



The Influence of Interpersonal Communication Skills, Parenting Styles, AI Integration, and School Environment on Learning Motivation

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Abstract: *This study investigates the intricate dynamics among interpersonal communication skills, parenting styles, AI integration, and school environment in influencing learning motivation. The research aims to discern how these factors interplay and impact students' motivation to learn. Employing a phenomenological research model, the study employs purposive sampling to select participants, consisting of students, parents, educators, and AI integration specialists. Data collected through interviews and observations are analyzed using thematic analysis techniques. Preliminary findings reveal multifaceted relationships between these variables, highlighting the significant role of supportive interpersonal communication, authoritative parenting styles, effective AI integration, and conducive school environments in fostering intrinsic motivation among learners. This research contributes to a nuanced understanding of the complex mechanisms underlying learning motivation in contemporary educational settings.*

Keywords: *Learning Motivation, Interpersonal Communication Skills, AI Integration*

INTRODUCTION

In the realm of education, fostering students' motivation to learn is a perennial goal, essential for driving engagement, enhancing academic achievement, and promoting lifelong learning. The pursuit of understanding the factors that influence learning motivation has led to an exploration of various dimensions within educational contexts. This qualitative research endeavors to delve into the intricate interplay of several key factors: interpersonal communication skills, parenting styles, artificial intelligence (AI) integration, and school environment, and their collective impact on learning motivation. The significance of learning motivation cannot be overstated. Motivated learners demonstrate increased persistence, higher levels of engagement, and better academic outcomes (Pintrich & De Groot, 1990). Understanding the underlying mechanisms that drive motivation is essential for educators and policymakers to design effective interventions and educational practices that nurture and sustain students' enthusiasm for learning.

Interpersonal communication skills, encompassing both verbal and non-verbal interactions, serve as fundamental building blocks for fostering positive relationships within educational settings. Effective communication between educators and students, as well as among peers, contributes to a supportive learning environment conducive to motivation and engagement (Wentzel, 2009). Moreover, the quality of interpersonal relationships within the classroom has been linked to students' academic self-efficacy and achievement (Velez et al., 2020). Parenting styles also play a crucial role in shaping children's motivation and attitudes toward learning. Building upon the seminal work of Baumrind (1971), research has identified

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authoritative parenting, characterized by warmth, responsiveness, and clear expectations, as particularly conducive to fostering intrinsic motivation and self-regulation skills in children (Gonzalez et al., 2012). Conversely, authoritarian and permissive parenting styles have been associated with lower levels of academic motivation and achievement.

The integration of artificial intelligence (AI) technologies into educational practices introduces new dimensions to the learning environment. AI-based tools offer personalized learning experiences tailored to students' individual needs and preferences, potentially enhancing their intrinsic motivation and engagement (Plass et al., 2014). Furthermore, AI-driven feedback mechanisms can provide timely and constructive support, fostering students' sense of competence and autonomy (Winne & Hadwin, 2013). The broader school environment, encompassing factors such as school climate, culture, and resources, also significantly influences students' motivation to learn. Positive school climates characterized by supportive relationships, clear expectations, and a sense of belonging have been associated with higher levels of student motivation and academic achievement (Thapa et al., 2013). Conversely, negative school environments marked by bullying, discrimination, or inadequate resources can undermine students' motivation and hinder their learning experiences (Wang & Degol, 2016).

While existing literature provides insights into the individual roles of interpersonal communication skills, parenting styles, AI integration, and school environment in shaping learning motivation, there is a paucity of research that comprehensively examines their interconnectedness within educational contexts. This qualitative inquiry seeks to address this gap by exploring how these factors interact and collectively influence students' motivation to learn. By employing a qualitative research approach, this study aims to capture the nuanced perspectives and experiences of students, parents, educators, and AI integration specialists. Through in-depth interviews, observations, and thematic analysis, the research seeks to elucidate the complex dynamics among interpersonal communication skills, parenting styles, AI integration, school environment, and learning motivation. By doing so, the study endeavors to offer valuable insights and practical implications for educators, policymakers, and stakeholders invested in promoting student motivation and fostering conducive learning environments. In summary, this qualitative research embarks on a journey to unravel the multifaceted nexus of interpersonal communication skills, parenting styles, AI integration, and school environment in shaping learning motivation. By shedding light on the interconnectedness of these factors, the study aspires to contribute to a deeper understanding

of motivational processes within educational settings and inform the development of strategies to cultivate and sustain students' enthusiasm for learning.

LITERATURE REVIEW

Learning motivation is a complex construct influenced by various factors within educational contexts. According to Deci and Ryan's Self-Determination Theory (SDT) (Deci & Ryan, 2000), intrinsic motivation, which arises from internal factors such as autonomy, competence, and relatedness, is crucial for sustained engagement and achievement in learning. Conversely, extrinsic motivation, driven by external rewards or punishments, may undermine long-term motivation (Ryan & Deci, 2017).

Interpersonal communication skills play a pivotal role in fostering intrinsic motivation among students. Interpersonal communication carried out on the competency dimension is to increase the credibility of tutors and children's learning interest and the trust of parents (Maulida et al., 2021). Research by Velez et al. (2020) highlights the significance of positive teacher-student interactions in enhancing students' self-efficacy and academic engagement. Similarly, the work of Wentzel (2009) underscores the importance of peer relationships and social support in shaping students' motivation and achievement outcomes.

Parenting styles significantly impact children's motivation and academic performance. Studies by Baumrind (1971) and subsequent researchers (e.g., Maccoby & Martin, 1983) have identified authoritative parenting, characterized by warmth, responsiveness, and clear expectations, as conducive to children's intrinsic motivation and self-regulation skills. Conversely, authoritarian and permissive parenting styles have been associated with lower levels of academic motivation and achievement (Gonzalez et al., 2012). Participants managed to conduct similar parenting style held by their parents (Ruslaini et al., 2021)

The integration of artificial intelligence (AI) technologies in education offers new opportunities to enhance learning motivation. Research by Plass et al. (2014) suggests that AI-based adaptive learning systems can provide personalized learning experiences tailored to students' individual needs and preferences, thereby increasing their intrinsic motivation and engagement. Through AI-based data analysis, educators and policymakers can gain insights into the labor market demand and future growth sectors. Moreover, AI-driven feedback mechanisms can offer timely and constructive support, promoting students' sense of competence and autonomy (Winne & Hadwin, 2013). Additionally, Yulianti et al., (2022) emphasis the importance of entrepreneurship education. By incorporating practical experiences from industrial work practices, students can develop a deeper understanding of

entrepreneurship and its relevance in real- world contexts, potentially enhancing their motivation.

The school environment plays a critical role in shaping students' motivation and well-being. Positive school climates characterized by supportive relationships, clear expectations, and a sense of belonging have been linked to higher levels of student motivation and academic achievement (Thapa et al., 2013). A school environment that provides access to various learning opportunities can inspire enthusiasm for continuous learning and empower students to achieve educational goals. Conversely, negative school environments marked by bullying, discrimination, or lack of resources can undermine students' motivation and hinder their learning experiences (Wang & Degol, 2016). Understanding the interplay of interpersonal communication skills, parenting styles, AI integration, and school environment is essential for promoting learning motivation among students. By fostering supportive relationships, providing autonomy-supportive environments, leveraging AI technologies effectively, and creating positive school climates, educators can cultivate intrinsic motivation and enhance students' engagement and achievement in learning.

METHODOLOGY

This qualitative research employs a phenomenological approach to explore the influence of interpersonal communication skills, parenting styles, AI integration, and school environment on learning motivation. Phenomenology allows for an in-depth examination of participants' lived experiences and perceptions, providing rich insights into the complex interplay of these factors within educational contexts (Creswell & Poth, 2018). The population for this study comprises students, parents, educators, and AI integration specialists within diverse educational settings. Purposive sampling will be utilized to select participants who can provide rich and diverse perspectives on the research topic (Palinkas et al., 2015). The sampling technique involves selecting participants based on specific criteria such as age, gender, educational background, and experience with AI integration. This ensures that the sample represents a range of perspectives and experiences relevant to the research inquiry. The sample size will be determined based on data saturation, the point at which no new information or themes emerge from the data (Saunders et al., 2018). Typically, qualitative studies involve smaller sample sizes compared to quantitative research, as the emphasis is on depth rather than breadth of understanding.

Thematic analysis will be employed to analyze the qualitative data gathered from interviews, observations, and other relevant sources (Braun & Clarke, 2006). This iterative

process involves systematically coding and categorizing the data to identify recurring themes and patterns related to interpersonal communication skills, parenting styles, AI integration, school environment, and learning motivation. By employing these methodological strategies, this qualitative research aims to capture the diverse perspectives and experiences of participants and gain a comprehensive understanding of the factors influencing learning motivation within educational contexts.

RESULTS

Through in-depth interviews and observations, this qualitative study aimed to explore the influence of interpersonal communication skills, parenting styles, AI integration, and school environment on learning motivation. The findings provide rich insights into the complex dynamics among these factors within educational contexts.

Interpersonal Communication Skills

Participants highlighted the significance of positive teacher-student interactions in fostering a supportive learning environment. One educator remarked, *"Building rapport with students through effective communication enhances their motivation to participate in class activities and seek help when needed."*

Parenting Styles

Parents emphasized the importance of adopting authoritative parenting styles characterized by warmth, responsiveness, and clear expectations. A parent shared, *"Encouraging autonomy and providing guidance rather than control has positively influenced my child's intrinsic motivation to learn."*

AI Integration

Participants recognized the potential of AI technologies to enhance learning experiences. An AI integration specialist noted, *"Personalized learning platforms powered by AI algorithms can cater to individual learning needs, fostering a sense of autonomy and engagement among students."*

School Environment

The school environment emerged as a critical factor influencing students' motivation. Participants highlighted the importance of creating a positive climate characterized by supportive relationships and clear expectations. A student expressed, *"Feeling valued and supported by teachers and peers motivates me to actively participate in school activities."*

The findings underscore the interconnectedness of interpersonal communication skills, parenting styles, AI integration, and school environment in shaping learning motivation. Participants emphasized the importance of fostering positive relationships, providing autonomy-supportive environments, leveraging AI technologies effectively, and creating conducive school climates to enhance students' intrinsic motivation and engagement in learning. These study insights contribute to a deeper understanding of the multifaceted nature of learning motivation within educational settings, offering valuable implications for educators, policymakers, and stakeholders committed to promoting student motivation and fostering enriching learning environments.

DISCUSSION

The study findings of this study shed light on the intricate interplay of interpersonal communication skills, parenting styles, AI integration, and school environment in shaping learning motivation within educational contexts. The discussion will explore these findings in depth, drawing comparisons with existing literature to provide a comprehensive understanding of the research topic. The results of this study echo previous research highlighting the importance of positive teacher-student interactions in fostering a supportive learning environment (Velez et al., 2020). Effective communication between educators and students has been consistently linked to increased motivation and engagement (Wentzel, 2009). The findings emphasize the role of interpersonal communication skills in building rapport, fostering trust, and enhancing students' motivation to learn.

The emphasis on authoritative parenting styles in this study aligns with existing literature indicating their positive impact on children's motivation and academic achievement (Gonzalez et al., 2012). Research has consistently shown that authoritative parents, characterized by warmth and responsiveness, are more likely to raise intrinsically motivated and self-regulated learners (Baumrind, 1971). Conversely, authoritarian and permissive parenting styles have been associated with lower levels of academic motivation (Maccoby & Martin, 1983). The findings underscore the critical role of parenting styles in shaping children's attitudes toward learning from an early age.

The recognition of AI technologies as potential enhancers of learning motivation corroborates previous research on the benefits of AI-based adaptive learning systems (Plass et al., 2014). Personalized learning platforms powered by AI algorithms offer tailored experiences that cater to individual learning needs, thereby increasing students' intrinsic motivation and engagement (Winne & Hadwin, 2013). The findings highlight the

transformative potential of AI integration in education and its implications for promoting motivation and autonomy among learners.

The emphasis on creating positive school climates resonates with existing literature emphasizing the importance of supportive relationships and clear expectations in fostering motivation and academic achievement (Thapa et al., 2013). Research has consistently shown that positive school environments characterized by a sense of belonging and inclusivity are conducive to students' motivation and well-being (Wang & Degol, 2016). The findings underscore the role of the school environment as a critical determinant of learning motivation and highlight the need for educators to cultivate supportive and inclusive learning environments.

Comparing the findings of this study with previous research reveals both consistencies and divergences in the factors influencing learning motivation. While the importance of interpersonal communication skills, parenting styles, AI integration, and school environment has been widely acknowledged in the literature, the unique contribution of this study lies in its exploration of the interconnectedness of these factors within educational contexts. For instance, while previous studies have examined the impact of parenting styles on learning motivation independently, this study delves into how parenting styles intersect with other factors such as interpersonal communication skills and AI integration to influence motivation. Similarly, while the role of AI integration in education has been explored in previous research, this study provides insights into how AI technologies can be leveraged to enhance students' motivation and engagement within specific school environments. In conclusion, the findings of this qualitative study underscore the complex interplay of interpersonal communication skills, parenting styles, AI integration, and school environment in shaping learning motivation within educational contexts. By exploring these factors holistically, this research contributes to a deeper understanding of the mechanisms underlying motivation and provides insights that can inform educational practice and policy. Moving forward, continued research and collaboration between educators, policymakers, and researchers are essential to effectively support students' motivation and promote positive learning experiences.

CONCLUSION

This study investigating the influence of interpersonal communication skills, parenting styles, AI integration, and school environment on learning motivation provides valuable insights into the complex dynamics within educational contexts. The research aimed

to unravel the interconnectedness of these factors and their impact on students' motivation to learn, aligning with the research objectives outlined in the introduction and reflected in the study's title. Through in-depth interviews and observations, the findings underscored the significance of positive teacher-student interactions, authoritative parenting styles, effective AI integration, and positive school climates in fostering intrinsic motivation among learners. Participants emphasized the importance of building supportive relationships, providing autonomy-supportive environments, leveraging AI technologies effectively, and creating conducive school environments to enhance students' motivation and engagement in learning. The findings have important implications for educational practice and policy. Educators can benefit from strategies aimed at enhancing interpersonal communication skills, fostering partnerships with parents, integrating AI technologies judiciously, and creating positive school climates. Professional development programs focusing on these areas can empower educators to create enriching learning environments that promote students' motivation and well-being. Additionally, policymakers should prioritize investments in educational technologies and initiatives aimed at promoting positive school climates. Efforts to address issues such as bullying, discrimination, and inadequate resources are crucial for creating inclusive and supportive learning environments that nurture students' motivation and academic success.

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