

Parental Involvement in Enhancing Intrinsic Motivation in EFL Learning in Indonesia

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ABSTRACT

Parental involvement is a critical driver of student motivation and achievement worldwide, yet its specific role in fostering intrinsic motivation among Indonesian learners of English as a Foreign Language (EFL) remains underexplored. This systematic review examines 13 empirical studies published between 2019 and 2024, identifying five principal themes of parental engagement: academic support and resource provision, emotional and motivational involvement, parental beliefs and expectations, home environment and external influences, and learner autonomy with motivational outcomes. The analysis shows that parents who actively participate, providing resources, encouragement, and positive beliefs, significantly strengthen their children's self-driven interest and persistence in English learning. Moreover, a supportive and stimulating home environment, alongside opportunities for autonomy, are found to be decisive factors in sustaining intrinsic motivation. The findings highlight the multifaceted mechanisms through which parental behaviors enable Indonesian EFL learners to internalize the value of English proficiency, emphasizing the necessity for educational policies and parental engagement programs that strategically cultivate these motivational pathways. Ultimately, leveraging these insights can enhance both instructional practices and learners' long-term language outcomes.

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1. Introduction

In the globalized world, English has become a crucial language, serving as a medium for communication, education, and professional advancement. For countries like Indonesia, where English is taught as a foreign language (EFL), fostering learners' intrinsic motivation is vital for effective language acquisition and long-term proficiency. Parental involvement, as an influential social factor, has attracted increasing attention due to its potential impact on learners' motivation, academic performance, and attitudes toward English learning.

Studies internationally have consistently shown that parental involvement plays a critical role in student motivation and achievement (Pomerantz, Moorman, & Litwack, 2018; Kim & Hill, 2020). However, research focusing on how parental involvement specifically enhances intrinsic motivation in Indonesian EFL learners remains limited. While many studies address extrinsic motivation or general parental support, few delve deeply into the mechanisms through which parental behaviors foster learners' internal drive and self-determined engagement in English learning.

This research addresses this gap by exploring the nuanced ways in which Indonesian parents contribute to their children's intrinsic motivation in learning English. The study advances the literature by integrating parental involvement with self-determination theory (Deci & Ryan, 2000) and contemporary motivation frameworks in EFL contexts. The novelty lies in contextualizing parental roles within Indonesia's unique sociocultural and educational settings, recognizing both facilitators and barriers impacting motivation.

The urgency of this research stems from Indonesia's national educational goals that prioritize English proficiency as a gateway to global competitiveness. Understanding how to harness parental involvement to foster intrinsic motivation can help optimize teaching strategies, parental engagement programs, and policy interventions, ultimately improving EFL outcomes at scale.

Accordingly, this study seeks to answer the following research questions:

- a. How does parental involvement enhance intrinsic motivation in Indonesian EFL learners?
- b. What factors influence parents' ability to support their children's intrinsic motivation in learning English as a foreign language?

2. Research Methodology

This study adopted a systematic review design to synthesize qualitative research on parental involvement and its influence on intrinsic motivation among Indonesian EFL learners. A systematic approach was employed to ensure a transparent, replicable, and comprehensive synthesis of available evidence, enabling the identification of recurring themes, research gaps, and theoretical implications (Grant & Booth, 2009).

Search Strategy and Data Sources

A comprehensive literature search was conducted primarily via Google Scholar, selected for its broad disciplinary coverage and accessibility to full-text academic sources (Haddaway et al., 2015). Search strings combined keywords such as parental involvement, intrinsic motivation, English as a Foreign Language (EFL), and Indonesia, using Boolean operators (AND, OR) to refine relevance. The search was restricted to peer-reviewed journal articles published between 2019 and 2024 to ensure the inclusion of contemporary empirical findings.

Study Selection

The initial search yielded 167 articles. A multi-stage screening process applied predefined inclusion criteria:

Table 1. Inclusion and exclusion criteria of journal selection

Criteria	Inclusion Criteria	Exclusion Criteria
Publication Date	Articles published between 2019 and 2024	Articles published before 2019
Language	Studies published in English	Studies published in languages other than English
Study Type	Empirical studies only	Non-empirical studies (e.g., theoretical, conceptual, reviews without original data)
Focus / Topic	Studies focusing on parental involvement related to intrinsic motivation in EFL learning	Studies focused solely on extrinsic motivation, unrelated topics, or other subject areas
Geographic Context	Research conducted in Indonesia only	Studies conducted outside Indonesia
Availability	Full-text articles accessible for in-depth review	Articles without full-text availability or inaccessible

Exclusion criteria eliminated purely quantitative studies, research focused solely on extrinsic motivation, and records without full-text availability. Following title/abstract screening and rigorous full-text assessment, 13 studies met all eligibility criteria and were retained for synthesis (Moher et al., 2009).

Data Extraction and Quality Appraisal

Data extraction used a structured coding matrix to capture study characteristics, parental involvement practices, motivational mechanisms, contextual influences, key themes, and illustrative participant quotations. Methodological quality was appraised using the Critical Appraisal Skills Programme (CASP) qualitative checklist (CASP, 2018), ensuring that only methodologically robust and credible studies were included.

Data Analysis

Data were analysed using Braun and Clarke's (2006) six-phase thematic analysis framework:

- Familiarization – Reading and re-reading to immerse in the data;
- Initial coding – Line-by-line coding of excerpts relevant to parental involvement and intrinsic motivation;
- Theme development – Grouping codes into descriptive categories;
- Theme refinement – Collapsing and refining categories into broader patterns;
- Defining themes – Establishing analytical themes informed by theory and emergent findings;
- Reporting – Mapping the final themes to the research objectives.
- This systematic process resulted in five overarching themes that highlight the multifaceted roles of parental involvement in fostering intrinsic motivation among Indonesian EFL learners.

3. Results

The thematic analysis generated five overarching themes and twelve sub-themes, supported by 151 coded quote instances. This section presents the findings in a structured manner, moving from broader thematic categories to more specific sub-themes, and concluding with the interconnected framework linking them.

Study Contexts and Participant Profiles

The systematic review encompassed thirteen studies conducted across various regions in Indonesia, involving diverse participant groups ranging from young children to university students, reflecting a comprehensive coverage of educational levels. The majority of studies employed qualitative methodologies, particularly case study designs (e.g., Pratiwi, 2020; Kasi, Suparno, & Asib, 2021; Farida, Mustofa, & Romadhan, 2024; Lestari & Margana, 2024; Murtiningsih, Ayuningtyas, & Haryadi, 2024; and Musa, Wahyuni & Tin, 2024; Wulandari, & Ramdani, 2024), focusing on in-depth exploration of parental involvement and motivational dynamics in real-life contexts. Quantitative approaches were utilized primarily in studies examining motivation correlates at the high school and university levels (Sampelan & Sengkey, 2022 and Ahmad, Zulfah, Mujahidah, & Asiza, 2024), while one study applied an experimental design targeting high school students (Hanif, Rasyimah & Saputra, 2024). Participants included parents, students, and teachers, with sample sizes varying from small, focused groups—such as ten parents of eighth graders in Kupang City (Kasi, Suparno, & Asib, 2021) and four mothers of proficient elementary students in Jogja (Mujahidin & Margana, 2024). This demographic breadth facilitated a nuanced understanding of parental involvement's influence on intrinsic motivation and English learning achievement within Indonesia's heterogeneous educational landscape.

Overview of Themes and Sub-themes

The analysis of thirteen qualitative studies revealed a multi-layered and nuanced role of parental involvement in enhancing English as a Foreign Language (EFL) learners' motivation and academic achievement. From the coding and thematic analysis, five broad and interconnected themes emerged, organizing the complex behaviors, beliefs, and contextual factors of parental engagement: (1) Parental Academic Support and Resource Provision; (2) Parental Emotional and Motivational Engagement; (3) Parental Beliefs, Expectations, and Interaction with Schools; (4) Home Environment and External Social Influences; (5) Learner Autonomy, Motivation Development, and Outcomes.

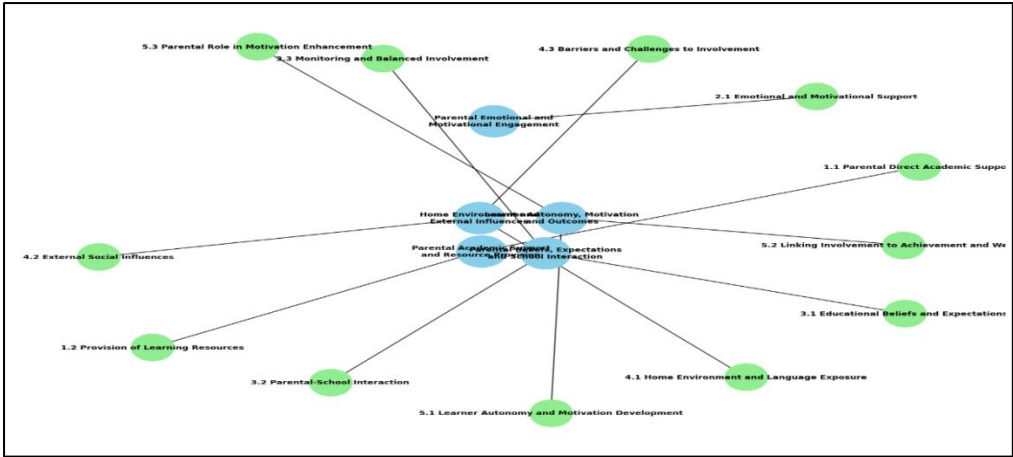


Figure 1: Thematic Framework Linking Themes and Sub-themes

Under these themes lie twelve sub-themes, which further aggregate thirty-eight detailed codes uncovered in the data. The themes form a comprehensive framework capturing both direct and indirect parental influences on EFL learners’ motivation, acknowledged by varied participants across the thirteen articles.

The following tables summarize these findings by displaying the relative emphasis of these themes and sub-themes backed by extracted quotes or sayings from study participants.

Table 2. Number of Quote Instances by Key Themes

Theme No.	Theme	Number of Quote Instances
1	Parental Academic Support and Resource Provision	20
2	Parental Emotional and Motivational Engagement	15
3	Parental Beliefs, Expectations, and Interaction	18
4	Home Environment and External Social Influences	22
5	Learner Autonomy, Motivation Development, Outcomes	12
	TOTAL	87

Table 1 presents a summary of five key themes identified from the data regarding parental involvement in students’ learning, along with the number of quote instances supporting each theme. The first theme, Parental Academic Support and Resource Provision, recorded 20 instances, highlighting parents’ active role in providing educational materials, guidance, and practical assistance to facilitate learning. The second theme, Parental Emotional and Motivational Engagement, with 15 instances, emphasizes the significance of parents’ encouragement, emotional support, and involvement in motivating students to achieve academic goals. The third theme, Parental Beliefs, Expectations, and Interaction, supported by 18 quotes, reflects how parents’ attitudes, expectations, and communication with children shape students’ learning experiences and academic behavior. The fourth theme, Home Environment and External Social Influences, the most frequent with 22 instances, underlines the broader context, including study conditions and social factors that influence

learning. Finally, the fifth theme, Learner Autonomy, Motivation Development, and Outcomes, with 12 instances, captures the link between parental involvement and students' independent learning, motivation growth, and achievement, resulting in a total of 87 quote instances. Detail findings of each themes are described below.

Parental Academic Support and Resource Provision

A major dimension of parental involvement is reflected in their direct facilitation of academic tasks and provision of learning resources. Several participants emphasized that parents are actively engaged in supporting their children with English homework and assignments, which often present challenges. This type of hands-on involvement allows parents to scaffold their children's learning and address difficulties as they arise.

"I have to guide my children when they face difficulties in doing English assignments" (Kasi, Suparno, & Asib, 202).

In addition to providing guidance, parents frequently review and monitor the quality of assignments before submission, ensuring that academic standards are maintained. Such supervision often involves enforcing discipline and tracking academic progress, thereby establishing structured routines that support consistent learning.

"As the parent, I should control their English assignments before submitting to their English teacher" (Kasi, Suparno, & Asib, 2021).

Parental support also extends to supplying diverse learning materials that enhance English exposure. Many participants reported purchasing books, DVDs, and multimedia resources to enrich their children's learning experiences.

"We have reading time together... bought DVDs and CDs for English conversation and listening" (Kasi, Suparno, & Asib, 2021).

Technology is another key component of parental support, with many parents encouraging the use of language-learning applications and podcasts tailored to children's preferences. Financial investment in private tutoring is also common, providing additional guidance to strengthen language skills.

"Elisa's parents appointed a private teacher to help her with daily learning" (Wahyuni & Tin, 2024).

Overall, these practices demonstrate the comprehensive efforts parents make to foster language development, combining direct engagement with resource provision to optimize learning outcomes.

Parental Emotional and Motivational Engagement

Beyond academic support, emotional and motivational involvement is essential for fostering a positive and enduring attitude toward English learning. Parents serve as key sources of encouragement, providing praise and boosting learners' confidence, which helps sustain engagement and motivation.

“Parents motivated children, boosting self-confidence” (Farida, Mustofa, & Romadhon, 2024).

Respecting learner autonomy also emerged as an important theme. Several parents consciously avoided pressuring their children, instead adjusting the level and type of support according to the child’s preferences. This careful balancing nurtures self-determination, an important driver of intrinsic motivation.

“I am not forcing and adjusting to the child’s will” (Farida, Mustofa, & Romadhon, 2024).

In addition, motivational strategies such as gamification and rewards were frequently employed to enhance engagement. Teachers and parents alike recognized these tactics as effective tools for maintaining interest and encouraging consistent learning.

“Reward students with stars for memorizing vocabulary to motivate enthusiasm” (Musa, Wulandari, & Ramdani, 2024).

Collectively, these emotional and motivational practices demonstrate how parents and educators collaborate to inspire intrinsic motivation and cultivate lifelong learning attitudes in English language learners.

Parental Beliefs, Expectations, and Interaction with Schools

Parents’ educational values profoundly shape learners’ motivation. Many parents harbor high academic aspirations:

“My parents want me to do well at school, and I want to make them happy and proud” (Wahyuni & Tin, 2024).

These aspirations are linked to cultural beliefs about English as a gateway to career advancement and social mobility, especially in globalized sectors like tourism. Collaborative partnerships with schools form another vital channel of parental involvement. Participation in school events, competitions, and parent-teacher meetings facilitates seamless coordination of efforts, evidenced by a parent’s reflection:

“Parents coordinate with teachers to ensure readiness for competitions” (Mujahidin & Margana, 2024).

Such involvement helps align home and school expectations and resources. Maintaining a balanced monitoring approach—that is, supporting but not overly controlling—is pivotal. Parents strive to remain aware of their children’s learning without intruding excessively, thus promoting learner independence alongside guidance.

Home Environment and External Social Influences

The home environment plays a critical role in motivating EFL learners by immersing them in English-rich contexts. For example,

“Zidan’s home was highly immersed in English use, including daily English communication and media” (Wahyuni & Tin, 2024).

Such environments provide naturalistic exposure and practice opportunities beyond formal schooling. Peers and community resources further bolster motivation. Friend groups interested in English and extracurricular activities serve as additional motivators:

“Students with friends who are interested in English exhibited higher motivation” (Margara & Lestari, 2024).

These social influences supplement and enhance parental inputs. However, multiple challenges impede parental involvement, including socioeconomic constraints, parents’ limited English abilities, work schedules, and emotional fatigue from prolonged engagement demands. A concerned parent shared,

“It is hard to manage time when parents work far away” (Murtiningsih, Ayuningtyas, & Haryadi, 2024).

The COVID-19 pandemic also introduced adaptations and barriers to sustained support. These factors underscore the complexity of parental involvement within real-world ecological contexts.

Learner Autonomy, Motivation Development, and Outcomes

This theme comprises two sub-themes, (1) Learner Autonomy and Motivation Development and (2) Linking Parental Involvement to Achievement and Well-being, with six specific codes as detailed in Table 2. This theme is supported by a total of 12 quote instances (8 and 4, respectively) across the studies, capturing parental roles in fostering learners’ self-regulatory skills, intrinsic motivation growth, and the broader academic and emotional outcomes associated with sustained parental support. Parental support encourages learners’ gradual development of self-regulated learning skills and intrinsic motivation. Children gain agency over their learning processes, as noted:

“Children developed agency by responding to parental support and navigating their learning independently” (Wahyuni & Tin, 2024 and Ahmad, Zulfah, & Asiza, 2024).

This autonomous motivation is crucial for long-term engagement. Parental encouragement helps learners overcome motivational setbacks, facilitating dynamic motivational growth over time. Ultimately, consistent parental involvement correlates with improved academic achievement and emotional well-being, fostering resilience and social competence critical in language learning. As observed,

“Consistent support helps develop children’s emotional well-being and social competence” (Hanif, Rasyimah, & Saputra, 2024).

4. Discussion

Enhancing Intrinsic Motivation

This study illustrates that parental involvement is pivotal in enhancing intrinsic motivation among Indonesian EFL learners. The findings confirm that emotional encouragement, autonomy-supportive parenting, and motivational strategies play a central role in fostering

learners' internal drive to engage with English. Participants' experiences such as

"Parents motivated children, boosting self-confidence" (Farida, Mustofa, & Romadhon, 2024).

Highlight how parents nurture self-efficacy and learner persistence through positive emotional support. These findings align with Deci and Ryan's (2000) self-determination theory, which stresses autonomy support as crucial for intrinsic motivation. In recent international research, Khajavi and Ketabi (2020) found that parental encouragement and use of multimedia boost intrinsic motivation, while Liu, Wang, and Chang (2018) confirmed that parental warmth and respect for children's interests enhance motivation in EFL contexts.

Direct academic support guidance with homework, reviewing assignments, and providing learning resources complements emotional involvement. Epstein's updated framework (2018) and Jeynes' meta-analyses (2017) document strong positive effects of such involvement on motivation and achievement. Moreover, parental investment in technology and tutoring, as seen in this study, echoes Sui and Schueller's (2016) findings on expanded learning opportunities fostering motivation.

Learner autonomy emerges as another critical factor. Parents scaffold learners' development of self-regulated learning strategies and agency, reflecting Zimmerman's (2020) model. Zhao et al. (2023) further corroborate that parental involvement supports EFL learners' autonomy, sustaining motivation over time. These insights emphasize that parental roles extend beyond academic assistance to cultivating a motivational climate conducive to autonomy and lifelong learning.

In sum, balanced parental involvement combining emotional support, autonomy facilitation, and resource provision significantly enhances intrinsic motivation in Indonesian EFL learners, resonating with recent global research on effective parental engagement in language learning.

Factors Influencing Parental Support of Intrinsic Motivation

The study also reveals critical contextual factors shaping parents' ability to support their children's motivation effectively. Barriers such as limited English proficiency, socioeconomic constraints, employment demands, and time scarcity emerged repeatedly. For example, one parent remarked,

"It is hard to manage time when parents work far away" (Murtiningsih, Ayuningtyas, & Haryadi, 2024).

Reflecting constraints consistent with Reimers and Schleicher's (2020) global findings on unequal home learning environments exacerbated during the COVID-19 pandemic. Socioeconomic hardships limiting parental engagement resonate with UNESCO's (2017) reports on major barriers worldwide. These challenges impede parents' consistent academic and motivational involvement, restricting their influence on learner motivation. A rich home language environment is a powerful facilitator, illustrated in the

experience of “highly immersed English use” at home (Wahyuni & Tin, 2024).

This finding supports Hart and Risley’s (2015) research emphasizing frequent, quality language exposure as foundational for acquisition and motivation. Cummins’ (2017) sociocultural theory further situates language learning within interactive social contexts, highlighting family and peer contributions.

Peers and community resources serve as additional motivational supports. Students motivated by friends interested in English (Lestari & Margana, 2024)) reflect Vygotsky’s (1978) social constructivism, while Liu et al. (2023) reinforce that social interactions bolster EFL motivation alongside parental roles.

Parental beliefs and high educational aspirations, conceptualized by Hill and Tyson’s (2017) academic socialization model, were also significant. Chen (2015) demonstrated that immigrant parents’ positive beliefs about English enhance learner motivation, supporting this study’s findings.

School collaboration is vital for enabling effective parental involvement. Communication, participation, and balanced monitoring foster a cohesive motivational ecosystem, as emphasized by Hoover-Dempsey and Sandler’s (2019) model. Collaborative partnerships empower parents with strategies and resources that overcome some barriers, optimizing their motivational impact at home.

Thus, parental support for intrinsic motivation operates within a complex, multi-layered social ecology (Bronfenbrenner, 2018), where contextual enablers and constraints significantly shape engagement quality and outcomes.

5. Conclusion

This study confirms that parental involvement is crucial for enhancing intrinsic motivation among Indonesian EFL learners. Key mechanisms include emotional support, practical academic assistance, and fostering learner autonomy, all of which contribute to learners’ internalized motivation and sustained engagement in English language learning. These findings align with recent international research emphasizing the value of autonomy-supportive parenting and the provision of learning resources in promoting motivation within language education.

Moreover, parents’ capacity to support intrinsic motivation is shaped by multiple contextual factors such as socioeconomic status, parental English proficiency, the home language environment, school collaboration, and peer or community influences. This highlights the complex ecological framework within which parental involvement functions, affecting both the quality and impact of motivational support. Policymakers and educators should therefore develop holistic programs that empower parents through accessible resources, training, and stronger home-school connections while addressing socioeconomic and linguistic barriers. Future studies might consider longitudinal approaches to examine how parental involvement and intrinsic motivation evolve over time across different cultural and developmental contexts, informing more effective interventions.

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