

ECONOMICALLY ORIENTED PARENTING PATTERNS IN FAMILIES: IMPLICATIONS FOR THE LEARNING COMMITMENT OF GRADE XII STUDENTS AT MA BUSTANUL ULUM PATI

Mahmud Alam Marzuqi

Sekolah Tinggi Agama Islam Pati, Indonesia
alammarzuqi01@gmail.com

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Abstract

This study examines how economically oriented parenting patterns affect learning commitment among twelfth-grade students at MA Bustanul Ulum, Pati Regency. Drawing on constructivist epistemology, this qualitative study involved 30 students engaged in economic activities, their parents, and relevant teachers, selected through purposive and snowball sampling. Data were collected through semi-structured interviews, participant and non-participant observations, and document review, and were analyzed using Miles and Huberman's interactive model. Triangulation, member checking, and audit trails were employed to ensure trustworthiness. The findings identify two predominant parenting patterns: supportive-productive parenting (60%) and pragmatic-economic parenting (40%). Students from supportive-productive families demonstrated stronger learning commitment, reflected in consistent study routines, active classroom participation, timely assignment completion, and future educational orientation. This pattern emerged because parents combined students' economic involvement with emotional support, learning supervision, and flexible time management. In contrast, pragmatic-economic families prioritized immediate

financial contributions, resulting in role conflict, irregular study schedules, reduced intrinsic motivation, and lower academic engagement. Although 21 of the 30 students participated in economic activities, the impact on learning commitment depended on how families integrated work responsibilities with educational expectations. The study concludes that economic constraints do not deterministically reduce students' learning commitment; rather, parental framing, interaction quality, and educational expectations mediate students' academic engagement. These findings contribute to the literature on family education and student commitment by highlighting the relational mechanisms through which economically oriented parenting shapes learning behavior. Practical implications include family-focused interventions, parenting training, flexible school schedules, scholarships, and temporary economic assistance to help students reconcile work and study responsibilities.

Keywords: Parenting Patterns; Economic Orientation; Learning Commitment; Family Education; Student Engagement.

INTRODUCTION

Changes in social structures and household economic pressures in recent years have shifted the family's function from merely a primary educational institution to an economic unit adapting to the dynamics of life's needs (Wulandari et al., 2024). This situation has impacted parenting patterns, which increasingly consider economic aspects in the process of raising children (Nurkhasyanah, 2025). In certain situations, children are positioned not only as individuals who must receive an education but also as part of the family's survival strategy. This shift in orientation has implications for students' attitudes, priorities, and commitment to learning during formal education (Fuadiy & Rizal, 2023).

At the senior high school level, particularly in grade 12, students are in a transitional phase that determines their future direction, both toward higher education and the world of work. Commitment to learning is a crucial element in determining academic success and readiness for this stage (Conley & French, 2013). However, reality shows that some students face family economic pressures that encourage involvement in productive activities (Ahmed, 2025). This condition often creates role conflict between academic responsibilities and economic demands, which ultimately affects the intensity and quality of learning engagement.

Theoretically, parenting styles play a significant role in shaping children's motivation, attitudes, and learning engagement. Responsive and supportive parenting styles tend to result

in higher levels of learning commitment, while parenting styles that emphasize demands without adequate support have the potential to reduce intrinsic motivation. From a family economic perspective, decisions regarding children's education are often influenced by rational considerations of costs and benefits, especially in families with limited resources. Several previous studies have strengthened the relationship between family economic conditions, parenting styles, and student learning outcomes. Siu et al. (2020) showed that parenting styles and parental socioeconomic status significantly influence student motivation and learning achievement. This finding aligns with a study from Cupar et al. (2025) that revealed that socioeconomic status directly and indirectly influences parental academic support and students' independent learning abilities. Furthermore, research from Ma (2022) confirms that authoritative parenting styles have a positive relationship with academic achievement, while authoritarian and permissive parenting styles tend to have negative impacts, especially when reinforced by economic pressures.

Research by Gandarillas et al. (2024) explains that parental educational expectations play a role in transmitting academic excellence through the mechanism of cultural capital. Meanwhile, Kakunje (2023) shows that strengthening children's potential contributes to persistence and learning engagement. Another study by Silva et al. (2023) confirms that parental educational orientation and socioeconomic status simultaneously influence students' intrinsic motivation, self-efficacy, and learning commitment. On the other hand, Gajendran and Thiruvannamalai (2019) highlights the importance of parent-child interaction in enhancing learning engagement as a key mediator of academic achievement. However, most of this research still focuses on quantitative relationships between related variables, thus failing to fully describe the dynamics of parenting patterns specifically oriented towards economic aspects. Furthermore, studies conducted in the context of Islamic high schools (madrasah aliyah), particularly in semi-urban areas such as Pati Regency, are still relatively limited. In fact, the social and economic characteristics of communities in these areas have their own complexities that can influence parenting practices and student learning behavior..

A research gap is also evident in the lack of integration between economic, social, and psychological dimensions in explaining students' commitment to learning. Qualitative approaches capable of exploring the subjective experiences of students and parents are still rarely used, so the empirical reality that occurs at the family level has not been fully revealed. Therefore, research is needed that can comprehensively examine the dynamics of economic-oriented parenting patterns and their implications for students' commitment to learning. MA

Bustanul Ulum in Pati Regency is a relevant context for this research because the majority of students come from lower-middle economic backgrounds and face various limitations in meeting their educational needs. This condition allows for the emergence of variations in parenting patterns influenced by economic pressures, thus impacting students' levels of commitment to learning.

Based on this description, this study aims to analyze the dynamics of economic-oriented parenting patterns within families and their implications for the learning commitment of 12th-grade students. This study not only identifies the evolving forms of parenting patterns but also examines the interaction processes within families, students' adaptation strategies, and their impact on learning engagement. Therefore, this study is expected to provide theoretical contributions to the development of family-based education studies and serve as a basis for formulating parenting strategies that better balance economic demands and educational needs.

This study is limited by its location, which was conducted at a single educational institution. Therefore, generalizing the findings to a broader context requires caution. Furthermore, the qualitative approach used focused on data in-depth, resulting in a relatively limited number of subjects and dependent on the researcher's interpretation. A wider variety of socioeconomic conditions and the use of quantitative or mixed-methods approaches were not addressed in this study, opening up opportunities for further research to examine the findings more comprehensively.

METHODS

The researcher in this study applied a qualitative approach with a single case study design to explore in depth the dynamics of economic-oriented parenting patterns and their impact on the learning commitment of grade XII students at MA Bustanul Ulum, Pati Regency. The choice of a case study design was intended to capture the complexity of the family and school contexts and the interactions of related actors in a real setting, so that the findings can provide a contextual understanding and substantive theory regarding how economic orientation influences learning motivation and behavior. The epistemological framework of the study is based on constructivism, which recognizes the existence of subjective meanings constructed by informants based on experiences and family economic conditions (Hasanah, 2017; Suwendra, 2018). This study also established case boundaries

that included grade XII students, their parents, as well as academic advisors and/or homeroom teachers who play a direct role in the learning process and monitoring students' economic activities.

Participants were selected purposively with clear criteria: 12th-grade students involved in economic activities (e.g., working part-time, helping with family businesses, or being entrepreneurs), parents with varying household economic statuses, and teachers who had observational or interventional involvement with the students. The purposive technique was supplemented with a snowball strategy when necessary to capture informants who met various economic and involvement patterns, while ensuring heterogeneity of perspectives. Data collection combined in-depth semi-structured interviews to elicit narratives of experiences, participant and non-participatory observations in the school and home environments to record behaviors, routines, and family-school interactions, and documentation (report cards, attendance records, evidence of economic activity, and school policies) for factual triangulation (Creswell, 2013; Moleong, 2014). Interview guides were developed based on the main research topics (parents' views on education, economically oriented parenting practices, student time management, and indicators of learning commitment) and were piloted prior to fieldwork.

Data analysis was conducted interactively following the Miles and Huberman model through three main stages: data reduction (open coding, selecting relevant data segments, and focusing on themes), data presentation (matrices, case tables, and thematic narratives linking empirical evidence with informant quotes), and conclusion drawing and verification (category development, elaboration of relationship patterns, and creation of a conceptual model) (Miles & Huberman, 1994). To ensure the validity and reliability of the findings, source triangulation (students, parents, teachers), method triangulation (interviews, observation, documentation), and member checking were used to confirm initial interpretations with key informants (Adlini et al., 2022; Rukin, 2019). Additionally, an audit trail was conducted documenting the data collection and analysis process as well as researcher reflections (memoization) to reduce interpretive bias. Ethical considerations included informed consent from participants and/or guardians, data anonymization, and sensitive treatment of private family economic information.

RESULTS

Based on the results of data collection through interviews, observations, and documentation of 12th-grade students, parents, and teachers at MA Bustanul Ulum, Pati Regency, empirical findings were obtained regarding variations in economic-oriented parenting patterns and their implications for students' learning commitment. The data analyzed included 30 students who were purposively selected according to the research criteria.

The classification results show that student parenting patterns are divided into two main categories, namely supportive-productive and pragmatic-economic.

Table 1. Distribution of Economically Oriented Parenting Patterns

No	Parenting Style Categories	Number of Students	Percentage
1	Supportive-Productive	18	60%
2	Pragmatic-Economic	12	40%
	Total	30	100%

(Source: Researcher Data, 2026)

The data shows that the majority of students are in supportive-productive parenting environments, where parents continue to support their education despite economic pressures. Students' commitment to learning was analyzed based on indicators of learning consistency, academic engagement, and educational orientation. The results show significant differences across parenting styles.

Table 2. Student Learning Commitment Based on Parenting Style Category

Parenting Style Categories	High Commitment	Low Commitment	Total
Supportive-Productive	15	3	18
Pragmatic-Economic	4	8	12

(Source: Researcher Data, 2026)

Students with supportive-productive parenting styles tended to have a higher commitment to learning. Conversely, those with pragmatic-economic parenting styles showed a lower commitment to learning. Findings showed that 21 out of 30 students were involved in economic activities, either helping with family businesses or working part-time. However, the level of impact varied depending on the parenting style applied.

Table 3. Level of Student Economic Involvement Based on Family Parenting Patterns

Parenting Style Categories	Economic Involvement	Not Involved	Total
Supportive-Productive	11	7	18
Pragmatic-Economic	10	2	12

(Source: Researcher Data, 2026)

In the supportive-productive pattern, students' economic involvement tends to be controlled and does not interfere with learning activities because the family's role emphasizes a balance between economic and educational obligations. Family support in this pattern goes beyond fulfilling material needs, but also includes providing motivation, learning supervision, and time flexibility that allows students to consistently maintain academic routines. As a result, students' study schedules are more organized; they are able to allocate time for study, assignments, and rest, thereby reducing the risk of fatigue and impaired concentration. Proportional parental intervention (e.g., setting study hours, monitoring assignments, and encouraging continued education) strengthens students' academic involvement without sacrificing the modest economic contribution of responsible learning.

In contrast, in the pragmatic-economic pattern, economic involvement dominates students' lives because family expectations emphasize financial contributions. Pressure to work or contribute to the household income is often not balanced with educational direction, resulting in students experiencing conflicting time and priorities. The consequences are seen in decreased academic focus, irregular study schedules, and often rushed or delayed completion of assignments. This pattern encourages a short-term orientation—choosing work after graduation—which reduces the incentive to invest time and effort in more intensive learning.

School observations confirmed the differences in learning behavior between the two patterns. Students from supportive environments demonstrated more active class participation, higher attendance rates, and a habit of completing assignments on time; they also demonstrated positive interactions with teachers and better preparedness for academic evaluations such as final exams. In contrast, students from pragmatic environments tended to be passive in class, less proactive in discussions, and had variable attendance rates depending on their workload outside of school. These behavioral patterns demonstrate a strong relationship between balanced family support and indicators of healthy academic engagement.

Interview analysis highlights the mechanisms behind these differences. Support in

the form of motivation, supervision, and time flexibility—common in the supportive-productive pattern—serves as social capital that facilitates learning routines and educational career planning. In contrast, the demands of economic contributions without adequate educational guidance in the pragmatic-economic pattern create structural barriers: limited time for learning, physical/mental exhaustion, and minimal role modeling regarding the long-term benefits of education. It suggests that it is not simply the presence or absence of economic resources, but rather how families manage and frame economic involvement that determines academic outcomes.

The practical implications of these findings call for differentiated policy approaches and interventions: for students in supportive patterns, efforts can be focused on strengthening access to further education and academic motivation programs; for pragmatic students, programs that reduce the economic burden on families (scholarships, temporary social assistance), as well as training parents on the importance of balancing education and work, are needed. At the school level, outreach involving teachers, counselors, and families to develop flexible schedules and remedial support will help restore academic engagement for affected students.

DISCUSSION

Supportive-Productive and Pragmatic-Economical Parenting Styles

The economic-oriented parenting patterns identified in the study are not monolithic but rather fall into two main tendencies: supportive-productive and pragmatic-economic. The supportive-productive pattern is characterized by parental involvement in economic activities while maintaining educational support—for example, helping with study schedules, providing learning resources, and providing emotional support. The presence of this support allows students to combine economic responsibilities with academic routines, thus maintaining a consistent commitment to learning. In other words, the positive interaction between family support and economic demands creates adaptive coping strategies that protect learning practices even though resources may be limited (Fullerton et al., 2021).

In contrast, the pragmatic-economic pattern demonstrates the dominance of short-term economic needs, which drives a shift in family and student priorities from education to meeting immediate needs. In this pattern, family decisions (such as sending children to work,

reducing study time, or lowering academic expectations) create an environment where education is positioned as secondary. The impact is seen in decreased study frequency, consistent attendance, and intrinsic motivation, resulting in a weakened commitment to learning. This process also triggers a reciprocal cycle: low academic achievement reduces long-term economic opportunities, which in turn increases the pressure to prioritize immediate income (Sakamoto et al., 2014).

Comparative analysis with previous literature strengthens the validity of these findings. These findings align with those of Falkov et al. (2020), who emphasized the role of parenting styles and socioeconomic conditions on motivation and achievement; however, this study adds a process nuance—namely, that family influence not only influences academic outcomes but also shapes the process of forming a commitment to learning as a prerequisite for educational success. This similarity confirms the family as an early socialization agent that determines orientation toward learning, while the distinction between the two tendencies (supportive-productive vs. pragmatic-economic) explains cross-individual variation in responses to economic pressure.

The practical application of these findings demonstrates the importance of interventions that emphasize strengthening parental support and family capacity to facilitate a work-study balance. Programs that equip parents with time management strategies, supportive academic supervision techniques, and access to temporary financial assistance can help mitigate the effects of the pragmatic-economic pattern. Furthermore, flexible educational policies (e.g., class scheduling, emergency scholarships, or structured work-study programs) can support students engaging in financial activities without sacrificing their educational commitments (Francis et al., 2025).

The Importance of Parents' Educational Expectations

This study corroborates the findings of Don et al. (2024) regarding the important role of parental educational expectations in shaping children's academic achievement. In supportive-productive parenting, parents maintain high educational expectations despite economic constraints; these expectations serve as a cognitive framework that encourages students to view education as a long-term investment and maintain an academic orientation. Conversely, in pragmatic-economic parenting, educational expectations tend to decline as family priorities shift to meeting short-term economic needs, leading students to be more directed toward immediate financial contributions rather than continuing academic pursuits.

This difference suggests that parental expectations are not merely aspirations but rather a value-transmitting mechanism that determines students' priorities amidst economic pressures (Cheng, 2018).

The study's findings also align with Anggraini et al. (2025) and Nabillah (2023) findings, which show that parenting styles that emphasize strengthening children's potential significantly increase persistence and engagement in learning. Students who receive emotional support and ability reinforcement demonstrate a greater capacity to maintain a learning rhythm and adaptive coping strategies when faced with economic hardship. This type of support not only motivates extrinsically but also strengthens intrinsic motivation and self-efficacy, so that economic stress does not automatically lead to a decline in academic achievement. Thus, the quality of parental support emerges as a protective variable capable of mitigating the negative effects of economic conditions on students' commitment to learning.

The link between socioeconomic status, intrinsic motivation, and self-efficacy revealed by Rahmadana et al. (2026) is also reflected in the field data of this study. Students in supportive-productive environments report higher levels of self-confidence and a sense of competence, which contribute to consistent attendance, participation, and completion of academic assignments (Miyati et al., 2021). In contrast, students in pragmatic-economic patterns tend to experience decreased self-efficacy due to pressure to work quickly or contribute to the family income, as well as a lack of emotional support. These findings confirm that the effect of economic factors on learning motivation is mediated by the family's psychosocial conditions—not just by income alone.

Furthermore, this study extends the study by Siahaan and Meilani (2019) on the role of parent-child interactions in enhancing learning engagement. Qualitative data show that the quality of interactions—communicative, supportive, and development-oriented—enables families to transform economic threats into learning opportunities, for example by discussing strategies for continuing education while managing financial needs. Conversely, interactions that are minimal or focused on economic pressures undermine students' academic motivation and engagement (Deci & Ryan, 2016). Thus, family interactions serve as a transformative mechanism (Munawaroh & Ichsan, 2024) that determines whether economic pressures undermine or enhance learning commitment.

It means that the main contribution of this study is its emphasis on the dynamics of

economically oriented parenting patterns in the context of a semi-urban Islamic high school (*Madrasah Aliyah*), which is opened up by a qualitative approach that explores the subjective experiences of students and parents. The findings confirm that the influence of economic conditions on learning commitment is non-deterministic and is strongly mediated by parenting patterns and the quality of family interactions (Wan & Gao, 2025). Therefore, interventions to increase learning commitment should combine economic support with family capacity-building programs—for example, parenting communication training, parenting guidance that prioritizes strengthening children's potential, and school policies that are sensitive to the economic context—so that economic pressures do not automatically erode students' educational aspirations.

CONCLUSION

Based on the analysis, it can be concluded that economic-oriented parenting has a significant influence on the learning commitment of grade XII students at MA Bustanul Ulum, Pati Regency. Specifically, supportive-productive parenting contributes to maintaining and increasing learning commitment despite family economic pressures; the mechanisms involved include emotional support, supervision, and a clear educational orientation from parents. In contrast, pragmatic-economic parenting tends to decrease learning commitment due to the dominance of economic demands that shift educational priorities. Student involvement in economic activities does not directly determine the level of learning commitment; its influence depends on how these activities are integrated into family parenting strategies. These findings confirm that economic factors interact with family values, communication, and parenting strategies in influencing learning commitment, so that economics is not the sole determinant. Practical implications of this study include the need to: (1) strengthen collaborative programs between schools and families, such as counseling services and parenting education that emphasize emotional support and academic supervision; (2) develop flexible and contextual learning approaches to accommodate students involved in economic activities without reducing the quality of learning; and (3) designing educational policies that are adaptive to students' socio-economic conditions, for example educational assistance, scholarship programs, and strengthening independence-based character education. For further research, it is recommended to conduct in-depth studies and utilize more representative samples to test the causality and mediation mechanisms (e.g., the role of emotional support, supervision, and educational orientation)

between economic parenting patterns and children's learning commitment.

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