

THE EFFECT OF MOTIVATIONAL BELIEFS AND LIFE CONTEXT ON MOTHER INVOLVEMENT IN EARLY CHILDHOOD EDUCATION

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Abstract

One of the crucial role of families in children's education is parents' involvement in early childhood education. However, several research results indicate that the involvement of parents in children's education is still low. This study aims to analyze the influence of motivational beliefs and life context on parental involvement in early childhood education. This study involved 86 respondents consisting of 43 respondents from Babakan Village and 43 respondents from Dramaga Village that selected purposively with the criteria of having children aged 3-5 years and being students in PAUD in both villages. Data were collected using interview techniques with questionnaire tools. The data analysis used was correlation test and regression tests. The results showed that the mother involvement, motivational beliefs, and life context scores of the mother were low. Mother characteristics that were significantly positively related to the motivational beliefs and life context variables were mother occupation and per capita income. The result indicates that motivational beliefs and life context are both associated with mother involvement. Children's age, mother's age, mother education, per capita income, and family size have no significant effect on mother involvement. Motivational beliefs and life context have a positive effect on mother involvement.

Keywords : early childhood, education, life context, mother's involvement, motivational beliefs

PENGARUH KEYAKINAN MOTIVASI (MOTIVATIONAL BELIES) DAN KONTEKS KEHIDUPAN (LIFE CONTEXT) TERHADAP KETERLIBATAN IBU DALAM PENDIDIKAN ANAK USIA DINI

Abstrak

Salah satu peranan penting dari keluarga terhadap pendidikan anak adalah keterlibatan orang tua dalam pendidikan anak usia dini. Namun demikian, beberapa hasil penelitian menunjukkan bahwa keterlibatan orang tua dalam pendidikan anak masih rendah. Penelitian ini bertujuan untuk menganalisis pengaruh *motivational beliefs* dan *life context* yang dimiliki Ibu terhadap keterlibatan orang tua dalam pendidikan anak usia dini. Penelitian ini melibatkan 86 responden yang terdiri atas 43 responden ibu dari Desa Babakan dan 43 ibu responden dari Desa Dramaga yang dipilih secara purposive dengan kriteria memiliki anak usia 3-5 tahun dan menjadi siswa di PAUD di kedua desa tersebut. Pengambilan data dilakukan menggunakan teknik wawancara dengan alat bantu kuesioner. Penelitian ini menggunakan desain penelitian *cross sectional study*, yakni penelitian yang dilakukan dalam suatu waktu data yang digunakan adalah uji korelasi dan uji regresi. Hasil penelitian menunjukkan bahwa capaian skor keterlibatan ibu, *motivational beliefs* dan *life context* ibu berada pada kategori rendah. Karakteristik ibu yang berhubungan positif signifikan dengan variabel *motivational beliefs* dan *life context* adalah pekerjaan ibu dan pendapatan per kapita. Hasil uji antar variabel menunjukkan bahwa *motivational beliefs* dan *life context* dengan keterlibatan ibu berhubungan positif signifikan. Hasil regresi menunjukkan bahwa *motivational beliefs* dan *life context* memiliki pengaruh positif signifikan terhadap keterlibatan ibu. Usia anak, usia ibu berpengaruh positif terhadap keterlibatan ibu dalam pendidikan anak usia dini.

Kata Kunci : keterlibatan ibu, *life context*, *motivational beliefs*, pendidikan anak usia dini

INTRODUCTION

Early Childhood Education is the provision of efforts to stimulate, guide, nurture, and provide activities, as well as learning experiences, that encourage children's abilities and skills. According to Article 1 Clause 14 of Law No. 20 of 2003 concerning the National Education System in Indonesia, it defines Early Childhood Education as an effort of development aimed at children from birth to the age of six years. This is accomplished through the provision of educational stimuli to assist in physical and spiritual growth and development, thereby preparing children for further education. Early childhood education is categorized into two types: formal education, which includes institutions like Kindergarten, and informal education, which involves learning activities conducted at home with parents.

In general, early childhood education aims to facilitate the holistic and optimal development of children's potential in accordance with the norms and values of life embraced (Suyadi & Ulfah, 2013). To achieve this goal, it is essential for the community to actively participate in cultivating high-quality successors from an early childhood, with parents playing a particularly important role. Fadlillah (2012) states that the family environment serves as the primary influence on a child, with all behaviors and developments emerging in a child being likely to emulate those of both parents. Furthermore, parents, as one of the responsible parties in education, wield significant influence over the development of their children's education. In fulfilling their role in education, parents need to continuously encourage, guide, motivate, and facilitate to ensure the achievement of their children's education (Novrinda, Nina, & Yulidesni, 2017). The involvement of parents in children's education will be necessary at every stage of education, particularly in the early childhood education institutions, where children are just beginning to form their character through the development of moral, religious, social, and emotional attitudes (Mansur, 2005).

The involvement of parents in early childhood education plays a crucial role in shaping the quality of a child's academic achievements (Mishra, 2012). However, not all parents are aware of the importance of such involvement in early childhood education. In the research conducted by Cintya, Khairun, and Siti (2019), it is noted that many parents still do not understand the importance of being involved in their children's learning process. Many parents still perceive school-based activities as satisfactory for their children, neglecting the necessity of parental engagement in their daily learning, guiding their interests, and connecting them to life experiences (Kurtulmus, 2016). Irma, Nisa, and Sururiyah (2019) study explains the reasons behind the diminished parental involvement in early childhood education, namely, social status, family structure, stages of family development, and the models of roles adopted within the family.

The parental involvement model as outlined by Hornby (2005) consists of two pyramids that depict the levels of parental needs and the levels of parental contributions possessed by parents. The level of parental needs consists of support, education, and interaction with schools. First, parental support such as conducting regular meetings between parents and teachers to discuss children's development. The second aspect concerns education; parents require guidance to develop their child's strengths or to effectively manage their behavior. The third aspect involves the relationship with the school. The relationship between parents and teachers is crucial, as both parties can interact regarding the child's development at school and what the child needs at home.

Meanwhile, another pyramid is parental contributions, consisting of policy, learning resources, collaboration, and information. The first element is policy, parents can join the school's parent association. Second, the parental role as a source of learning for children encourages schools because parents provide understanding and positive effects on children. The third strategy involves collaborating with teachers through programs that can be implemented at home, thereby strengthening the learning process conducted at school. The fourth aspect pertains to information sought by parents relating to their children.

In the model proposed by Hoover-Dempsey and Sandler (2005), various factors exert influence on parental involvement in early childhood education, including motivational beliefs and life context. Motivational beliefs represent the convictions of parents regarding their involvement in their children's education. These beliefs are delineated into two components: parental role construction for involvement and self-efficacy in contributing to their children's academic success. The construction of parental roles pertains to the responsibilities they ought to fulfill in relation to their children's education. The efficacy of parents is closely linked to their confidence in their capability to support their children's academic success, reflecting the depth of parental consciousness in facilitating their children's educational journey. Hoover-Dempsey and Sandler (2005) research results indicate that the values of motivational beliefs subvariables impact parental involvement in children's education. The second factor is life context, which encompasses parental factors that can support their involvement in their children's education. This factor is subdivided into two components: parental knowledge and skills, and the availability of parents' time and energy. The study by Aminah, Ervina, and Sari (2023) employed the Hoover-Dempsey and Sandler (2007) model to measure

parental involvement and found a positive correlation between parental involvement and early childhood learning readiness.

The theory of parental involvement by Epstein (1995) classifies into six dimensions, which include parenting, communication, volunteering or supporting schools, learning about parental support at home, decision-making, and collaborating with the community. This theory supports the structure in addressing potential barriers to parental involvement in early childhood education (Hardiyanti, 2021). The research conducted by Rahayuningsih, Latiana, and Pranoto (2022) utilizes Epstein's theory to explain the importance of parental involvement in early childhood education through the implementation of parenting activities facilitated by educational institutions aimed at conveying information and knowledge to parents.

METHODS

This study employs a cross-sectional study design, which entails research conducted at a single point in time. This research is part of the SEAMEO CECCEP research grant of 2018 entitled Analysis of Factors Affecting Parental Involvement in Early Childhood Education. Data collection was conducted in two villages, namely Babakan Village and Dramaga Village in Dramaga District, Bogor Regency. This research spanned 22 months, which included proposal preparation, data collection, data processing, data analysis, and concluded with the reporting of the research findings. The study population consists of mothers with preschool-aged children who are participants in Early Childhood Education (PAUD) programs in Babakan and Dramaga villages, located in the Dramaga District of Bogor Regency. This study involved 86 mothers, consisting 43 from Babakan Village and another 43 from Dramaga Village. In this study, the samples are mothers who have preschool-aged children enrolled as PAUD students in Babakan and Dramaga villages, Dramaga Subdistrict. Purposive sampling, aligned with predetermined criteria, was employed as the sampling technique.

This research collected both primary and secondary data. Primary data collection was conducted through interview techniques using questionnaire tools. The primary data obtained encompassed the characteristics of sample families (per capita income, parental education, family size, and parental age), sample characteristics (gender and age), as well as motivational beliefs and life context of the samples. The involvement of mothers is measured using the Family Involvement Questionnaire instrument developed by Fantuzzo, Tighe, and Childs (2000), which refers to Epstein's (1995) concept regarding the types of parental involvement in schools, comprising a combination of involvement at home and at school. The Family Involvement Questionnaire instrument consists of 33 statements.

The second measurement entails assessing perceptions of motivational beliefs using an instrument developed by Hoover-Dempsey and Sandler (2005). The third measurement involves assessing life context using an instrument developed by Hoover-Dempsey and Sandler (2005), which consists of 15 items across 2 dimensions. The parental involvement measurement scale comprises four response options, which are 1=rarely, 2=sometimes, 3=often, and 4=always. Meanwhile, the measurement scale for motivational beliefs and life context consists of six response options, with descriptions as follows: 1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, and 6=strongly agree. The Cronbach's alpha values for motivational beliefs and life context are 0,85 and 0,90, respectively, while the Cronbach's alpha value for mother involvement is 0,71.

The data acquired was processed and analyzed using Microsoft Excel and Statistical Product and Service Solutions (SPSS) for Windows. Data processing involved editing, coding, entering, and scoring stages. The data collected from the questionnaire are sorted based on completeness. Respondents' answers are entered and scored according to the response scale for each variable. Following that, the total scores of each variable were transformed into index scores. The standardization ensured consistent comparability of data categorization across all variables. The scores are divided into three categories: low (index <60), moderate (index 61-80), and high (index >80). The categorization of low, moderate, and high is based on the cutoff criteria established by Puspitasari (2016).

The processed data undergoes both inferential and descriptive analyses. Descriptive analysis is employed to delineate respondent characteristics (such as gender and age of children) and familial attributes (including paternal and maternal age, duration of parental education, parental occupations, per capita income, and family size), as well as to explore motivational beliefs and life context. The data analysis employed in this study comprises correlation and regression analyses. Spearman correlation analysis was utilized to ascertain the relationships among children's characteristics, family characteristics, parental involvement, motivational beliefs, and life context. Regression analysis is utilized to examine the influence of child characteristics, family characteristics, motivational beliefs, and life context on mother involvement.

RESULT

Characteristics of Children and Mother

This research involved 86 mothers, with 43 mothers originating from the Early Childhood Education (PAUD) center in, Dramaga Village and 43 mothers from the PAUD center in Babakan Village. Parents' ages were categorized according to Hurlock (1980) into early adulthood (18-40 years), middle adulthood (41-60 years), and late adulthood (>60 years). The ages of nearly all the mothers fall within the early adulthood category (87%), while the fewest (12%) fall within the middle adulthood category. The youngest mother is 23 years old, and the average age of all mothers is 33 years. The fathers' ages are not significantly different from mothers', both predominantly falling within the middle adulthood age (65%). Eighteen percent of mothers have completed primary school, while 1,2 percent failing to graduate from primary school. The majority of mothers hold a high school diploma (44%), while only 3 mothers hold a bachelor's degree. The results should present the findings during the study.

The size of a family is categorized into three groups: small families consisting of 1-4 members, medium-sized families (5-7 members), and large families (>7 members). More than half of the respondent families are classified as small families (56%), one-third of them are categorized as medium-sized families (39%), and the remaining 5 percent are large families, with the largest family consisting of 9 members. The average family typically comprises approximately four members, consisting of parents and two children. Family economic status is determined by calculating per capita income (total family income divided by family size), which is classified into two groups: below the poverty line and above the poverty line. The poverty line in Bogor Regency is IDR482.174 according to BPS (2023). This indicates that the majority of respondent families are not classified as poor.

Mother Involvement

According to Wulandari and Fardhana (2015) parental involvement is a form of parental participation in children's education that demonstrates parents' commitment, dedication, and attachment to their children's education.. The research findings on mother involvement in the dimension of mother involvement at home indicate that, generally, it falls into the moderate category (59%), while about one-third is low (33%). The dimension of mother involvement in schools has a low value with a score of 56 percent, and the highest value is only 1 percent. This indicates that parents tend to be more involved in schools than at home (Table 1). The average values for all dimensions of mother involvement show that they are all in the low category.

According to the results of the third dimension index, the dimension representing the relationship with the school has the lowest mean value (52,78), with nearly two-thirds of it categorized as low. This figure illustrates that mother involvement in their children's school relationships is still not intensive enough due to a lack of communication between mothers and teachers. The dimension of school involvement shows that out of 39 respondents, there is still limited support for school activities or collaboration on school events, with only 5 respondents willing to participate in school activities (Table 1). In the dimension of involvement at home, the majority of respondents were classified into the moderate index category (59 %), followed by the low category at 33 percent (Table 1).

Table 1 Distribution, minimum value, maximum value, mean, and standard deviation of mother involvement

Variabel	Mother Involvement	
	n	%
Involvement at home		
Rendah (<60)	28	33
Sedang (61-80)	51	59
Tinggi (>81)	7	8
Total	86	100
Min-Max	33-92	
Mean±STD	60,16±12,05	
Involvement at school		
Low (<60)	39	45
Medium (61-80)	42	49
High (>81)	5	6
Total	86	100
Min-Max	27-90	
Mean±STD	62,82±11,26	

Table 1 Distribution, minimum value, maximum value, mean, and standard deviation of mother involvement (continue)

Variabel	Mother Involvement	
	n	%
Relationship with school		
Low (<60)	28	33
Medium (61-80)	51	59
High (>81)	7	8
Total	86	100
Min-Max	33-92	
Mean±STD	60,16±12,05	
Mother Involvement		
Low (<60)	54	63
Medium (61-80)	28	33
High (>81)	1	1
Total	86	100
Min-Max	43-94	
Mean±STD	58,56±8,567	

Notes: * significant at $p<0,1$; ** significant at $p<0,05$; *** significant at $p<0,01$

The involvement of mothers was obtained from the calculation of dimensions to become an index of mother involvement in children's education. The results are categorized into three groups, indicating whether mother involvement in children's education is high, moderate, or low. The results indicate that, overall, mother involvement in their children's education is still low, with only one percent being high from the total mother involvement.

Motivational Beliefs

The Hoover-Dempsey and Sandler model (1995, 1997) indicates that parental involvement is motivated by two belief systems: role construction and responsibility, as well as self-efficacy. The construction of parental roles is defined as parents beliefs about what they should do in educating their children and the pattern of parental behavior that follows these beliefs (Hoover-Dempsey & Sandler, 1995). All dimensions of this variable indicate low values. Both the dimensions of role construction and responsibility show low categories, with 100% followed by the self-efficacy dimension (Table 2). Furthermore, the research results also show that motivational beliefs are dominated by the low category (100 %).

Table 2 Distribution, minimum value, maximum value, mean, and standard deviation of motivational beliefs dimensions

Variable	Frequency	
	n	%
Dimensions of role construction and responsibilities		
Low (<60)	86	100
Medium (61-80)	0	0
High (>81)	0	0
Total	86	100
Min-Max	28-56	
Mean±STD	41,70±5,03	
Dimensi efikasi diri		
Low (<60)	86	100
Medium (61-80)	0	0
High (>81)	0	0
Total	86	100
Min-Max	26-60	
Mean±STD	38,70±4,24	
Motivational beliefs		
Low (<60)	86	100
Medium (61-80)	0	0
High (>81)	0	0
Total	86	100

Table 2 Distribution, minimum value, maximum value, mean, and standard deviation of motivational beliefs dimensions

Variable	Frequency	
	n	%
Min-Max	31-56	
Mean±STD	40,46±3,87	

Life Context

The life context consists of the availability of time and energy, as well as knowledge and skills. The results of mother involvement in overall child education show an average value below 80, which means they fall into the low index category. The dimension of time and energy holds a moderate value of only 5 percent, while the dimension of knowledge and skills stands at a mere 3 percent (Table 3). Life context has a low-value index with a total of 100 percent (Table 3).

Table 3 Distribution, minimum value, maximum value, mean, and standard deviation of the life context dimension

Variable	Frequency	
	n	%
Dimensions of time and energy		
Low (<60)	82	95
Medium (61-80)	4	5
High (>81)	0	0
Total	86	100
Min-Max	20-60	
Mean±STD	40,47±9,40	
Dimensions of knowledge and skills		
Low (<60)	84	97
Medium (61-80)	2	3
High (>81)	0	0
Total	86	100
Min-Max	24-60	
Mean±STD	42,51±6,41	
Life context		
Low (<60)	86	100
Medium (61-80)	0	0
High (>81)	0	0
Total	86	100
Min-Max	23-60	
Mean±STD	40,46±3,87	

Correlation between Children Characteristics, Mother Characteristics, Motivational Beliefs, and Life Context on Mother Involvement

The results of the correlation test (Table 4) indicate a relationship between a mother's job and motivational beliefs, as well as life context. Mother's job is significantly positively correlated with motivational beliefs and life context, implying that the higher the number of non-working mothers, the higher the values of motivational beliefs and life context variable. Per capita income also shows a significant positive correlation with the life context variable, meaning that the higher the per capita income, the higher the value of the life context. The child's age does not correlate with life context, motivational beliefs, and mother involvement, implying that child's age is not related to the values of life context, motivational beliefs, and involvement (Table 4).

The motivational beliefs variable is significantly positively related to the life context variable. This indicates that the higher the value of motivational beliefs, the higher the value of life context. Both motivational beliefs and life context are significantly positively associated with mother involvement. This implies that the greater the values of motivational beliefs and life context, the greater the value of mother involvement (Table 4).

Table 4 Correlation coefficient between children characteristics, mother characteristics, motivational beliefs, life context, and mother involvement

Variabel	Motivational beliefs	Life context	Mother involvement
Child's age	-,104	,198	,003
Mother's age (year)	,080	,133	,021
Mother's education (year)	,125	,078	,082
Per capita income	,074	,045*	,139
Family Income	,060	-,066	-,062
Motivational beliefs	1	,492**	,491**
Life context	,492**	1	,535**
Mother involvement	,491**	,535**	1

The Effect of Child Characteristics, Mother Characteristics, Motivational Beliefs, and Life Context on Mother Involvement

The model used to analyze the influence of child characteristics (child's age), mother characteristics (mother's education duration, mother's age, mother's job, per capita income, and family size), motivational beliefs, and life context on mother involvement has a coefficient of determination (Adjusted R²) of 0.298 (Table 5). The result indicates that 29,8% of mother involvement in early childhood education is influenced by the variables used in the study, while the remaining 70,2% is influenced by other variables not examined in this research.

The regression analysis results indicate that the age of the child, mother's age, mother's education, per capita income, and family size do not have a significant effect on mother involvement (Table 5). Moreover, per capita income shows no positive effect on mother involvement. The regression analysis results demonstrate that motivational beliefs and life context significantly influence mother involvement in a positive manner. This implies that an increase in maternal motivational beliefs and life context scores will increase mother involvement.

Table 5 Regression coefficient for child and mother characteristics, *motivational beliefs* and life context on mother involvement

Variable	Mother Involvement		
	B	β	Sig
Constanta	15,585		,154
Child's age	-,470	-,048	,633
Mother's age (year)	-,030	-,020	,953
Mother's education (year)	,069	,022	,830
Per capita income	-4,942E-7	-,024	,544
Family Income	-,341	-,052	,633
Motivational beliefs	,673	,304	,007**
Life context	,493	,412	,000**
Adj R ²		0,298	
F		5,502	
Sig		,000	

DISCUSSION

The involvement of mothers refers to parental participation in their children's education and experiences (Hawes & Jesney, 2007). Parental involvement plays a crucial role in children's development, assisting them in achieving developmental tasks in both cognitive and other developmental aspects (Nam & Park, 2014). According to Gurbuztuk and Sad (2010), parental involvement can enhance children's academic achievement, increase the time children spend with their parents, and encourage positive child behavior. Parental involvement in supporting children's development includes participating in learning activities at home. In this context, parents undertake two important roles: as caregivers and as the child's first teachers (Agustina, Dhieni, & Hapidin, 2021).

This research examines the influence of child characteristics, mother characteristics, motivational beliefs, and life context on mother involvement. In general, the results indicate that respondents in this study have low scores on the research variables. This study shows that mother involvement in children's education is still relatively low, indicating that mother involvement with their children's schools is not yet intensive due

to insufficient communication between mothers and teachers. The role of parents and teachers as educators requires cooperation to achieve the goals of learning. Parents need to be involved in decision-making as a form of collaboration that encourages harmony between parents and teachers (Pertiwi, Febiyanti, and Rachmawati, 2021).

The variable of motivational beliefs in this study indicates a low category. The research found that the motivational beliefs held by the respondents have not reached an optimal level. Abdullah (2016) explains that motivational beliefs in learning are the result of self-regulation as a prerequisite for strategic learning behavior. In the variable of life context, this study also indicates values in the low category. Based on these results, it can be inferred that the research respondents still do not have a good level of life context.

The results of correlation test show a significant positive relationship between motivational beliefs and life context with mother involvement. This finding supports the assertion made by Green, Walker, Hoover-Dempsey, and Sandler (2007) who explained that motivational beliefs and life context are factors that affect parental involvement with their children. The variable of motivational beliefs is positively related to the variable of life context. The results of the test of influence among variables on mother involvement indicate a significant positive effect. This means that both motivational beliefs and life context variables influence mother involvement. This is consistent with Hoover-Dempsey's statement (2007) the higher the values of motivational beliefs and life context, the higher the mother involvement in child education. This is also in line with Hoover-Dempsey and Sandler's (2005) argument that motivational beliefs and life context serve as drivers for decision-making in child involvement.

In this study, non-working mothers have a positive influence on mother involvement in children's education. This discovery aligns with Hornby's (2011) argument that non-employed mothers have greater opportunities to be involved in their children's education. This means that non-working mothers tend to provide a higher level of mother involvement in their children's education. This is in line with Head Start (2016) mothers with a lot of leisure time (not working) tend to be more focused on spending time with their children, including directing their attention towards children's education.

Furthermore, the research indicates that income dimension is significant positive related to the life context variable, it means that the higher the income, the better the life context of mothers towards their children. Utomo (2013) research explains that the parental income variable has a significantly positively relationship with parents in educating their children. The socio-economic conditions of the family are an important factor in providing learning facilities for children (Aritonang, Hastuti, & Puspitawati 2020). When parents have a higher income, they are more inclined to allocate a portion of it towards their children's education, such as by providing resources for tutoring or extracurricular learning, both at home and outside. However, in the regression test, there is no significant positive influence of per capita income on mother involvement. This research result is not in line with Retnaningtyas's (2015) study, which states that family income will affect parental involvement in education. In addition, this research is also not in line with the findings of Nauli, Karnadi, and Meilani (2019) who also explained that mother involvement in educating children is influenced by several factors, including the family's economic condition (income).

Another discovery in this research indicates that mother's age does not influence mother involvement in child education. This is not in line with the statement of Hoover-Dempsey & Sandler (2007) which asserts a positive influence of maternal age on parental involvement in children's education. According to their assertion, the younger the mother's age, the more influential it is on parental involvement. However, this research indicates that neither the characteristics of the child nor the mother significantly affect mother involvement. Family size also does not have a positive influence on parental involvement, it means the number of family members living in one household does not positively affect of mother involvement. The discussion should show relevance between the results and the field of investigation and/or hypotheses and supported by references. Results that already described in the results section should not be repeated in the discussion section.

CONCLUSION AND SUGGESTION

The respondents consist of 46 mothers from Babakan Village and 43 mothers from Dramaga Village. The average age of the mothers is 23 years, and the average age of the children is 5 years. On average, the mothers have completed 12 years of schooling or the equivalent of Senior High School education. Most respondents have non-working mothers with a per capita income below the poverty line. The average family size is 4, categorizing them as small families.

In general, motivational beliefs fall into the low category, while life context also exhibits a low average index. The variables of motivational beliefs and life context demonstrate a significant positive relationship with mother involvement. The results of the influence test indicate that both motivational beliefs and life context

variables also exert a significant positive influence on mother involvement. Child age does not show a positive correlation with mother involvement, whereas motivational beliefs are positively associated with life context.

The correlation test results demonstrate a significant positive correlation between mother's employment and per capita income with the variables of motivational beliefs and life context. Regression analysis findings indicate that motivational beliefs and life context exert significant influence on mother involvement, while neither child nor mother characteristics show significant effects.

This research found that the dimensions of motivational beliefs and life context variables persisted at low levels. Parents should actively engage in discussions with schools and participate in their children's activities. Across all life context dimensions, the scores remain low. Therefore, increasing the number of respondents for future data collection is recommended. Schools should also provide more structured support to mothers when participating in school activities. This is because some schools do not yet involve parents in school activities. The government should issue directives to systematically engage parents in scheduled and sustained school activities, and further research could be conducted in urban areas for delineating the differences between rural and urban areas.

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