., 2016). Another aspect of parental involvement that has received little attention is how parents respond to their children's academic performance. Examining the relationship between parental responses and students' autonomous academic motivation is necessary. Parents can take appropriate actions in response to their children's learning outcomes to encourage their academic motivation.

The proportion of literature on parental involvement in academic achievement is quite substantial. However, our understanding of how parental involvement

relates to students' academic autonomous motivation is limited. This study aims to comprehensively investigate the relationship between parental involvement and academic grades based on several previous studies that have explored various forms of parenting, including parental autonomy support, parental control, parental academic socialization, and parental responses to academic grades. According to the Ministry of Education and Culture data, Sleman District ranked second for the highest junior high school graduates in the Special Region of Yogyakarta. A total of 491 students graduated from junior high school in Sleman Regency, as reported by Pusdatin Kemendikbud in 2021. The Head of the Regional Education Guarantee Technical Implementation Unit at the Yogyakarta City Youth Education and Sports Office mentioned that the reasons for students not continuing their education did not involve financial issues. Instead, other factors, such as a lack of interest in schooling, boredom, and employment opportunities, were identified as contributing factors (Portal Berita Pemerintah Kota Yogyakarta, 2022).

Based on the above description, parenting behavior in academics plays a significant role in fulfilling students' psychological needs and fostering academic autonomous motivation. Academic motivation is crucial for students to improve their academic achievements (Shofiah et al., 2023). However, previous research has not comprehensively examined the relationship between parenting behaviors—such as parental autonomy support, parental control, parental socialization, and parental responses—and academic scores in academic autonomous motivation.

Therefore, this study investigates the relationship between autonomy support, control, academic socialization, parental response, and academic scores as predictors of academic autonomous motivation among Muslim students in the Sleman Special Region of Yogyakarta. It hypothesizes that parental autonomy support, behavioral control, parental academic socialization, and response without punishment positively influence academic autonomous motivation. Conversely, psychological control and punitive responses are expected to affect academic autonomous motivation negatively.

METHODS

The research design used a correlational quantitative approach with multiple linear regression analysis as the statistical technique. The data collection method in this study involved using a Likert scale. The study population was students from 10 State Tsanawiyah Madrasahs in Sleman Regency. The sample selection was done using the cluster random sampling technique, with five out of the ten madrasahs in Sleman Regency being selected through drawing. The clusters obtained through the SPSS 23.00 application were MTs Negeri 1 Sleman, MTs Negeri 2 Sleman, MTs Negeri 4 Sleman, MTs Negeri 8 Sleman, and MTs Negeri 10 Sleman. Questionnaires in Google Forms were then distributed to the five selected schools, and 569 students willingly participated as respondents.

The data collection method used in this study involved the Likert scale, which included five response options: strongly agree (SA), agree (A), disagree slightly (DS), disagree (D), and strongly disagree (SD). These response options were used for the statement items in the study. The scoring system assigned 5 points to "strongly agree" (SA) and 1 point to "strongly disagree" (SD). The study utilized six scales or measuring instruments, each divided into aspects translated into indicators and items. The six scales are as follows:

1. **Academic Autonomous Motivation Scale:** This scale consists of two aspects - intrinsic motivation and identified motivation (Ryan & Deci, 2000a). Indicators include interest in learning, enjoyment of education, satisfaction with the learning process, learning goals, desire for new knowledge, belief in the importance of knowledge, and curiosity for learning (Grolnick & Ryan, 1989; Ryan & Connell, 1989).
2. **Parental Autonomy Support Scale:** This scale includes decision-making and the exchange of opinions (Marbell-Pierre et al., 2019). Indicators include understanding children's decisions, offering choices based on children's interests, providing opportunities for independent decision-making, giving meaningful reasons, and providing input during discussions (Cheon et al., 2019; Marbell-Pierre et al., 2019).
3. **Parental Control:** This scale consists of two components - psychological control (Barber et al., 2005), including guilt induction (Barber, 1996), love withdrawal (Barber, 1996), and authority assertion (Diana Baumrind, 1971); and behavioral control (Guo et al., 2021), including solicitation and restriction (Wang et al., 2007). Indicators include blaming oneself for others' problems, highlighting past mistakes, reminding others about acts of kindness, paying attention, redirecting interactions, manipulating emotions, and exerting control over behavior (Kerr & Stattin, 2000).
4. **Parental Academic Socialization Scale:** As described by Suizzo & Soon (2006), this scale focuses on providing stimulation and emphasizing performance. Indicators include providing entertainment during difficult times, offering support, encouraging engagement in interests and hobbies, setting high achievement expectations, and striving for specific goals (Ross et al., 1982).
5. **Parental Response Punishment Scale:** This scale includes indicators such as lecturing, punishing, and limiting activities (Hardaway et al., 2020).
6. **Parental Response Without Punishment Scale:** This scale includes indicators such as contacting the school, initiating conversations, closely monitoring children's activities, and helping with tasks (Hardaway et al., 2020).

Aiken's V analysis validated the scales and assessed item selection through corrected item-total correlation. Reliability was tested using Cronbach's alpha coefficient approach. Several tests, including normality tests, linearity tests, multicollinearity tests, heteroscedasticity tests, and hypothesis tests, were conducted during the data analysis. Table 1 presents the results of the research

trial. Aiken's V was used to determine the validity of the items, with the standard value falling within the range of 0.75-0.91. The item selection calculation showed values above 0.3. The reliability values ranged from 0.551 to 0.862.

Table 1. Hasil Aiken's V, Corrected Item Total Correlation and Cronbach's Alpha Coefficient

Variables	Aiken's V	Corrected Item Total Correlation	Cronbach's Alpha Coefficient
Academic Autonomous Motivation	0.761	0.655-0.732	0,860
Parental Autonomy Support	0.861	0.570-0.689	0,862
Psychological Control	0.716	0.332-0.591	0.738
Behavioral Control	0.888	0.559-0.767	0.856
Parental Academic Socialization	0.791	0.448-0.633	0.745
Non-punishment response	0.910	0.446-0.483	0.658
Punishment response	0.750	0.398-0.451	0.551

RESULTS AND DISCUSSION

Test the hypothesis using multiple linear regression analyses. The regression results are shown in Table 2.

Table 2. Multiple Linear Regression Analysis Results

Model		Unstandardized Coefficients		Significance
		B	Std. Error	
1	(Constant)	13.506	.858	.000
	X1	.295	.036	.000
	X2	.026	.027	.331
	X3	.109	.037	.004
	X4	.015	.038	.685
	X5	.031	.039	.427
	X6	.173	.077	.025

The regression equation model is:

$$MOA = 13{,}506 + 0.295DOO + 0.026KPs + 0.109KPr + 0.015SAO + 0.031RH + 0.173RTH$$

An explanation of the regression equation:

a) A constant of 13,506 means that if DOO (X1), KPs (X2), KPr (X3), SAO (X4), RH (X5), and RTH (X6) are 0, then MOA (Y) is 13,506.
b) The regression coefficient of the DOO variable (X1) is 0.295, meaning that if the other dependent variables have a fixed value and DOO increases by 1 unit, then MOA will increase by 0.295. A positive coefficient indicates a positive relationship between DOO and MOA, meaning that the higher the DOO, the more MOA increases.

c) The regression coefficient of the KPs variable (X2) is 0.026, meaning that if the other dependent variables have a fixed value and KPs increase by 1 unit, then MOA will increase by 0.026. A positive coefficient indicates a positive relationship between KPs and MOA, meaning the higher the KPs, the more MOA increases.
d) The regression coefficient of the KPr variable (X3) is 0.109, meaning that if the other dependent variables have a fixed value and KPr increases by 1 unit, then MOA will increase by 0.109. A positive coefficient indicates a positive relationship between KPr and MOA, meaning the higher the KPr, the more MOA increases.
e) The regression coefficient of the SAO variable (X4) is 0.015, meaning that if the other dependent variables have a fixed value and SAO increases by 1 unit, then MOA will increase by 0.015. A positive coefficient indicates a positive relationship between SAO and MOA, meaning that the higher the SAO, the more MOA increases.
f) The regression coefficient of the variable RH (X5) is 0.031, meaning that if the other dependent variables have a fixed value and RH increases by 1 unit, then MOA will increase by 0.031. A positive coefficient indicates a positive relationship between RH and MOA, meaning the higher the RH, the more MOA increases.
g) The regression coefficient of the RTH variable (X6) is 0.173, meaning that if the other dependent variables have a fixed value and RTH increases by 1 unit, then MOA will increase by 0.173. A positive coefficient indicates a positive relationship between RTH and MOA, meaning the higher the RTH, the more MOA increases.

The R-value ranges from 0 to 1. A value closer to 1 indicates a stronger relationship. Table 3 describes the value of R.

Tabel. 3 Multiple Correlation Analysis Results

Model	Result
R-value	0,535
R Square	0,287
Adjusted R Square	0,279

The regression coefficient (0.535) between the predictor (X) and the criterion (Y) in column R suggests a moderate relationship. The column R square value (0.287) indicates that parental autonomy support, psychological control, behavior control, parental academic socialization, punitive response, and non-punishment response variables can explain 28.7% of the variance in academic autonomous motivation. The adjusted R square value (0.279) confirms that these factors can account for 27.9% of the variation in academic autonomous motivation.

Table 4. Relationship Test Results

No	Variable	Significance	Result
1	Parental Autonomy Support	0,000	Significant
2	Psychological Control	0,331	Insignificant
3	Behavioral Control	0,004	Significant
4	Parental Academic Socialization	0,685	Insignificant
5	Non-punishment response	0,427	Insignificant
6	Punishment response	0,025	Significant

Demographic Description

Of the respondents, 61.3% (349) identified as female. The most common age group was 13, with 35.9% (204 students) falling into this category. Most students (81.0%, 461 students) indicated that they were not the only child in their family. Moreover, 87.9% (500 students) came from families with both parents present.

Table 5. Subject Demographic Data

Demographic Data		Frequency	Percentage
Gender	Male	220	38,7%
	Female	349	61,3%
Age	12 Years	48	8,4%
	13 Years	204	35,9%
	14 Years	181	31,8%
	15 Years	122	21,4%
	16 Years	14	2,5%
Only Child	No	461	81,0%
	Yes	108	19,0%
Family Status	Single-Parent Family	69	12,1%
	Complete Family	500	87,9%

Categorization of Research Subjects

The study subjects were categorized into five levels: very low, low, medium, high, and very high. Figure 1 illustrates the distribution of academic autonomy motivation levels among the students. A minimal percentage (0.2%) of students displayed very low academic autonomy motivation, while the majority (59.2%) demonstrated a very high level. Hence, most students scored in the range of 24 < X, comprising 59.2% (337 students) of 569 students.

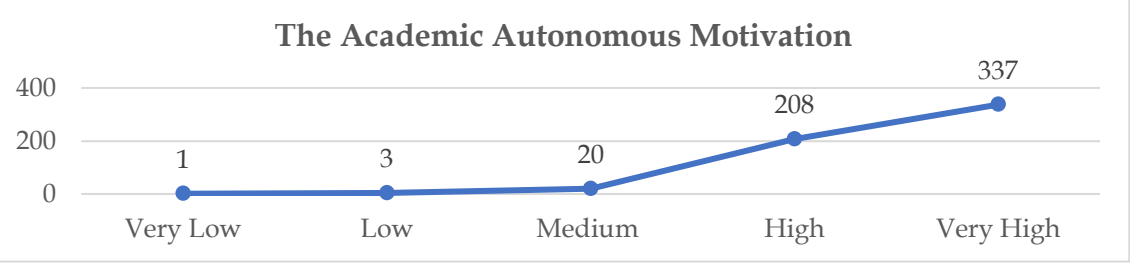

Figure 1. Level of Academic Autonomous Motivation

Description of Parental Autonomy Support

Figure 2 provides an overview of the level of parental autonomy support received by the students. A mere 1.1% (6 students) reported receiving very low support, while the majority (47.8%) indicated a very high level of support. Hence, a significant number of students (47.8%, 272 students) scored 24 < X out of the 569 students.

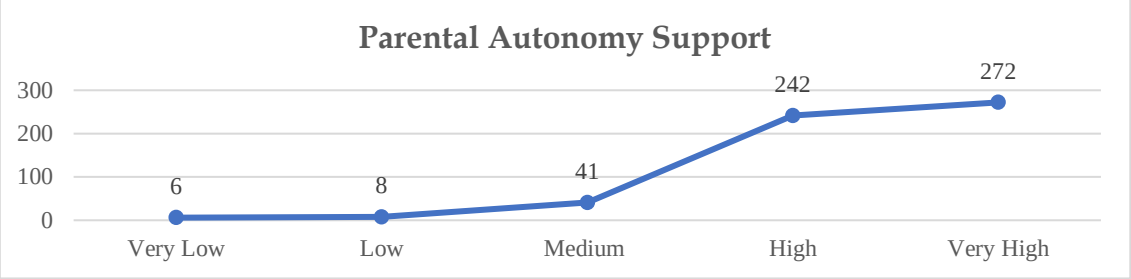

Figure 2. Level of Parental Autonomy Support

In Figure 3, the level of students with psychological control is described. A total of 16 students, or 2.8%, received low psychological control. The subjects with a very high level of psychological control amounted to 90 students, representing 15.8%. From this categorization, most subjects fall into the high category of psychological control because the score range of 20 < X ≤ 24 has the highest number of subjects compared to the other score ranges. Specifically, 226 students, or 39.7% of the total 569 students, fall into this range.

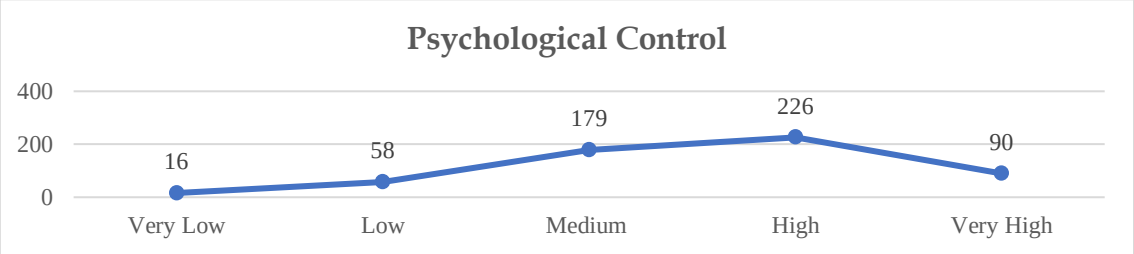

Figure 3. Level of Psychological Control

Figure 4 presents the level of subjects with deficient behavioral control. There is only one student, or 0.2%, in this category. On the other hand, there are 486 students, or 85.4%, with a very high level of behavioral control. According to the categorization results, the subjects' behavioral control falls into the very high category because the score range of 15 < X has the highest number of subjects compared to the other score ranges. Specifically, 486 students, or 85.4% of the total 569 students, fall into this range.

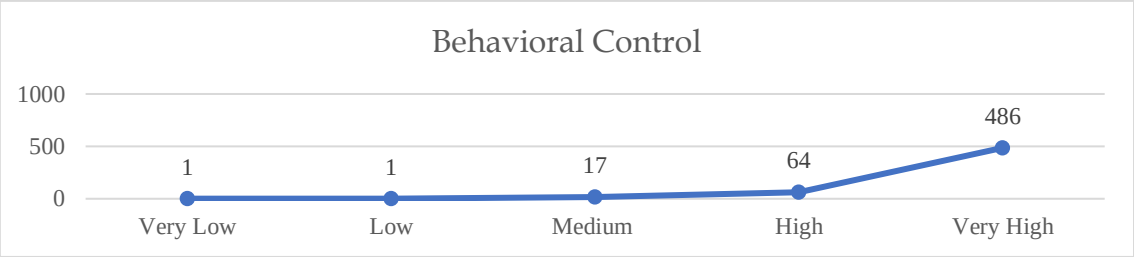

Figure 4. Level of Behavioral Control

Figure 5 presents data regarding students' academic socialization from parents. Only 3 students, or 0.5%, have a deficient level of academic socialization. On the other hand, 477 students, or 83.8%, have a very high level of parental academic socialization. Most students indicate that their parents' academic socialization is very high, as seen from the score range of 15 < X, with the highest number of subjects compared to the other ranges. Specifically, 477 students, or 83.8% of the total 569 students, fall into this range.

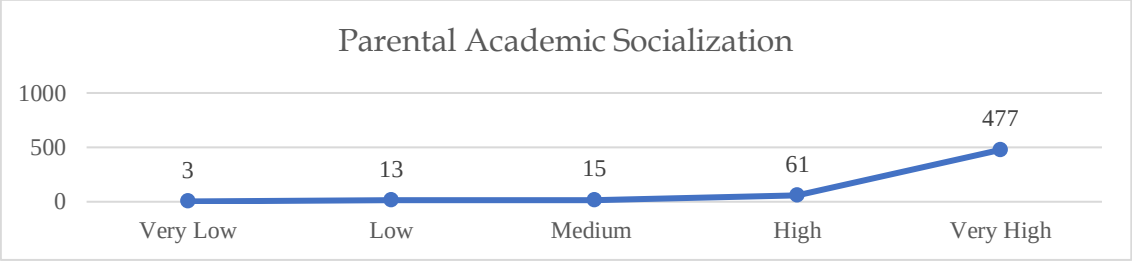

Figure 5. Level of Parental Academic Socialization

Figure 6 illustrates the number of subjects who received a deficient punitive response. One hundred twenty students, or 21.1%, fall into this category. Additionally, 63 students, or 11.1%, have a very high punitive response rate. From this data, we can conclude that the subject's punishment response falls into the medium category because the score range of 16 < X ≤ 20 has the highest number of subjects compared to the other score ranges. Specifically, 166 students, or 29.2% of the total 569 students, fall into this range.

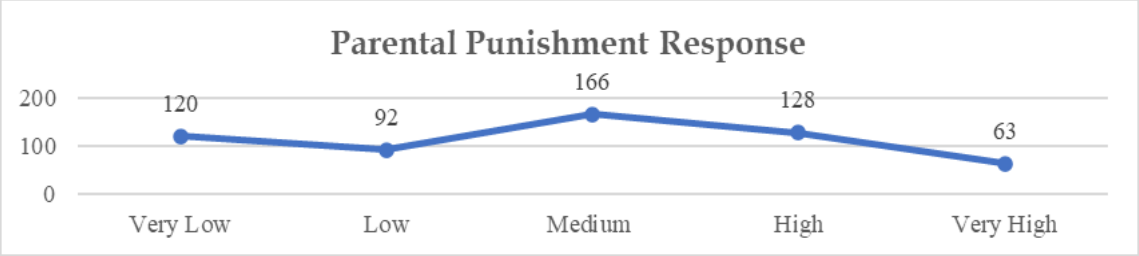

Figure 6. Parental Punishment Response Rate

Figure 7 shows the number of students who receive a parental response without punishment. Thirty-nine students, or 6.9%, fall into the deficient no-punishment response category. On the other hand, 144 students, or 25.3%, have a very high

non-punishment response rate. The subject's non-punishment response falls into the high category, as seen from the score range of $6.67 < X \leq 8$, with the highest number of subjects compared to the other score ranges. Specifically, 292 students, or 51.3% of the total 569 students, fall into this range.

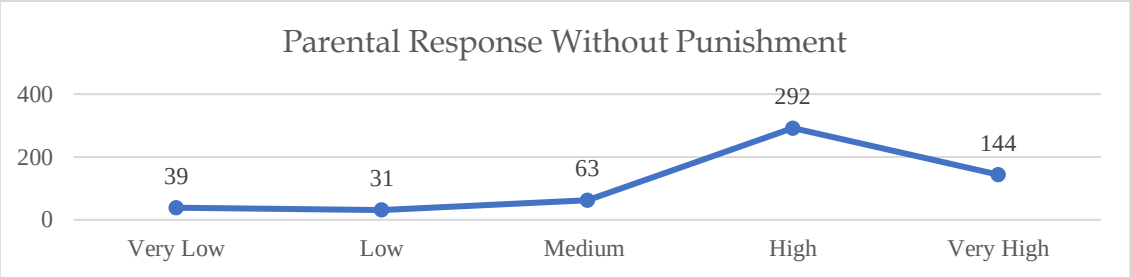

Figure 7. Parental Response Rate Without Punishment

Discussion

The results of the research described above are interesting and warrant discussion. The research found that parental autonomy support significantly influenced academic autonomy motivation and can enhance student achievement. Ryan & Deci (2000b) also found that support for parental autonomy can fulfill adolescents' autonomy needs. This finding correlates with the self-determination theory (SDT) principles, which posits that autonomy support is a key aspect of parenting that fosters autonomous motivation in schools (Grolnick, 2009). Adolescents' autonomous motivation is grounded in fulfilling their autonomy needs (Roth et al., 2009).

Based on the parental autonomy support scale, 47.8% of MTs Negeri students in Sleman Regency received very high levels of support from their parents in terms of autonomy. Autonomy support enables children to feel a sense of ownership over their behavior, allowing them to perceive their actions as self-driven rather than coerced or controlled by others. This sense of autonomy empowers children to exert control over their environment (Grolnick & Ryan, 1989).

Autonomy support nurtures children's sense of autonomy in making choices, enabling them to perceive their actions as self-determined rather than imposed by external forces. This sense of autonomy empowers children to exert control over their environment (Grolnick & Ryan, 1989). Actions driven by autonomy are more voluntary. Conversely, when individuals feel pressured to behave in a certain way, they may experience frustration and lack the motivation to persevere. Studies have demonstrated that individuals thrive when they feel autonomous. Children with parents who are more supportive of autonomy exhibit fewer behavioral problems.

Additionally, students granted more autonomy in educational decision-making show greater engagement in the classroom (Ryan & Deci, 2000b). Vasquez et al.'s research further supported the findings of this study, indicating that parental autonomy support is linked to all forms of motivation (Vasquez et al., 2016). Wei

et al.'s research also aligns with these findings, demonstrating that students from family environments that promote autonomy have their psychological needs met and display independent learning behaviors (Wei et al., 2022). Islam does not support complete freedom because it contradicts moral and legal standards. Therefore, autonomy is limited to decisions that align with Islamic beliefs. The Qur'an has verses that emphasize free will and personal responsibility. Surah Ash-Sham verse 8 states that humans can choose their actions and are accountable for them, as mentioned in Sura Al-Qiyamah verses 13–15 (Shihab, 2016). In Islam, Allah grants human beings freedom of will and holds them accountable for their actions, aligning with the concept of self-determination theory (SDT), which suggests that people have a psychological need to determine their own choices. The test results indicated a positive relationship between psychological control and students' academic autonomous motivation. However, the large p-value of 33.1 percent, well above the significant threshold of 5 percent, contradicts the expectation that psychological control should have a negative relationship with academic autonomous motivation (Mih, 2013).

The allegations regarding high psychological control, which were found to be relatively consistent in the measurement results, indicate that most respondents have high levels of psychological control. The mean value of the variable "KPs" is 20.869 out of a maximum value of 30, with a standard deviation of 3.937. High psychological control has the potential to discourage students from relying on their academic autonomous motivation and instead prioritize other factors, such as filial piety towards their parents.

The relationship between psychological control and academic autonomous motivation is expected to be significant and not unidirectional when parents exert greater coercive pressure. Excessive pressure or high demands from parents can impact students' emotional and psychological well-being. When parents exert excessive control, it can erode students' confidence and reduce their intrinsic motivation (Mih, 2013). Adolescents often struggle to achieve independence due to their prior dependence on their parents. For instance, they may face a dilemma when deciding between following their parents' wishes or pursuing their desires. Parental psychological control can contribute to a sense of helplessness in student learning (Filippello et al., 2018). Overly controlling parenting styles harms child and adolescent development (Soenens & Vansteenkiste, 2010). The findings differ significantly from previous studies. Previous research has shown a negative link between psychological control and autonomous motivation in students' academics. Parental control can diminish feelings of autonomy by creating a sense of compulsion and non-self-driven actions. This finding goes against self-determination theory, which explains the basic human need to engage optimally with challenges and experiences in the physical and social worlds (Deci & Ryan, 2000).

The next relationship examined in this study was between behavioral control and students' autonomous motivation in academics. The hypothesis test results

showed a significant association between behavioral control and autonomous motivation in academics, with a p-value of 0.004. Furthermore, the regression test results also indicated a positive relationship between behavioral control and students' autonomous academic motivation.

One notable aspect is parental control. Parental control can fundamentally undermine a child's autonomy because it feels coercive and lacks willingness to take action. However, unlike behavioral control, parents provide the guidance children need, which can positively impact children. Behavioral control includes solicitation and prohibition/restriction. Solicitation refers to gathering information about the child's activities and asking how they are doing. Prohibition or limitation refers to setting limits or restricting children's freedom during activities. Monitoring children's activities and behavior with desired developmental outcomes is key (Wang et al., 2007).

These findings indicated a positive and significant association between behavioral control and autonomous motivation in academics. These findings align with the research conducted by Lee et al., where parental behavioral control was found to have a positive relationship with child self-regulation, contributing to school adjustment and academic achievement (J. Lee et al., 2012). Parental academic socialization enables parents to provide their children with the necessary tools for independence and academic success (Hill & Tyson, 2009). Parental academic socialization focuses on parent-child interaction that fosters learning and achievement. Children internalize their parents' messages, advice, and values through these interactions. Over time, this process shapes the child's cognitive and emotional schemas (Grusec, 2011). The academic socialization of parents consists of two aspects: stimulation and performance-oriented. Stimulation occurs when a child faces a challenging task and receives parental support. Parents make adolescence more interesting and instructive by engaging in hobbies and interests, entertaining and encouraging their children, and consistently praising them. The second aspect, performance-oriented, involves encouraging children to excel in school. Parents set expectations for academic achievement and express pride when their children succeed. This situation motivates the child to strive for excellence.

Parents' communication about the importance of education, combined with support and encouragement, promotes the development of adolescent autonomous motivation, self-efficacy, and internal control. However, these findings differ from previous studies. For instance, Fan et al. (2012) found a positive relationship between parental advice and students' intrinsic motivation and academic efficacy.

Parental communication should also consider the spiritual element. Developing positive behavior, including autonomous academic motivation, requires a strong spiritual foundation (Raffar et al., 2021). Children raised with such a foundation prioritize learning about God and moral principles. They possess a strong and firm soul, constantly strive for self-improvement, apply religious principles to

their thinking, and embody the concept of ihsan with an understanding of science (Yusof & Sari, 2017).

Although parental responses to punishment often rely on coercion and control, which can diminish children's motivation and achievement, the results of statistical testing suggest a positive relationship between parental responses to punishment and students' academic autonomous motivation because parents are more supportive of punitive responses to grades. The findings imply that cognitive stimulation at home may be more crucial for promoting academic achievement than parental responses to inadequate academic performance (Hardaway et al., 2020).

There is often a discrepancy between the ability of parents to educate children according to the example of the Prophet Muhammad (PBUH) and their understanding of how to do so. Ignorance often leads parents to neglect their responsibilities and employ methods that contradict Islamic teachings, including physical and emotional abuse. Changes in children's behavior are influenced by parental approaches, which can shape their personalities and lead them to become pious individuals. Attention to dietary patterns and providing a good education contribute to this development. Conversely, teaching violence to adolescents can result in negative consequences, such as diminished intelligence, religious crises, and other problems (Padjrin, 2016). The Islamic perspective suggests parents should only resort to punishment when other methods fail to influence the child's behavior (Muhammad 'Ali Quthb, 1993). However, punishment is not always necessary, as a child's negative attitude can sometimes stem from their intelligence process. Therefore, parents should be cautious in their reactions to prevent adolescents from experiencing trauma, which can hinder their creativity and innovation (Taubah, 2015).

In reality, all parents care for their children and do not take pleasure in seeing them in pain. One of the purposes of punishment is to educate (Hurlock, 1999). Parents should strive to control their emotions when disciplining their children to avoid using physical force. If discipline through psychology can change a child's mindset, no need for punishment harms them (Taubah, 2015).

Parental responses without punishment at lower grades can promote autonomy by fostering communication, support, and resources that encourage self-motivation and help children internalize the value of education. Empirical tests have shown that the absence of punishment correlates positively with autonomous academic motivation. The higher the absence of punishment, the higher the student's motivation to learn autonomously. Conversely, a lower absence of punishment leads to lower academic autonomous motivation in students.

This finding is consistent with descriptive statistical tests, indicating that students perceive their parents' responses without punishment based on their academic grades. Descriptive statistical tests reveal that students who receive a

high absence of punishment tend to have very high levels of academic autonomous motivation.

CONCLUSIONS

Based on the research findings, there was a positive relationship between parental autonomy support, psychological control, behavioral control, parental academic socialization, punishment response, and non-punishment response with academic autonomy motivation. Parents play a crucial role in meeting the psychological needs of students, thus fostering their motivation for academic autonomy. These results also aim to provide an overview of the madrasah to encourage parents to support students' motivation for academic autonomy.

This study has several limitations. Firstly, the sample of madrasahs does not represent all State Tsanawiyah Madrasahs in the Sleman Regency. Moreover, the study solely examines the relationship between parental involvement behavior and students' academic autonomous motivation without using an observational approach to understand the development or change of phenomena. It is important for future research to include an analysis of local culture and the rules of Muslim community education in Indonesia, as this research is specific to Muslim students attending Islamic schools in Yogyakarta.

For future researchers interested in studying parenting behavior with academic autonomous motivation, it is recommended to explore other dimensions of parental parenting that can enhance students' academic autonomous motivation. Additionally, a deeper understanding of local cultural studies will lead to research outcomes that have a broader impact and can be utilized by the global community in line with the research subject's characteristics. Researchers can also employ different methods, such as a qualitative approach, to provide a more comprehensive depiction. Furthermore, delving into religious or Islamic values to fulfill students' psychological needs, thereby motivating them to learn autonomously as a form of worship to God and other acts of worship, would be beneficial.

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