



The Influence of Parenting Patterns and Socioeconomic Status on Self-Confidence and Motivation to Continue learning Among School dropouts

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ABSTRACT

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This study aims to analyze the effects of parenting styles and socioeconomic status on self-confidence and motivation to continue education among school dropouts in Tanjung Steko Village. The research is motivated by persistently high dropout rates and low willingness among children to re-engage in formal education, which are closely associated with parental roles and family economic conditions. A quantitative causal approach was employed, involving 39 school dropouts selected through total sampling. Data were collected using questionnaires that had been tested for validity and reliability and were analyzed using multiple linear regression. The results indicate that parenting styles have a significant negative effect on self-confidence because of authoritarian or permissive styles rather than democratic ones. Whereas socioeconomic status has a significant positive effect. Simultaneously, both variables explain 39.1% of the variance in self-confidence and 32.8% of the variance in learning motivation. These findings emphasize that appropriate parenting practices and adequate family economic support play a crucial role in restoring school dropouts' confidence and motivation to re-enter education.

Keywords: *Learning Motivation, Parenting Styles, School Dropout, Self-Confidence, Socioeconomic Status*

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INTRODUCTION

School dropout rates in South Sumatra remain a serious concern. Data from the Ministry of Education and Culture (2024) show that more than 1,900 elementary school students dropped out, while Statistics Indonesia (BPS) of Ogan Ilir reported a net enrollment rate of 6.93% at the junior secondary level and 21.61% at the senior secondary level. In 2025, Commission X of the Indonesian House of Representatives reported that 157,280 children had dropped out of school in the province. These figures indicate that the fulfillment of children's right to education has not been fully achieved, despite the availability of both formal and nonformal education pathways.

Nonformal education is intended to provide a second chance for school dropouts to obtain equivalent educational services. However, various barriers continue to limit access to these opportunities. Dropping out of school not only leads to social consequences such as unemployment and vulnerability but also diminishes children's self-confidence and learning motivation (Pedditzi, M. L. 2024). Meanwhile, authoritarian, permissive, and negligent parenting styles tend to have negative impacts on mental health. Negative experiences, including academic failure, shame, frustration, and lack of family support, further distance them from education (Amalia, 2025). Bronfenbrenner's ecological theory explains that such conditions result from complex interactions between individuals and their environments, including family dynamics, economic conditions, and societal values.

Previous studies show that school dropout decisions are influenced by both internal and external factors, including low motivation, health conditions, unsupportive social environments, and limited family economic resources. Findings from Tanjung Steko Village (Pratiwi et al., 2023) reveal that although some children wish to return to school, they often lack self-confidence and motivation to restart their education. Two factors that appear particularly influential are parenting styles and socioeconomic status. Democratic and supportive parenting fosters children's sense of being valued, enhances self-belief, and increases motivation to continue education. In contrast, authoritarian or permissive parenting tends to weaken learning motivation. Additionally, family socioeconomic status determines the extent to which children receive educational support, resources, and emotional stability. Families with lower socioeconomic status are generally more vulnerable to school dropout and face greater challenges in restoring children's motivation and confidence.

Based on these issues, this study seeks to clarify the roles of parenting styles and socioeconomic status in shaping self-confidence and learning motivation among school dropouts in Tanjung Steko Village. The study aims to analyze the influence of parenting styles on self-confidence and motivation to continue education, examine the effects of socioeconomic status on these outcomes, and test the simultaneous influence of both factors. The findings are expected to inform evidence-based educational policies and interventions to support school dropouts' reintegration into education.

METHOD

Design

This study employed an associative explanatory approach. This approach was used to focus on examining cause-and-effect relationships among the variables (parenting styles, socioeconomic status, self-confidence, and motivation to continue education), and to measure the extent to which the dependent variables are influenced by the independent variables in numerical terms. According to Sugiyono (2017), quantitative causal methods are applied to obtain valid data for analyzing causal relationships between variables using scientific procedures. Similarly, Bougie (2006) states that causality refers to the extent to which independent variables influence dependent variables.

Participant

Population refers to a defined group of objects or subjects with specific characteristics that are of interest for study and from which conclusions can be drawn (Sugiyono, 2017, p. 215). In this study, the population consisted of all school dropouts in Tanjung Steko Village. The entire population was used as the research sample through a total sampling technique. The

rationale for choosing this approach is the relatively small population of dropout children, because in the research location, it is only 39. Because the population's limited size was fewer than 100 individuals, Arikunto (2012, p. 104) states that when a population is less than 100, all members may be included as the sample, whereas larger populations may require sampling proportions of 10–15% or 20–25%.

Instrument

Data were collected using a questionnaire to capture respondents' actual conditions and perceptions, enabling them to respond in accordance with the researcher's instructions (Arikunto, 2013, p. 164). A four-point Likert scale was used to measure attitudes, perceptions, and opinions related to the research phenomena (Sugiyono, 2021, p. 167). The study variables were clearly defined and operationalized into indicators as the basis for instrument development. Parenting styles were measured based on Baumrind's theory, socioeconomic status was assessed through education, occupation, and income, self-confidence was measured using indicators proposed by Syifa (2021), and motivation to continue education was measured based on the indicators developed by Marlinda (2017).

Data Analysis

Data analysis included descriptive statistics, classical assumption tests, and multiple linear regression analysis to examine both partial and simultaneous effects of the independent variables on self-confidence and learning motivation.

RESULT AND DISCUSSION

Results

Respondent Characteristics

Gender

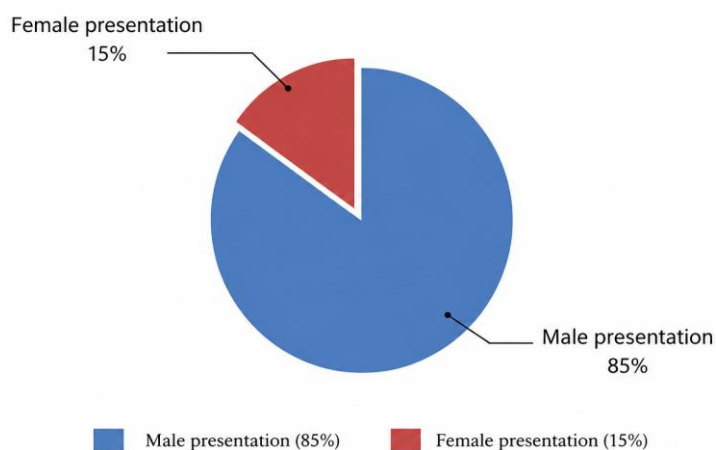


Figure 1. Distribution of presentation by gender. Male presentation accounted for 85% of cases, while female presentation accounted for 15%.

Based on the data analysis of school dropouts in Tanjung Steko Village, the majority of respondents were male, accounting for 86%, while female respondents represented only 14%. This finding indicates that male adolescents are more likely to experience school dropout in the study area. Gender disparity in dropout rates suggests the presence of social, economic, or

cultural factors that disproportionately affect male students, such as early labor involvement or expectations of economic contribution to the family.

Age

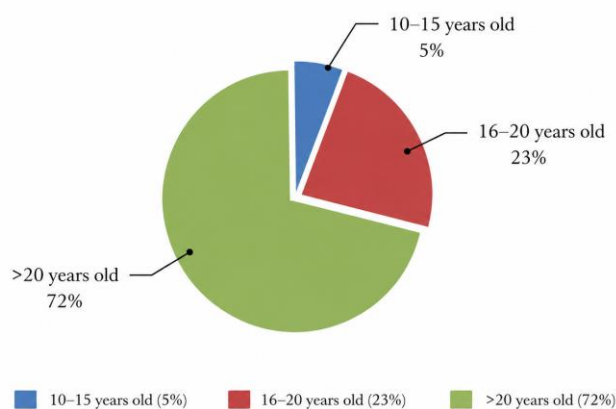


Figure 2. Distribution of participants by age group. The majority of participants were older than 20 years (72%), followed by 16–20 years (23%) and 10–15 years (5%).

The age distribution shows that most respondents were over 20 years old (72%), followed by those aged 16–20 years (23%), and only a small proportion aged 10–15 years (5%). This finding suggests that school dropout is more prevalent among older adolescents and young adults, indicating delayed reintegration into education.

Level of School Dropout

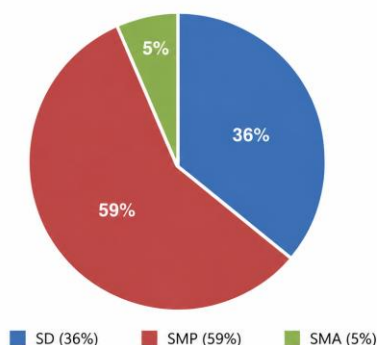


Figure 3. Distribution of participants by educational level. Most participants were from junior high school (SMP) (59%), followed by elementary school (SD) (36%) and senior high school (SMA) (5%).

Most respondents dropped out at the junior high school level (59%), followed by elementary school (36%), and senior high school (5%). This pattern highlights junior high school as a critical transition stage with a high risk of dropout.

Descriptive Analysis

Table 1. Analysis Descriptive value

	N	R	Min	Max	sum	Mean	Std error	Std. deviation	Variation
PA	39	33	37	70	2153	55.21	1.004	6.271	39.325
SES	39	20	20	40	1257	32.23	.817	5.101	26.024
PD	39	11	28	39	1377	35.31	.392	2.451	6.008

MB	39	15	21	36	1224	31.38	.554	3.461	11.980
	39								

Parenting Style

The parenting style variable was measured using 18 Likert-scale items completed by 39 respondents. The minimum score was 37, the maximum was 70, with a mean of 55.21 and a standard deviation of 6.27. Based on ideal score calculations, the mean score falls within the moderate category.

Table 2. Analysis dominant style

Parenting Style	Total	Max	Percentage
Authoritarian	535	780	68,58 %
Permissive	519	780	66,53%
Democratic	962	1560	61,66 %

Further analysis revealed that authoritarian parenting was the most dominant style (68.58%), followed by permissive parenting (66.53%) and democratic parenting (61.66%). These findings indicate that although parenting practices were not categorized as poor, they had not yet reached an optimal level in supporting children’s psychological development. Field observations showed that permissive parenting was reflected in limited supervision of children’s daily activities, particularly excessive smartphone use without guidance. Conversely, authoritarian parenting emerged when parents, due to economic constraints, demanded early independence from children and encouraged them to work instead of continuing their education.

Socioeconomic Status

Table 3. Socioeconomic status category

Row Label	Interval Range	frequency	Percentage
Low	20–26,	7	(18%)
Moderate	27–33,	11	(28 %)
High	34–40.	21	(54 %)
Total	-	39	100%

Socioeconomic status (SES) was measured using 10 items. The mean score was 32.23, which falls into the good category. Frequency distribution showed that 54% of respondents were in the high SES category, 28% in the moderate category, and 18% in the low category. This variation indicates diverse economic backgrounds among respondents.

Self-Confidence

Table 4. Socioeconomic status category

Class	Interval Range	Frequency	Percentage
Low	28–31	2	5,13%
Moderate	32–35	16	41,03%
High	36–39	14	35,90%
Total	–	39	100%

The self-confidence variable showed a high overall mean score (35.31), indicating that respondents generally demonstrated strong self-belief despite having dropped out of school.

Most respondents were classified in the moderate to high self-confidence categories, suggesting that school dropout did not entirely diminish their psychological resilience.

Learning Motivation

Table 5. Socioeconomic status category

Category	Interval Range	Frequency	Percentage
Low	21 – 25	2	5,13%
Moderate	26 – 30	11	28,21%
High	31 – 36	26	66,67%
Total	–	39	100%

The learning motivation variable also showed a high mean score (31.38), placing it in the very good category. Approximately 66.67% of respondents were classified as having high motivation to continue learning. This finding suggests that many school dropouts still possess a strong internal drive to learn, although external barriers hinder their educational continuation.

Assumption Testing

Normality testing

Data normality was examined using both graphical and statistical approaches. The Normal P–P Plot showed that the residuals were distributed closely along the diagonal line, indicating a normal distribution. This result was supported by the Kolmogorov–Smirnov test, which yielded an Asymp. Sig. value of 0.200 ($p > .05$). Therefore, the residuals were normally distributed.

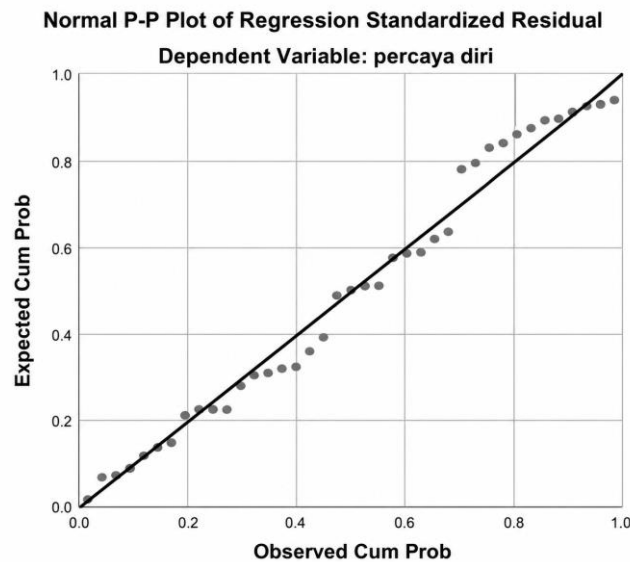


Figure 4. Normal P–P Plot of Regression Standardized Residual for Self-Confidence Variable (Percaya Diri).

Multicollinearity Test

Multicollinearity was assessed by examining tolerance and Variance Inflation Factor (VIF) values. The tolerance values were greater than 0.10, and the VIF values were below 10 for all independent variables, indicating that multicollinearity was not present in the regression model.

Table 6. Multicollinearity Test

VIF	Tolerance colinearity
1.350	0.741

Heteroscedasticity Test

Heteroscedasticity was tested using scatterplot analysis and the Glejser test. The scatterplot of standardized residuals showed a random distribution around zero, indicating homoscedasticity. In addition, the Glejser test results showed significance values greater than .05 for all independent variables, confirming the absence of heteroscedasticity.

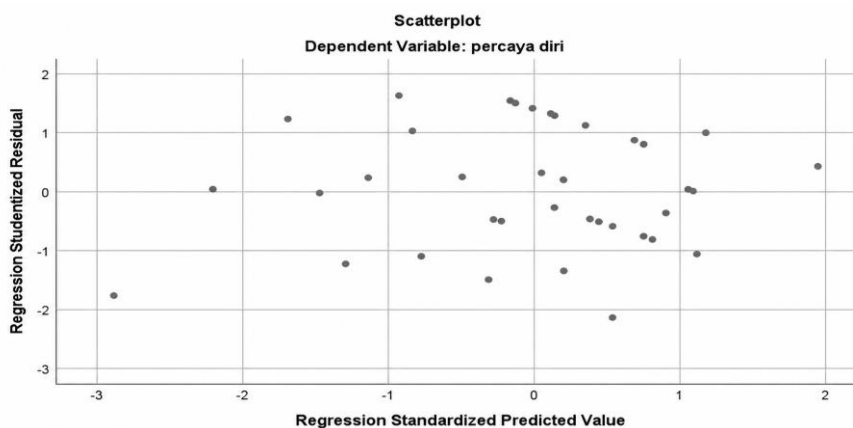


Figure 5. Scatterplot Test Heteroscedasticity on Variables (Percaya Diri)

Hypothesis Testing

Multiple linear regression analysis was conducted to test the proposed hypotheses regarding the effects of parenting patterns and socioeconomic status on self-confidence and learning motivation among school dropouts. Hypothesis testing was performed using t-tests for partial effects and F-tests for simultaneous effects, with a significance level of .05.

Effect of Parenting Patterns on Self-Confidence

Table 7. H1

Significance	T Count
0.001	3,738

The results showed that parenting patterns had a significant effect on self-confidence ($p = .001 < .05$; $t = 3.738$). Thus, the first hypothesis was accepted, indicating that parenting practices significantly influence the level of self-confidence among school dropouts.

Effect of Socioeconomic Status on Self-Confidence

Socioeconomic status also had a significant effect on self-confidence ($p < .001$; $t = 4.512$). Therefore, the second hypothesis was accepted, confirming that better socioeconomic conditions are associated with higher self-confidence.

Table 8. Testing H2

Significance	T Count
0.000	4,512

Simultaneous Effect on Self-Confidence

The simultaneous test revealed that parenting patterns and socioeconomic status jointly had a significant effect on self-confidence ($F = 11.581$; $p < .001$). The coefficient of determination ($R^2 = .391$) indicated that 39.1% of the variance in self-confidence was explained by both independent variables.

Table 9. Testing H3

Significance	T Count
0.000	11,581

Effect of Parenting Patterns on Learning Motivation

The results indicated that parenting patterns significantly influenced learning motivation ($p = .001 < .05$; $t = 3.759$). Thus, the fourth hypothesis was accepted, showing that parenting practices play an important role in shaping students' motivation to continue learning.

Table 10. Testing H4

Significance	T Count
0.000	3.759

Effect of Socioeconomic Status on Learning Motivation

Socioeconomic status had a significant effect on learning motivation ($p = .001 < .05$; $t = 3.515$). Therefore, the fifth hypothesis was accepted, suggesting that higher socioeconomic status contributes positively to learning motivation.

Table 11. Testing H5

Significance	T Count
0.01	3.515

Simultaneous Effect on Learning Motivation

The F-test results demonstrated that parenting patterns and socioeconomic status simultaneously influenced learning motivation ($F = 8.798$; $p < .01$). The R^2 value of .328 indicated that 32.8% of the variance in learning motivation was explained by the two predictors.

Table 12. Testing H6

Significance	T Count
0.01	8.798

Coefficient of Determination

Coefficient of Determination for Self-Confidence

Table 13. R^2 Self-Confidence

Model	R	R-Square	Adjusted R-Square	Std.Error The Estimate
1	.626	.391	.358	1.964

The regression analysis showed an R^2 value of .391 for the self-confidence model. This indicates that parenting patterns and socioeconomic status jointly explained 39.1% of the variance in self-confidence among school dropouts. The remaining 60.9% of the variance was influenced by other factors not examined in this study.

The Adjusted R² value further confirmed the robustness of the model by accounting for the number of predictors and sample size, indicating that the explanatory power of the model remained substantial after adjustment.

Coefficient of Determination for Learning Motivation

Table 14. R² learning motivation

Model	R	R-Square	Adjusted R-Square	Std.Error The Estimate
1	.573	.328	.291	2.914

For the learning motivation model, the R² value was .328. This result indicates that parenting patterns and socioeconomic status together accounted for 32.8% of the variance in learning motivation. The remaining 67.2% was explained by variables outside the scope of this study. Similarly, the Adjusted R² value demonstrated that the regression model maintained adequate explanatory strength after adjustment, confirming that the predictors contributed meaningfully to variations in learning motivation.

Multiple Regression Analysis

Regression Model for Self-Confidence

The regression equation for self-confidence was formulated as:

$$Y_1 = 37.806 - 0.235X_1 + 0.327X_2$$

The constant value (37.806) indicates that when parenting patterns and socioeconomic status are held constant, the predicted self-confidence score is 37.806. The regression coefficient for parenting patterns was negative and significant ($\beta = -0.235$, $p = .001$), in this study, a higher total score in parenting patterns represents grater tendency toward authoritarian or permissive style rather than democratic ones. indicating that less supportive or more controlling parenting practices tend to decrease self-confidence. In contrast, socioeconomic status had a positive and significant effect ($\beta = 0.327$, $p < .001$), suggesting that higher socioeconomic status increases self-confidence. Based on standardized coefficients, socioeconomic status ($\beta = .681$) had a stronger relative influence on self-confidence than parenting patterns ($\beta = .565$).

Regression Model for Learning Motivation

The regression equation for learning motivation was expressed as:

$$Y_2 = 38.658 - 0.350X_1 + 0.378X_2$$

The constant (38.658) indicates the baseline level of learning motivation when both predictors are absent. Parenting patterns showed a negative and significant effect on learning motivation ($\beta = -0.350$, $p = .001$), indicating that ineffective parenting practices reduce students' motivation to continue learning. Socioeconomic status demonstrated a positive and significant effect ($\beta = 0.378$, $p = .001$), suggesting that improved economic conditions enhance learning motivation. The standardized coefficients revealed that parenting patterns ($\beta = .597$) exerted a slightly stronger influence on learning motivation than socioeconomic status ($\beta = .558$).

Discussion

The Effect of Parenting Patterns on Self-Confidence

The findings indicate that parenting patterns have a significant effect on self-confidence among school dropouts. The negative regression coefficient suggests that parenting practices characterized by excessive control, rigidity, or limited emotional support tend to reduce children's self-confidence. This result is consistent with developmental theories that argue that authoritarian and neglectful parenting styles limit children's opportunities to develop autonomy, self-efficacy, and emotional security.

Previous studies have similarly reported that children raised under controlling or emotionally distant parenting conditions are more likely to experience low self-esteem and reduced confidence in their abilities (Yusuf et al., 2020; Ismiati, 2024). In the context of school dropouts, low self-confidence may further hinder re-engagement with learning opportunities or vocational development.

However, despite the dominance of authoritarian parenting patterns identified in the descriptive analysis, respondents generally demonstrated high levels of self-confidence. This finding suggests that the presence of permissive or democratic parenting elements—such as emotional warmth, freedom of expression, and informal support—may partially buffer the negative effects of authoritarian control. Such mixed parenting practices can help children maintain confidence even in challenging family and educational circumstances.

The Effect of Socioeconomic Status on Self-Confidence

Socioeconomic status was found to have a significant positive effect on self-confidence. Children from families with higher socioeconomic conditions tended to show greater self-confidence, likely due to increased access to educational resources, stable living environments, and supportive social interactions. These factors contribute to positive self-evaluation and emotional well-being.

This finding aligns with previous research indicating that socioeconomic advantages facilitate psychological development by reducing stressors associated with poverty and by increasing exposure to opportunities that reinforce competence and self-worth (Komal, 2019; Fazny et al., 2022). Nevertheless, this study also demonstrates that socioeconomic status alone does not fully determine self-confidence. Some respondents from lower socioeconomic backgrounds still reported high self-confidence, suggesting that non-material factors—particularly parenting quality and emotional support—play a critical role in shaping psychological resilience. This supports the view that supportive family relationships can mitigate the adverse effects of economic hardship (Yasica & Sarman, 2024).

The Combined Effect of Parenting Patterns and Socioeconomic Status on Self-Confidence

The simultaneous analysis revealed that parenting patterns and socioeconomic status jointly explained a substantial proportion of variance in self-confidence. This finding confirms that both emotional and material aspects of the family environment interact to influence children's psychological development.

Parenting quality appears to function as a moderating factor that can either strengthen or weaken the impact of socioeconomic conditions. In families with limited economic resources, supportive and responsive parenting may protect children from developing low self-confidence. Conversely, in economically stable families, poor parenting practices may still

undermine children's psychological well-being. These results highlight the importance of addressing both parenting behavior and socioeconomic conditions in interventions aimed at enhancing self-confidence among school dropouts.

The Effect of Parenting Patterns on Learning Motivation

The results also show that parenting patterns significantly influence learning motivation. The negative relationship indicates that unsupportive, inconsistent, or overly controlling parenting practices reduce children's motivation to continue learning. When parents fail to provide encouragement, guidance, and emotional reinforcement, children may lose interest in education and disengage from learning activities. Conversely, democratic parenting characterized by open communication, respect for autonomy, and emotional warmth has been shown to foster intrinsic motivation and persistence in learning. This finding is consistent with motivation theories and prior empirical studies emphasizing the role of parental involvement in sustaining academic motivation (Wulandari & Renda, 2020; Fathanah et al., 2023).

An important finding of this study is that most respondents, despite having dropped out of formal schooling, reported high levels of learning motivation. This suggests that school dropout does not necessarily reflect a lack of desire to learn, but rather the presence of structural barriers such as economic pressure, family responsibilities, or limited access to educational institutions.

The Effect of Socioeconomic Status on Learning Motivation

Socioeconomic status was also found to have a significant positive effect on learning motivation. Children from families with higher socioeconomic status were more likely to maintain motivation due to better access to learning facilities, parental encouragement, and reduced financial stress. Economic stability allows families to prioritize education and create environments that support sustained learning engagement. These findings are consistent with previous research indicating that socioeconomic resources play a crucial role in shaping educational aspirations and motivation (Yulianti et al., 2023; Yasica & Sarman, 2024). However, the persistence of high motivation among some respondents from lower socioeconomic backgrounds suggests that motivation can be maintained through strong emotional support and positive parental attitudes toward education, even in the absence of material resources.

The Combined Effect of Parenting Patterns and Socioeconomic Status on Learning Motivation

The combined influence of parenting patterns and socioeconomic status on learning motivation demonstrates that parenting quality plays a more dominant role than socioeconomic status. The standardized regression coefficients indicate that emotional support, guidance, and parental involvement exert a stronger influence on motivation than material conditions alone. This finding underscores the importance of family dynamics in sustaining motivation to learn, particularly for school dropouts who face multiple educational barriers. Supportive parenting can encourage children to seek alternative learning pathways, such as non-formal education, vocational training, or skill development programs.

Overall, these results emphasize that efforts to improve learning motivation among school dropouts should prioritize strengthening parenting practices alongside socioeconomic support. Family-based interventions, parental education programs, and community support

systems are therefore essential in promoting psychological resilience and educational re-engagement.

CONCLUSION

This study leads to six main conclusions. (1) Parenting patterns have a significant effect on self-confidence among school dropouts. (2) Socioeconomic status significantly influences self-confidence, with better conditions associated with higher confidence levels. (3) Parenting patterns significantly affect learning motivation, where supportive and democratic parenting strengthens motivation. (4) Socioeconomic status has a significant effect on learning motivation by enabling families to provide educational support. (5) Parenting patterns and socioeconomic status simultaneously influence self-confidence, with socioeconomic status playing a more dominant role. (6) Both variables also simultaneously influence learning motivation, with parenting patterns exerting a stronger effect than socioeconomic status. These findings imply that school dropout interventions should not focus solely on improving economic conditions but also prioritize strengthening parenting practices. Family-based programs, parental education, and integrated socioeconomic support are essential to enhance self-confidence and learning motivation and to encourage school dropouts to re-engage in learning or skill-development pathways.

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