

THE EFFECT OF TEACHER INVOLVEMENT AND PARENT PARTICIPATION ON STUDENT LEARNING ANXIETY WITH ACADEMIC MOTIVATION AS AN INTERVENING VARIABLE IN SENIOR HIGH SCHOOL ECONOMICS COURSES IN PINRANG REGENCY

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ABSTRACT

This study aims to analyze the effect of teacher involvement and parent participation on student learning anxiety with academic motivation as an intervening variable in economics subjects at senior high schools in Pinrang Regency. This study is quantitative in nature, with data collected through questionnaires administered to students from three schools with A, B, and C accreditation levels. The data were analyzed using the SmartPLS program. The results show that teacher involvement and parental participation have a positive and significant effect on students' academic motivation and a negative effect on learning anxiety. In addition, academic motivation is proven to be a variable that mediates the relationship between teacher involvement and parental participation on learning anxiety. This means that the higher the teacher involvement and parental support, the higher the students' academic motivation and the lower their level of learning anxiety. These findings emphasize the importance of collaboration between teachers, parents, and schools in creating a positive learning environment to support students' emotional well-being and academic achievement.

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INTRODUCTIONS

Education plays an important role, especially in the development of skilled human resources (Sivrikaya, 2019). Education also serves as a long-term investment that provides strategic value for development. First, education plays a role in economic development by improving individuals' knowledge, skills, and competitiveness. The higher

the level of education, the greater the opportunity for increased productivity and income. In addition, education has a higher rate of return than physical investment because it provides future income benefits. Education also plays a role in social, humanitarian, political, cultural, and educational aspects by helping individuals develop psychologically, socially, and physically, as well as optimizing their potential (Bado et al., 2017). Through an effective learning process, education not only transfers knowledge but also shapes character, develops skills, and prepares the younger generation to face future challenges (Adi & Arhin, 2025).

However, the world of education has undergone significant changes in recent years, such as changes in the curriculum, final exam systems, and increasingly complex requirements for admission to the university of one's dreams. All of these changes, although aimed at improving the quality of education, often put pressure on high school students. These changes can have both positive and negative effects on students. According to Setiawati (2022), the positive impact of curriculum changes is the adjustment of learning materials to the times. However, on the other hand, the negative impact can be a decline in student achievement and motivation to learn, which indicates the need for special attention to the psychological impact of these changes.

High school students are classified as being in the adolescent development phase, which is a transitional period typically marked by psychological and biological changes that cause various attitudes, feelings, and emotions to fluctuate, resulting in feelings of discomfort that require students to adapt to the changes that occur (Taty, 2020). The emotional state of adolescents, especially high school students, is easily shaken due to anxiety about daily learning, facing daily tests, final exams, and college entrance exams (Grace & Kartasasmita, 2024). In addition, (Fazila Farrasia, 2023) revealed that high school students usually experience unstable emotional problems because they face higher academic demands. Anxiety in facing academic learning is a common occurrence if it can still be controlled, but if it is uncontrollable, this anxiety can have an impact on learning abilities.

According to data from the World Health Organization (WHO), anxiety is one of the most common mental disorders, with more than 200 million people worldwide suffering from anxiety disorders. The Global Burden of Disease (GBD) 2019 study reports that in 2019, there were two main mental health disorders that were prevalent in the global mental health category, namely depression and anxiety (Rani et al., 2022). The Ministry of Health reported that in 2020, there were 18,373 individuals in Indonesia who experienced anxiety disorders (Salsabila Nadila & Fajariyah, 2023).

Another study conducted by Khoshaim et al. (2020) found that 35% of students experienced moderate to high levels of anxiety. Ahmad (2020) stated that students who experience anxiety are caused by feelings of uncertainty about their ability to cope with learning and complete assigned tasks. In addition, student anxiety levels can also be influenced by several cognitive factors such as student learning abilities, affective aspects related to student feelings, family environment such as demands to get good grades, school environment such as friendships and interactions with teachers, social status, and competition for achievement at school. These factors and symptoms can indirectly affect students' learning motivation. Anxiety in students needs to be addressed so that it does not cause a decline in learning motivation. Student learning motivation is very important because it is one of the key aspects in fostering students' enthusiasm for learning in order to achieve the best results.

In the learning process, external factors that greatly influence students' psychological conditions are teacher involvement and parental participation. Teachers play an important role not only as conveyors of material, but also as facilitators, motivators, and mentors who are able to create a conducive and enjoyable learning atmosphere that encourages active student participation (Wiyono et al., 2024). Attention, guidance, and positive feedback from teachers can boost students' confidence and motivation to learn, thereby reducing learning anxiety. It is also important for teachers to adapt the learning process to the diversity of learning styles among students (Ferdiansyah et al., 2024). An excellent teaching and learning process also depends heavily on the quality of teaching materials, because well-designed learning materials will help students receive and understand the material more effectively (Prima et al., 2024).

On the other hand, parents, as primary educators, also play an important role by providing learning facilities, guidance at home, moral support, and good communication with the school. Research conducted by Tuti Supatminingsih (2018) shows that some parents are even willing to migrate to other areas in order to earn a better income to meet their children's educational needs. This economic sacrifice confirms that education is a top priority in households, so parents strive to provide the best learning facilities and opportunities for their children. This reinforces the view that parental participation is not only in the form of emotional support, but also includes a financial commitment that has an impact on students' academic readiness and psychological condition. Optimal parental involvement can foster a sense of security and confidence in students, while a lack of support can increase anxiety in facing academic demands.

In addition, academic motivation is used as an intervening variable because it acts as a psychological mechanism that explains how teacher involvement and parental participation affect student learning anxiety. Learning motivation theory explains that external support does not directly reduce anxiety, but first increases student motivation to understand and complete academic tasks (Eker, 2025). Students with high motivation have better self-confidence, are able to manage academic pressure, and are better prepared to face learning demands, especially in economics subjects that require more complex cognitive abilities. Conversely, students with low motivation remain vulnerable to anxiety even though they receive support from teachers and parents. Thus, academic motivation serves as a link that clarifies the influence of external factors on student learning anxiety.

The education phenomenon in Pinrang Regency shows that community participation and educational achievement remain low. Based on 2020 BPS data, the Net Enrollment Rate (NER) for high school is only 61.21 percent, lower than the NER for elementary school at 98.71 percent and junior high school at 72.73 percent. Data from the Population and Civil Registration Office in 2024 also shows that out of a total population of 423,150, only 5.05 percent have pursued higher education, while 28.06 percent have never attended school. This condition illustrates the low motivation to learn among the community, which has the potential to reduce student enthusiasm and participation at the high school level. High academic pressure, especially in economics, which is considered a difficult subject, can trigger learning anxiety. Based on this, this study was conducted with the title "The Effect of Teacher Involvement and Parent Participation on Student Learning Anxiety with Learning Motivation as an Intervening Variable in High School Economics in Pinrang Regency."

RESEARCH METHODOLOGY

This type of research is quantitative research. This research is used to examine a specific population or sample by collecting data using research instruments and analyzing it in numerical form. Researchers collect data by distributing questionnaires or surveys to respondents. The data from this research is processed using the SmartPLS software.

This study was conducted in three high schools in Pinrang Regency with different accreditation levels, namely schools with A, B, and C accreditation. The selection of these three schools was done to obtain a more comprehensive picture of the differences in conditions and characteristics of the learning environment based on school accreditation levels. Thus, the results of this study are expected to represent variations in education quality and factors that influence student learning anxiety more objectively.

RESULTS AND DISCUSSION

Description of Learning Anxiety Variable

According to Dacey (2000), anxiety symptoms can be identified through three components, namely psychological, physiological, and social. This study divides anxiety levels into three categories. If the total score is < 41 , it is classified as mild anxiety; 41–66 is classified as moderate anxiety; and if the total score is 67–90, it is classified as severe anxiety. The majority of participants in this study were in the moderate anxiety group, with 62 students, while the smallest number were in the severe anxiety group, with 17 students. The frequency of respondents based on anxiety level groups can be seen in more detail in the table.

Table 1. Frequency of Learning Anxiety Categories

Validity and The	Category	Value Range	Frequency	Reliability Test convergent validity test results show
	Mild anxiety	18-41	21	
	Moderate anxiety	42-65	62	
	Severe anxiety	66-90	17	
	Total		100	

that all indicators have a factor loading value greater than 0.7. This means that each statement item used in the study is valid and capable of representing the measured variables. Furthermore, the Average Variance Extracted (AVE) value for the four variables is also above 0.50, as can be seen in Tables 3 and 4 below:

Table 3. Outer Loading

Variable	Indicator	Loading	Rule of Thumb	Conclusion
Teacher Involvement	IKG1	0,929	0,700	Valid
	IKG2	0,908	0,700	Valid
	IKG3	0,857	0,700	Valid
	IKG4	0,916	0,700	Valid
Parent Participation	IPO1	0,864	0,700	Valid
	IPO2	0,890	0,700	Valid
	IPO3	0,855	0,700	Valid
	IPO4	0,886	0,700	Valid
Academic Motivation	IMA1	0,904	0,700	Valid
	IMA2	0,899	0,700	Valid
	IMA3	0,852	0,700	Valid
Learning Anxiety	ILA1	0,908	0,700	Valid
	ILA2	0,914	0,700	Valid
	ILA3	0,919	0,700	Valid

Tabel 4. Average Variance Extracted (AVE)

Variable	AVE Number
Teacher Involvement	0,816
Parent Participation	0,764
Academic Motivation	0,784
Learning Anxiety	0,835

Thus, it can be concluded that the indicators used in this study are valid.

Furthermore, the discriminant validity stage uses the Fornell-Lacker Criterion method by considering the values on the diagonal of the table.

Table 5. Fornell-Lacker Criterion

	Keterlibatan Guru	Learning Anxiety	Motivasi Akademik	Partisipasi Orangtua
Teacher Involvement	0,903			
Learning Anxiety	-0,708	0,914		
Academic Motivation	0,744	-0,690	0,885	

Parent Participation	0,773	-0,741	0,713	0,874
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Table 5 above shows the results of the discriminant validity test using the Fornell-Lacker Criterion method, taking into account the values on the diagonal of the table. The results of the analysis above show that the square root of AVE values for the variables of teacher involvement, parent participation, academic motivation, and learning anxiety are greater than the correlation values of these variables with other variables. Thus, it can be concluded that the discriminant validity requirement is met.

Tabel 6. Composite Reliability dan Cronbach Alpha

	Cronbach's alpha	Composite reliability
Teacher Involvement	0,925	0,947
Parent Participation	0,897	0,928
Academic Motivation	0,862	0,916
Learning Anxiety	0,901	0,938

Based on Table 6 above, it can be seen that the variables of teacher involvement, parent participation, academic motivation, and learning anxiety have Cronbach's alpha and composite reliability values greater than 0.7. Therefore, it can be concluded that all constructs are reliable according to the standards of validity and reliability, so this study already has a good measuring instrument to proceed to the next stage of research.

Inner Model Testing Stage

Direct Effect Hypothesis Testing

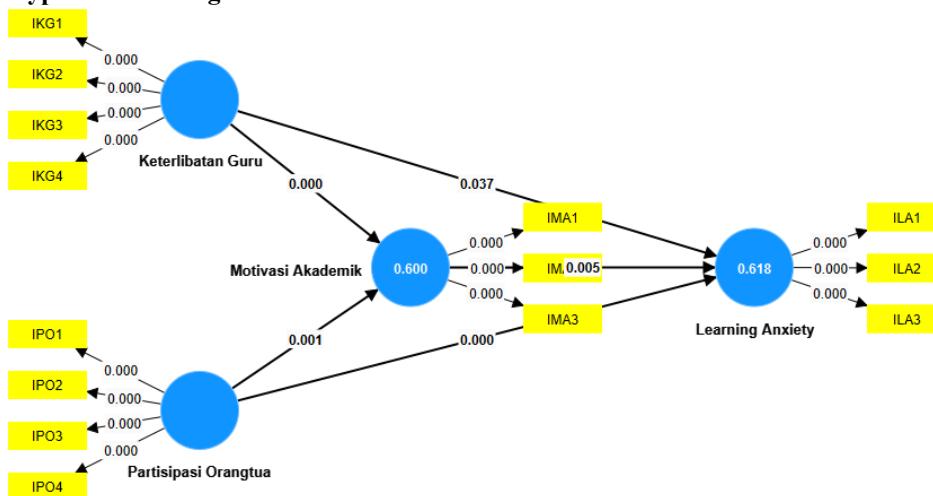


Figure 1. Boostapping Result

The results of the Path Coefficients, t-statistics, and p-value calculations can be seen in Table 8 as follows.

Table 8. Path Coefficients, T-Value, P-Value

	Original sample (O)	T statistics (O/STDEV)	P values	Conclusion
Teacher Involvement -> Academic Motivation	0,479	5,005	0,000	Sig
Parent Participation -> Academic Motivation	0,342	3,409	0,001	Sig

Teacher Involvement -> Learning Anxiety	-0,219	2,085	0,037	Sig
Parent Participation -> Learning Anxiety	-0,398	4,352	0,000	Sig
Academic Motivation -> Learning Anxiety	-0,244	2,805	0,005	Sig

Based on the bootstrapping test results using SmartPLS, all direct hypotheses in this study were accepted because they had t-statistic values > 1.96 and p-values < 0.05 . The detailed test results are as follows:

a) The Effect of Teacher Involvement on Student Academic Motivation

These results indicate that teacher involvement has a positive and significant effect on student academic motivation. This means that the higher the level of teacher involvement in the learning process, the higher the academic motivation of students. Teachers who actively provide support, attention, and positive feedback can increase students' enthusiasm for learning. This finding is in line with the results of Deci & Ryan's (1985) research in Self-Determination theory, which explains that autonomy support and teacher involvement are important factors in fostering students' intrinsic motivation. Similar results were also found by Akhtar et al. (2019), who stated that positive teacher interaction in the classroom has a direct influence on increasing students' academic motivation. Creative teachers are able to design learning so that it can increase effective interaction between teachers and students (Akbar Harmono et al., 2024).

b) The Effect of Parental Involvement on Student Academic Motivation

These results indicate that parental involvement has a positive and significant effect on student academic motivation. Parental involvement in providing moral support, monitoring learning, and encouraging achievement plays an important role in shaping children's motivation to learn. These findings are consistent with Wilder's (2023) research, which found that parental involvement has a positive relationship with student achievement and learning motivation. Similarly, research by Widya Sari et al. (2025) states that students who receive active support from their parents tend to have higher academic motivation than those who do not.

c) The Effect of Teacher Involvement on Student Learning Anxiety

These results show that teacher involvement has a negative and significant effect on student learning anxiety. This means that the higher the teacher involvement, the lower the level of learning anxiety experienced by students. This is because actively involved teachers can create a comfortable learning atmosphere, provide personal guidance, and reduce academic pressure. This study is in line with Wang's (2023) findings, which state that teachers' emotional support can reduce learning anxiety, especially in subjects that are considered difficult. Basically, teacher care refers to the emotions and attitudes that teachers have towards their students' learning. During the learning process, teachers show attention, understanding, respect, support, and encouragement to students through verbal and nonverbal behavior. Caring behavior by teachers is conducive to building good relationships between teachers and students. Through active interaction with teachers, students can achieve emotional and attitudinal stability and stimulate effective learning behavior.

d) The Effect of Parental Involvement on Student Learning Anxiety

These results indicate that parental involvement has a negative and significant effect on student learning anxiety. This means that the more attention and involvement parents show in their children's learning process, the lower the level of anxiety felt by students. Parental support plays a role in providing students with a sense of security and confidence to face academic challenges. These results are in line with the research by Oubibi et al. (2023), which confirms that parental involvement in children's learning activities at home contributes to reducing stress and academic anxiety. Parents should create a warm family atmosphere for their children, communicate and interact actively with them, continue to improve parent-child relationships, and at the same time strive to reduce family conflicts.

e) The Effect of Academic Motivation on Student Learning Anxiety

These results indicate that academic motivation has a negative and significant effect on student learning anxiety. The higher the motivation of students, the lower their level of anxiety. Students who have clear learning goals and confidence in their abilities will be better able to control academic pressure. These findings are consistent with the results of a study by Meng et al. (2024), which states that high academic motivation can reduce negative emotions such as anxiety, enabling students to better adapt to learning demands.

Indirect Hypothesis Testing (Indirect Effect)

Table 9. Mediation Test Results

	Original sample	T statistics ($ Z /STDEV $)	P values	Conclusion
Teacher Involvement -> Academic Motivation -> Learning Anxiety	-0,117	2,391	0,017	Sig
Parent Participation -> Academic Motivation -> Learning Anxiety	-0,083	2,000	0,046	Sig

Based on the results of the above analysis, it is known that:

a) The Effect of Teacher Involvement on Student Learning Anxiety Through Academic Motivation

The t-statistic value is $2.391 > 1.96$ and the p-value is $0.017 < 0.05$, so this indirect effect is considered significant. These results indicate that academic motivation significantly mediates the effect of teacher involvement on student learning anxiety. This means that teacher involvement not only directly reduces learning anxiety, but also indirectly through increased academic motivation.

Students who feel that their teachers are attentive and involved in the learning process tend to have higher motivation to learn. Increased academic motivation then plays a role in reducing anxiety, especially when facing evaluations or academic assignments. These results are in line with the research by Ismail et al. (2022), which confirms that teachers play a central role in shaping academic motivation, which contributes to a reduction in student learning anxiety. In a complex and dynamic academic environment, learning success is not only influenced by individual factors such as intrinsic motivation, academic self-efficacy, and learning engagement, but also by pedagogical interventions carried out by teachers. Teachers who are able to create a positive, supportive, and student-centered learning atmosphere can help increase intrinsic motivation and academic self-efficacy, which in turn encourages higher learning engagement and reduces test anxiety levels. Thus, teachers not only act as conveyors of knowledge, but also as facilitators who can foster students' academic confidence, reduce emotional pressure, and create more meaningful and adaptive learning experiences. The results of this study are also in line with Bronfenbrenner's Ecological Theory (1977), which states that a person's development is influenced by various interacting environments, especially the family and school as the main microsystems.

b) The Effect of Parental Involvement on Student Learning Anxiety Through Academic Motivation

The t-statistic value of $2.000 > 1.96$ and the p-value of $0.046 < 0.05$, which means that this indirect effect is also significant. These results indicate that academic motivation mediates the effect of parental involvement on students' learning anxiety. In other words, parental support in the learning process not only reduces anxiety directly, but also through increasing children's academic motivation.

Students who receive emotional and academic support from their parents tend to be more motivated to learn and feel more confident in their abilities. This motivation then helps them deal with academic demands more calmly, thereby reducing learning anxiety. These results are in line with the research by Deegoda et al. (2021), which found that parental involvement in children's education plays an important role in increasing student motivation and academic achievement. Through support such as helping with homework, communicating with teachers, and participating in school activities, parents can foster their children's enthusiasm and confidence. Appropriate parenting styles, such as authoritative parenting, also contribute to children's cognitive and social development. When parents are actively involved, children are more motivated to learn and tend to achieve better academic results. Thus, the role of parents as the first educators is very important in shaping children's character, motivation, and future academic success.

Overall, the results of this indirect effect test reinforce previous findings that academic motivation plays an important role as a psychological mechanism that bridges the external social influence (teachers and parents) on students' emotional conditions in the learning process. These findings support the Self-Determination Theory proposed by Deci & Ryan (1985), which states that positive social support from both teachers and parents can strengthen students' autonomous motivation and have implications for emotional well-being, including a reduction in learning anxiety.

Thus, the results of this study confirm that academic motivation is a key variable that links external support and students' psychological state. Efforts to increase teacher involvement and parent participation need to be accompanied by learning strategies that can foster intrinsic motivation, so that students are not only more motivated but also better able to manage academic pressure positively.

CONCLUSION

The results of this study indicate that social support from teachers and parents plays a very important role in shaping academic motivation and reducing students' anxiety levels. A good and supportive relationship between teachers, parents, and students can create a more comfortable learning environment, so that students feel motivated and are less likely to experience pressure during the learning process.

Thus, it can be concluded that the higher the involvement of teachers and participation of parents, the higher the academic motivation of students, and the lower the level of learning anxiety they feel. Academic motivation acts as a link that makes support from teachers and parents an internal drive for students to achieve emotional balance and academic success.

Furthermore, the results of this study also show that differences in school accreditation levels do not always reflect differences in students' abilities or psychological conditions. The almost comparable average scores across all accreditation levels indicate that the quality of social interaction between teachers, parents, and students has a greater influence than the school's accreditation status itself. This means that schools with different conditions and resources can still create a positive learning environment if all parties are actively involved. This emphasizes the importance of cooperation between teachers, parents, and schools in supporting students' learning well-being and psychological development as a whole.

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