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THE EFFECT OF PARENTAL SUPPORT AND SELF REGULATED LEARNING ON LEARNING MOTIVATION ON STUDENTS IN SDIT INSAN UTAMA

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Abstract

This study aims to determine how far the influence of parental support and self-regulated learning on students' learning motivation. This research is a research model of hypothesis testing (hypothesis testing study) with a quantitative approach. Data were collected using a questionnaire/questionnaire in the form of a Likert scale on parental support, self-regulated learning and learning motivation. The population was taken from all students of SDIT Insan Utama Yogyakarta with a simple random sampling technique with a sample of 152 students. Data analysis consisted of validity and instrument reliability tests, normality tests, linearity tests, hypothesis tests and correlation tests. The results of this study indicate that 1) Parental support has a significant effect on student learning motivation by 7.7% and has a moderate correlation with the Pearson Correlation value of 0.278; 2) Learning motivation has an effect on student achievement by 31.8% and is perfectly correlated with the Pearson Correlation score of 0.564; 3) Parental support and self-regulated learning together have an effect on student learning motivation by 32.9% with a significance value of 0.000. 4) The indicators of parental support variable are the provision of accommodation, motivation, appreciation, regulatory support, comfort, opportunities for activities, discussions and joint activities. Indicators of self-regulated learning variable are learning process control, setting learning goals, setting time and school assignments, motivation, planning, evaluating, implementing plans and asking for help if needed. The indicators of learning motivation variable include having an effort to learn, being able to maintain perseverance in learning and focusing on achieving learning goals.

Keywords: parental support; learning motivation; self-regulated learning

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INTRODUCTION

Learning is a process and effort made by a person to obtain a change in behavior for the better (Ahdar & Wardana, 2019). Changes in behavior from not being able to being able to, from not knowing to knowing. Through learning activities, students will have better knowledge and have better skills.

Students are students. This means that as a student, students must have a learning spirit or motivation to learn. However, at this time students' learning motivation has decreased due to the impact of the pandemic. The impact of the Corona virus disease 2019 (Covid-19) pandemic has penetrated the world of education. It is hoped that all educational institutions will refrain from carrying out their normal activities, which will help limit the spread of Covid-19. This is done to prevent the spread of Covid-19. Various countries exposed to this disease have implemented a lockdown or quarantine policy in an effort to reduce the interaction of many people who can provide access to the spread of Covid-19 (Tabatabai, 2020).

The COVID-19 pandemic has indeed become a tough test for all nations, testing their ability to take lessons by continuing to

try and endeavor to find solutions to all existing problems. As a big country, Indonesia must be able to overcome all existing problems. This is indicated by Indonesia's readiness to embrace all possibilities, as evidenced by the birth of technology developed by the nation's children to provide online education services (Abidah et al., 2020).

The pandemic has hampered learning for all students (With & Series, 2021) and encouraged digital development at all levels of education forcing the closure of face-to-face classes at both university and school levels (Basilaia & Kvavadze, 2020). Face-to-face learning activities in schools that have shifted to online resulted in learning loss for students (Khan & Ahmed, 2021). Rapid changes in online can pose challenges for every student who needs to adapt to this learning model, as well as have an impact on student motivation in dealing with new conditions in the teaching and learning process (Prananda & Ricky, 2021).

The emergence of the COVID-19 virus has had a profound impact. significant for education. COVID-19 has had an impact on several parties, including teachers, principals, students, and parents (Santaria, 2020). During the COVID-19 pandemic, learning is carried out in a blended between settings and offline As a result, in the absence of face-to-face instruction from teachers, parents must assume greater responsibility for the academic, emotional, and technical support of online their children's. Parents, for example, should provide tutoring, motivate and monitor their children's progress, and assist in the development of skills to manage study time and study persistence (Liu et al., 2022).

Motivation to learn is very important during the COVID-19 pandemic because it can provide enthusiasm for learning and can direct learning activities for the better. In addition, with the motivation of a person will get better consideration in learning activities. The existence of learning motivation can also provide encouragement to make changes in pursuing goals (Dharma et al., 2021).

This decline in learning motivation also occurs in SDIT Insan Utama. This is evidenced by the data obtained through interviews with the parents of SDIT Insan Utama which shows that during this pandemic, children have less enthusiasm for learning. Children often sleep at night and wake up during the day. Research from Usher et al (2021) said that during this pandemic, there was an increase in the use of social media, playing games and time to sleep and a decrease in learning motivation and self-regulated learning (Usher et al., 2021). The decrease in learning motivation will have an impact on student achievement.

Therefore, students must have the ability to set their own learning schedule. It is also often called self-regulated learning which is an intrinsic motivation and is considered an important factor for successful learning (Dent & Koenka, 2016). Self-regulated learning is "an active constructive process in which learners set" goals for their learning and then strive to monitor, regulate and control their cognition, motivation, and behavior, guided and constrained by their goals and contextual features in the environment (Pintrich, 2000).

In addition to self-regulated learning, parental support factors also influence student learning motivation (Grolnick, 2016). Because the family is the first environment faced by children during the socialization process, assistance is needed to increase or maintain student motivation (Rohmahwati et al., 2021).

Relevant research shows that there is a relationship between parental support and learning motivation in adolescents during distance learning during the pandemic at SMPN 2 Pule Trenggalek (Rohmahwati et al., 2021). Furthermore, in online learning activities, self-regulated learning significantly affects learning motivation (Yuruk, 2021). self-regulated learning can affect learning performance (Chou & Zou, 2020).

Based on this phenomenon, this research focuses on parental support, self-regulated learning and learning motivation. Students' motivation, which is thought to be high or low, is influenced by self-regulated learning and parental support. The purpose of this study was to examine how the influence of parental support on student motivation at SDIT Insan Utama, to identify how the effect of self-regulated learning on learning motivation in students at SDIT Insan Utama, and to analyze which variables most influenced SDIT Insan Utama.

METHOD

The type of research used is descriptive correlational research. Correlational descriptive research is a type of non-experimental research that describes the quantitative data obtained in relation to the state of the subject of a population. This study aims to describe, describe and describe the effect of parental support and self-regulated learning on learning motivation at SDIT Insan Utama Yogyakarta.

The data collection technique in this study used a questionnaire method. Questionnaire is a technique or method for collecting data indirectly. The instrument or data collection tool is also called a questionnaire which contains a number of questions that must be answered or responded to by the respondent. The questionnaire instrument or questionnaire in this study uses an ordinal scale.

Data analysis techniques used are organizing data, grouping by category, theme and pattern of answers, testing assumptions or problems with data, writing research results.

a. Classical assumption test

1) Normality Test

Normality test is used to determine whether the sample comes from a population that is normally distributed or not. The normality test in this study used the Kolmogorov-Smirnov test with a significance level of 5%. The data can be said to be normally distributed if the significance is > 0.05. And vice versa, if the significance <0.05, it can be said that the data is not normally distributed.

2) Linearity Test

Linearity test is used to determine the relationship of each independent variable and the dependent variable is linear or not. The linearity test was carried out with a significance level of 5%, the data can be said to be linear if the Deviation from Linearity Sig > 0.05, then there is a significant linear relationship between the independent and dependent variable. Vice versa, if the value of Deviation from Linearity Sig <0.05, then there is no significant linear relationship between the independent and dependent variable.

3) Multicollinearity Analysis

Multicollinearity testing is used to determine whether the independent variables have a strong correlation or not. Regression analysis requires that there is no multicollinearity between the independent variables. The multicollinearity test in this study used the VIF (Variance Inflation Factor) value test. If the VIF resulting tolerance>0.1, then there is no multicollinearity.

4) Heteroscedasticity Test

Heteroscedasticity test is used to determine whether or not there is a difference in variance from the residuals for all observations. In regression analysis, it is required that there is no heteroscedasticity. Heteroscedasticity test in this study used the Glejser test. If the p-value > 0.05 then there is no heteroscedasticity.

b. Multiple regression analysis

Multiple regression analysis was used to determine parental support (X1) and self regulated learning (X2) on students' learning motivation (Y).

1) T test

The hypothesis testing of this research was conducted on statistical hypotheses using t test. The t-test is used to determine the partial effect of each explanatory/independent variable on the dependent variable. (Sugiyono, 2017) Hypothesis testing can be done by paying attention to the level of significance and the beta coefficient. The significance level is used to see whether or not the influence of the independent variable is significant with the dependent variable, while the beta coefficient is used to see the direction of the relationship between the influence of the independent variable on the dependent variable. Decision making whether or not the hypothesis is accepted is based on the direction of the relationship and the significance of the model in question. The criterion for accepting the hypothesis is using the t test, by seeing whether the values obtained by the coefficients are significantly or not between t arithmetic and t table at a 5% confidence level (α = 0.05).

2) F test

F test is used to determine whether simultaneously (together) the regression coefficient of the independent variable has a significant effect or not on the dependent variable. The F or ANOVA test is carried out by comparing the level of significance determined for the study with the probability value of the research results (Sugiyono, 2017).

3) Determination Coefficient (R^2)

The coefficient of determination ($R_{Squared}$) essentially measures how far the ability to explain variations in the dependent variable. The value of the coefficient of determination is between zero and one. If the value is close to 1, it means that the independent variable provides almost all the information needed to predict the dependent variable.

RESULTS AND DISCUSSION

A. Description of Parental Support Variables, Self-Regulated Learning and Learning Motivation

1. Description of research variables

a) Parental support

Parental support in this research variable contains indicators of providing accommodation, motivation, appreciation, shared opportunities, regulatory support, comfort, opportunities for activities and discussions. This indicator can be described in the following diagram.

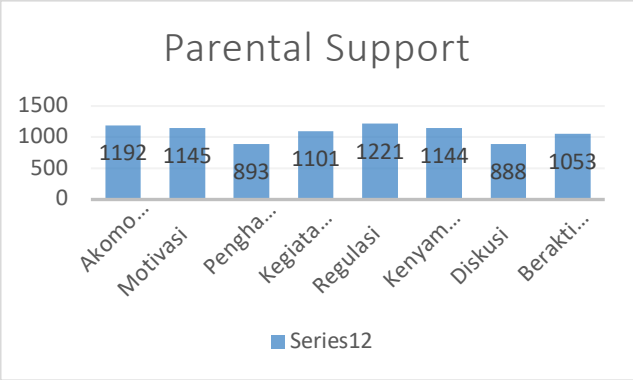

Figure 1. Diagram of parental support indicators

Based on the diagram, it can be explained that good indicators for the parental support variable are indicators of providing regulatory support, providing accommodation, providing comfort, providing opportunities for activities, providing motivation and providing comfort. Thus, this indicator needs to be maintained. While the indicators that are still lacking are indicators of providing regulatory support and discussion. Thus, the indicators that are still lacking need to be improved so that parental support can be maximized. Indicators of providing regulatory support can be improved by making rules about children's activities where these rules are an agreement made between parents and children. While the discussion indicators can be improved through discussion activities between parents and children about a theme, especially the theme of lessons in school.

b) Self-regulated learning

Self-regulated learning in this research variable contains indicators of controlling the learning process, setting learning goals, managing time and school assignments, motivating oneself, making plans in learning, evaluating learning activities, carrying out planned activities, asking for help if needed. This indicator can be described in the following diagram.

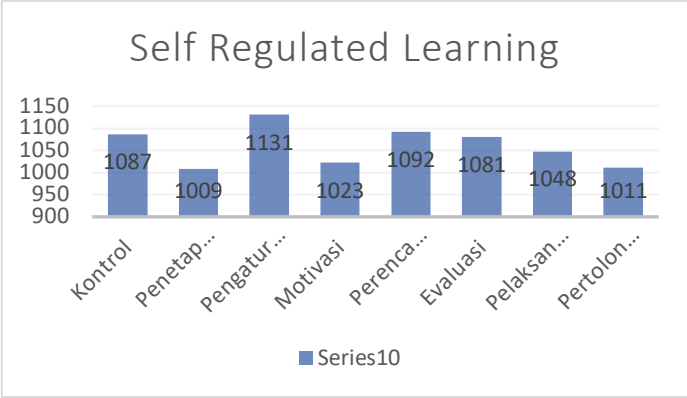

Figure 2. indicator diagram Self regulated learning

Based on the diagram above, it is known that good indicators are indicators of managing time and school assignments, making plans in learning, controlling the learning process, making plans in learning, evaluating learning activities, carrying out planned activities. Thus, this

already good indicator can be maintained. While the indicators in the sufficient category are indicators of setting learning goals, motivating themselves and asking for help if needed. Thus, this indicator needs to be improved so that the ability of *self-regulated learning* can be maximized. Indicators of setting learning goals and self-motivation can be increased through activities providing an understanding of the importance of learning so that students can set their goals in learning. With this goal setting, motivation will appear in oneself to carry out learning activities. In addition, it will also appear the courage to ask things that they do not know.

c) Learning motivation

Learning motivation in this research variable contains indicators of having an effort to learn, maintaining learning perseverance and leading to the achievement of learning goals. Indicators on this variable can be described in the following diagram

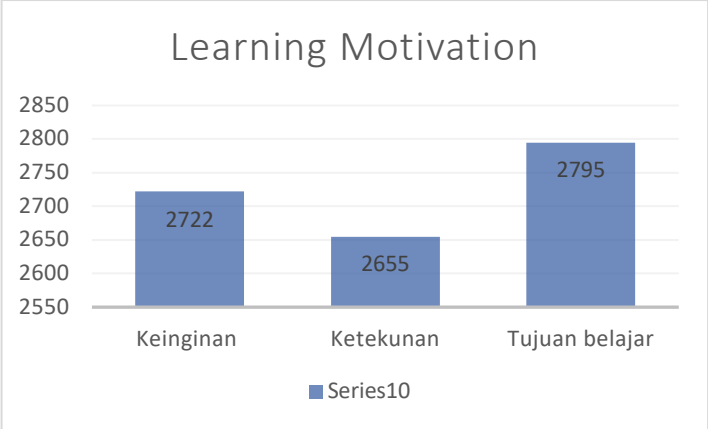

Figure 3. Diagram of learning motivation data description

Based on the diagram above, it is known that a good indicator of learning motivation is leading to learning goals and having a desire to learn. Thus, this indicator should be maintained. While the indicators that are still lacking are indicators of learning persistence. Thus, these indicators need to be improved so that learning motivation can be maximized. This indicator of maintaining persistence in learning can be improved through consistent learning activities every day.

2. Regression analysis prerequisite test

a) Normality Test

Normality test is used to determine whether the sample comes from a population that is normally distributed or not. The normality test in this study used the *Kolmogorov-Smirnov test* with a significance level of 5%. The data can be said to be normally distributed if the significance is > 0.05. And vice versa, if the significance <0.05, it can be said that the data is not normally distributed

From the calculation, the results of the normality test are obtained as follows:

Table 1
Normality test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		152
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.10373187
Most Extreme Differences	Absolute	.067
	Positive	.067
	Negative	-.037
Test Statistic		.067
Asymp. Sig. (2-tailed)		.096[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the table, it was found that the significance value of Asymp.ig (2-tailed) was 0.096 which was greater than 0.05. So according to the decision making in the *Kolmogorov-Smirnov* above, it can be concluded that the data are normally distributed. Thus, the assumptions or requirements for normality in the regression model have been met.

b) Linearity Test

Linearity test is used to determine the relationship of each independent variable and the dependent variable is linear or not. The linearity test was carried out with a significance level of 5%, the data can be said to be linear if the *Deviation from Linearity Sig* > 0.05, then there is a significant linear relationship between the *independent* and *dependent variable.* Vice versa, if the value of *Deviation from Linearity Sig* <0.05, then there is no significant linear relationship between the *independent* and *dependent variable.* From the calculation, the results of the linearity test are obtained as follows:

1) Parental support for learning motivation

Table 2
Test for linearity of variable X_1 against variable Y

ANOVA Table

			Sum of squares	df	Mean square	F	Sig.
Learning motivation* Parental support	Between groups	(Combined)	1158.542	32	36.204	1.638	.030
		Linearity	293.403	1	293.403	13.271	.000
		Deviation from Linearity	865.139	31	27.908	1.262	.187
	Within groups		2630.932	119	22.109		
	Total		3789.474	151			

Based on the table, the *Deviation from Linearity Sig value is obtained.* is 0.187 greater than 0.05. So it can be concluded that there is a significant linear relationship between the variables of parental support and learning motivation

1) Self-Regulated Learning on learning motivation

Table 3
Test for linearity of variable X_2 against variable Y

ANOVA Table

			Sum of squares	df	Mean square	F	Sig.
Learning motivation* Self regulated learning	Between groups	(Combined)	1689.084	29	58.244	3.383	.000
		Linearity	1203.392	1	1203.392	69.898	.000
		Deviation from Linearity	485.692	28	17.346	1.008	.465
	Within groups		2100.390	122	17.216		
	Total		3789.474	151			

Based on the table, the Deviation from Linearity Sig value is obtained. is 0.465 greater than 0.05. So it can be concluded that there is a significant linear relationship between the variables of parental support and learning motivation.

c) Multicollinearity Test

Multicollinearity testing is used to determine whether the independent variables have a strong correlation or not. Regression analysis requires that there is no multicollinearity between the independent variables. The multicollinearity test in this study used the *VIF (Variance Inflation Factor) value test.* If the *VIF* resulting *tolerance*>0.1, then there is no multicollinearity. From the calculation, the results of the multicollinearity test are obtained as follows.

Table 4
Multicollinearity Test

Coefficients[a]

model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constants)	24.173	3.728		6.484	.000		
	Parental support	.084	.053	.112	1.590	.114	.901	1.109
	Self regulated learning	.445	.059	.528	7.473	.000	.901	1.109

a. Dependant variable: Learning motivation

Based on the table, it is known that the tolerance value for parental support (X1) and self-regulated learning (X2) is 0.901 > 0.10. Meanwhile, the VIF value for parental support (X1) and self-regulated learning (X2) is 1.109 <10,000. Then referring to the basis of decision making in the multicollinearity test it can be concluded that there are no symptoms of multicollinearity in the regression model.

d) Heteroscedasticity Test

Heteroscedasticity test is used to determine whether or not there is a difference in variance from the residuals for all observations. In regression analysis, it is required that there is no heteroscedasticity.

Heteroscedasticity test in this study used the *Glejser test.* If *the p-value >* 0.05 then there is no heteroscedasticity. From the calculations, the following results are obtained:

Table 5
Heteroscedasticity Test
Coefficients[a]

model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constants)	6.156	2.249		2.737	.007		
	Parental support	-.053	.032	-.142	-1.667	.098	.901	1.109
	Self regulated learning	.002	.036	.005	.055	.957	.901	1.109

a. Dependant variable: Abs_RES

Based on the data in the table, the results show that the significance value (Sig.) for parental support (X1) and self regulated learning (X2) is 1.109. Because the significance value of the two variables is > 0.05, there is no heteroscedasticity in this regression model.

B. The Effect of Parental Support on Learning Motivation

The first hypothesis in this study is H_1= there is an effect of parental support on student motivation at SDIT Insan Utama Yogyakarta

Table 6
Hypothesis Testing 1
Coefficients[a]

model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constants)	36.824	5.661		6.505	.000
	Learning motivation	.372	.105	.278	3.548	.001

a. Dependant variable: Parental support

Based on the table, it is known that the *Sign* for the effect of X_1 on Y is 0.001 < 0.05 so it can be concluded that H_1 accepted or there is an influence between X on Y (there is an influence of learning support on students' learning motivation). Thus, it can be concluded that there is an effect of parental support on student learning motivation of 7.7%.

Table 7
The magnitude of the influence of X_1
Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.278[a]	.077	.071	6.454

a. Predictors: (Constant) Learning motivation

The table shows the magnitude of the *Rsquare* of 0.077 which describes the magnitude of the influence of learning support on students' learning motivation of 7.7%. Thus, the effect of other variables on learning motivation is 92.3%.

This is in line with research conducted by Affuso which shows that parental support is one of the factors that contribute to learning motivation. (Affuso et al., 2022) Likewise with research conducted by Hasanah which states parental support has a significant influence on motivation (Hasanah et al., 2019) So the parental support variable has a significant influence on the learning motivation variable.

C. The Effect Self-Regulated Learning Motivation

Hypothesis in this study is H_2= there is an effect of self-regulated learning on student motivation at SDIT Insan Utama Yogyakarta

Table 8
Hypothesis Testing 2
Coefficients[a]

model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constants)	19.810	4.327		4.579	.000
	Learning motivation	.669	.080	.564	8.355	.000

a. Dependant variable: Self regulated learning

Based on the test results table, it is known that the Sign value for the effect of X_2 on Y is 0.000 <0.05 so it can be concluded that H2 is accepted or there is an influence between X and Y (there is an influence of self-regulated learning on students' learning motivation).

Table 9
The magnitude of the effect of X_2
Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.564[a]	.318	.313	4.933

a. Predictors: (Constant) Learning motivation

The table shows the magnitude of the Rsquare of 0.318 which describes the magnitude of the influence of self-regulated learning on learning motivation of 31.8%. Thus, the effect of other variables on learning motivation is 68.2%.

This is in accordance with research conducted by Yuruk which states that *self-regulated learning* affects student learning motivation (Hasanah et al., 2019). In addition, research conducted by Chih-Yueh Chou and Nian-Bao Zou shows that student learning motivation is influenced by by *self* (Chou & Zou, 2020). Thus, it can be concluded that *self-regulated learning* has a significant influence on students' learning motivation variables.

D. The Effect of Parental Support and Self-Regulated Learning on Learning Motivation

Hypothesis in this study is H_3= there is an influence of parental shamans and self-regulated learning on student

motivation at SDIT Insan Utama Yogayakarta.

1. F test

If the significance value <0.05 then the hypothesis is accepted. However, if the significance value is > 0.05 then the hypothesis is rejected. From the calculations obtained the following data

Table 10
F Test

Coefficients[a]

model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constants)	24.173	3.728		6.484	.000
	Parental support	.084	.053	.112	1.590	.114
	Self regulated learning	.445	.059	.528	7.473	.000

a. Dependant variable: Learning motivation

Based on the table, the results show that the significance value (Sig.) in the F is 0.000. So it can be concluded that parental support (X1)and self-regulated learning (X2)simultaneously have an effect on learning motivation (Y) or significantly. Thus, the requirements for us to be able to interpret the value of the coefficient of determination in multiple linear analysis have been fulfilled.

2. T test

If the significance value < probability 0.05 then there is an effect of variable X on variable Y or the hypothesis is accepted. If the probability value > 0.05 then there is no effect of variable X on variable Y. From the calculation, the following data is obtained.

Table 11
T-test

Coefficients[a]

model		Unstandardized Coeffi		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constants)	24.173	3.728		6.484	.000
	Parental suppor	.084	.053	.112	1.590	.114
	Self regulated l	.445	.059	.528	7.473	.000

a. Dependant variable: Learning motivation

Based on the table, it is known that the significance value of the self-regulated learning is 0.000 <0.05, which means that self-regulated learning has an influence on learning motivation. Meanwhile, the parental support variable has a significance value of 0.114 > 0.05, which means that parental support does not affect students' learning motivation.

3. Coefficient of Determination

The magnitude of the simultaneous effect of variables X and Y can be seen from the coefficient of determination. The magnitude of the influence of the independent variable on the dependent variable can be seen from the value of R *square*. The results of the test are as follows.

Table 12
Coefficient of Determination Test
Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.574[a]	.329	.320	4.131

a. Predictors: (Constant), Self regulated learning, parental support

Based on the calculation, obtained a value of 0.329 or 32.9%. This shows that the independent variable (self-regulated learning and parental support) contributes 32.9% to the dependent variable (student learning motivation), for the remaining 67.1% is influenced by other variables not included in the study.

a) Predictor Contribution

Predictor contribution to this research variable can be seen in the following table

Table 13
Correlation Test
Correlations

		Parental support	Self regulated learning	Learning motivation
Parental support	Pearson correlation	1	.314**	.278**
	Sig. (2-tailed)		.000	.001
	N	152	152	152
Self regulated learning	Pearson correlation	.314**	1	.564**
	Sig. (2-tailed)	.000		.000
	N	152	152	152
Learning motivation	Pearson correlation	.278**	.564**	1
	Sig. (2-tailed)	.001	.000	
	N	152	152	152

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

Based on the correlation test table, a summary can be made as follow

Table 14
Correlation and regression analysis
Coefficients[a]

model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constants)	24.173	3.728		6.484	.000
	Parental support	.084	.053	.112	1.590	.114
	Self regulated learning	.445	.059	.528	7.473	.000

a. Dependant variable: Learning motivation

Based on the table above, it can be obtained the calculation results for the effective contribution and the relative contribution between the variables X_1, X_2 and Y.

1. Effective Contribution (SE) variable X_1 to variable Y
   Effective contribution variable parental support to learning motivation.
   SE (X_1)% = Beta X_1 x rxy x 100
   = 0.112 x 0.278 x 100
   = 3.11%
   Based on the results of the above calculation, it can be seen that the Effective Contribution (SE) of the parental support variable (X_1) on learning motivation (Y) is 3.1%.
2. Relative Contribution of variable X_1 to variable Y
   Relative Contribution of parental support to learning motivation
   SR (X_1) % = SE X_1%/R_{square}
   = 3.1% / 32.9%
   = 9.4%
   Based on the results of the above calculations, it can be concluded that the relative contribution (SR) of the learning support variable to learning motivation is 9.4%
3. Effective contribution of variable X_2 to variable Y
   SE (X_2)% = Beta X_2 x rxy x 100
   = 0.528 x 0.564 x 100
   = 29.77%
   Based on the results of the above calculations, it can be concluded that the Effective Contribution (SE) of the self-regulated learning (X_2) to learning motivation (Y) is 29.8%.
4. Relative Contribution of variable X_2 to variable Y
   Relative Contribution *self regulated learning* to learning motivation
   SR (X_2) % = SE X_2%/R_{square}
   = 29.8% / 32.9%
   = 90.6%
   Based on the above calculation results, it can be concluded that the relative contribution (SR) of the learning support variable to learning motivation is 9.4%.
5. Effective contribution of variables X_1 and X_2 to variable Y
   Effective contribution of parental support and *self-regulated learning* to learning motivation.
   SE Total = SE (X_1) + SE (X_2)
   = 3.1% + 29.8%
   = 32.9%
   Based on the calculation results above, it can be concluded that the self-regulated learning (X_2) has a more dominant influence on the learning motivation variable (Y). For the total SE is 32.9% or the same as the coefficient of determination (R_{square}) regression analysis is 32.9%.
6. Relative Contribution of variables X_1 and X_2 to variable Y
   Relative Contribution of variable parental support and self-regulated learning on learning motivation:
   SR Total = SR (X_1) + SR (X_2)
   = 9.4% + 90.6%
   = 100%
   Based on the results of the above calculations, it can be concluded that the relative contribution (SR) of the parental support variable and self regulated learning on learning motivation is 100%. For the total SR is 100 or equal to 1.

CONCLUSION

Parental support has an effect on student learning motivation at SDIT Insan Utama Yogyakarta by 7.7% and has a moderate correlation with the Pearson Correlation 0.278.

Self-regulated learning has an effect on student motivation at SDIT Insan Utama Yogyakarta by 31.8% and is perfectly correlated with the Pearson Correlation 0.564.

Parental support and self-regulated learning have a simultaneous effect on students' learning motivation at SDIT Insan Utama Yogyakarta by 32.9% with a significance value of 0.000.

The variable indicators of parental support are the provision of accommodation, motivation, appreciation, regulatory support, comfort, opportunities for activities, discussions and joint activities. Indicators self-regulated learning are learning process control, setting learning goals, setting time and school assignments, motivation, planning, evaluating, implementing plans and asking for help if needed. The indicators for learning motivation variables include having an effort to learn, being able to maintain perseverance in learning and focusing on achieving learning goals

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