

ASSOCIATION BETWEEN PERCEIVED PATERNAL ROLE AND LEARNING MOTIVATION IN JUNIOR HIGH SCHOOL STUDENTS

Novdaly Fillamenta

Medical Record Academy and Health Information Widya Dharma, Palembang

ABSTRACT

Background: Learning motivation is something that encourages students to achieve success in competing to achieve academic achievement. One of the factors that influence the achievement motivation is the father figure. The interaction between father and child can shape the adolescent's perceived paternal role that includes cognitive, affective, interpretative, and evaluative perceptions of the paternal role. The purpose of this study was to analyze the relationship between perceived paternal role and learning motivation in adolescents.

Subjects and Method: This was an analytic observational study with a cross-sectional design. The study was conducted at Junior High School 28 Palembang. A sample of 36 students was selected for this study by total sampling technique. The dependent variable was learning motivation. The independent variables were perceived paternal role. Learning motivation was measured by questionnaire based on McClelland theory. The paternal role was measured by questionnaire based on Rosenberg and Wilcox theory. The data were analyzed by Pearson correlation.

Results: Most adolescents (35 students, 97.22%) had a positive perceived paternal role. A total of 27 (75%) students had moderate learning motivation. Perceived paternal role was associated with learning motivation ($r = 0.79$; $p < 0.001$).

Conclusion: Perceived paternal role can improve student motivation in learning.

Keywords: perceived paternal role, learning motivation, student

Correspondence:

Novdaly Fillamenta. Medical Record Academy and Health Information Widya Dharma, Palembang, Jl. Kolonel H. Barlian, Karya Baru, Sukarami, Palembang 30151, South Sumatera.