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The Role of Parental Motivation on The Academic Perseverance of Migrant Students

Peran Motivasi Orang Tua Terhadap Ketekunan Akademik Mahasiswa Perantau

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Abstract

Parental motivation is a significant external factor in shaping the academic behavior of students, especially migrant students who live far from their families. This systematic literature review aims to analyze and synthesize research findings regarding the relationship between parental motivation and academic perseverance of overseas students. The method used is systematic literature review (SLR) referring to the PRISMA guide, by analyzing 30 indexed scientific journal articles published in the 2020–2025 period from the Scopus, SINTA and PubMed Central databases. The results of the study showed that parental motivation in the form of emotional support, financial support, quality long-distance communication, and realistic educational expectations, was positively and significantly correlated with the academic perseverance of overseas students. The psychological mechanisms that connect the two include increasing self-efficacy, internalizing intrinsic motivation, and fulfilling basic psychological needs as described by Self-Determination Theory. Parent-supportive communication has been proven to be more effective than controlling communication in maintaining students' academic resilience. These findings imply the need for a collaborative program between universities and parents of migrant students to support academic success.

Keywords: *parental motivation; academic perseverance; overseas students; literature review; self-determination theory.*

Abstrak

Artikel ini telah dipresentasikan pada [Seminar Nasional Pendidikan Berbasis Riset dan Inovasi dengan tema "Rekonstruksi Pendidikan Abad 21: Integrasi Teknologi, Humanisme, dan Kearifan Lokal"](#) diselenggarakan oleh Lembaga Pemerhati Pendidikan Masyarakat Indonesia (LPPMI) bekerja sama dengan Universitas Islam As'adiyah Sengkang, pada 16 Mei 2026.

Motivasi orang tua merupakan faktor eksternal yang signifikan dalam membentuk perilaku akademik mahasiswa, khususnya mahasiswa perantau yang tinggal jauh dari keluarga. Kajian literatur sistematis ini bertujuan menganalisis dan mensintesis temuan penelitian mengenai hubungan antara motivasi orang tua dengan ketekunan akademik mahasiswa perantau. Metode yang digunakan adalah systematic literature review (SLR) mengacu pada panduan PRISMA, dengan menganalisis 30 artikel jurnal ilmiah terindeks yang diterbitkan pada periode 2020–2025 dari basis data Scopus, SINTA dan PubMed Central. Hasil kajian menunjukkan bahwa motivasi orang tua dalam bentuk dukungan emosional, dukungan finansial, komunikasi jarak jauh yang berkualitas, serta harapan pendidikan yang realistis, berkorelasi positif dan signifikan dengan ketekunan akademik mahasiswa perantau. Mekanisme psikologis yang menghubungkan keduanya mencakup peningkatan efikasi diri, internalisasi motivasi intrinsik, serta pemenuhan kebutuhan psikologis dasar sebagaimana dijelaskan oleh Self-Determination Theory. Komunikasi orang tua yang bersifat otonom-suportif terbukti lebih efektif dibandingkan komunikasi kontrolatif dalam memelihara ketahanan akademik mahasiswa. Temuan ini mengimplikasikan perlunya program kolaborasi antara perguruan tinggi dan orang tua mahasiswa perantau guna mendukung keberhasilan akademik.

Kata Kunci: motivasi orang tua; ketekunan akademik; mahasiswa perantau; kajian literatur; self-determination theory.

Introduction

The phenomenon of migrant students in Indonesia continues to increase along with the development of universities in cities and other major countries. Many students leave their hometowns to continue their education, which poses psychological, social, and academic challenges. This situation demands that they be able to adapt to the new environment while maintaining the quality of academic achievement (Muhsyanur et al., 2022; Saleem & Zia, 2024).

Academic perseverance can be understood as a person's commitment to continue learning and directing their behavior to achieve educational goals, despite facing various obstacles (Suprihatin & Setiowati, 2021) For overseas students, this perseverance becomes more challenging because they have to face dual responsibilities, namely academic expectations as well as the need to adapt to a new social and cultural environment.

One of the factors that greatly affects students' academic perseverance is the support and motivation from parents. Research shows that parental

involvement has a long-term impact that goes beyond primary and secondary education (Fathi et al., 2024) Even when students live far away from their families, the role of parents remains important in shaping their academic motivation and resilience.

Parental motivation can be channeled through various ways, including emotional support through warm and consistent communication, practical support in the form of meeting financial needs, and cognitive support that is reflected in educational expectations and aspirations (Shebani et al., 2025) These various forms of support, according to the framework of Self-Determination Theory (SDT), play a role in meeting the basic psychological needs of students, namely autonomy, competence, and *relatedness*. The fulfillment of this need further encourages the emergence of stronger and more long-lasting intrinsic motivation (Çelik, 2024)

Although various studies have addressed the relationship between parental support and academic motivation, studies that specifically highlight migrant students with the typical challenges they face are still limited to the Indonesian scientific literature. Therefore, this literature review is compiled to fill this gap by synthesizing findings from various relevant current researches, including research by (Sharma, 2024) which shows that parental involvement has an effect on students' academic success.

The objectives of this study include: (1) identifying the aspects of parental motivation that have the most influence on the academic perseverance of overseas students; (2) analyze the psychological processes that associate parental motivation with academic perseverance; and (3) formulate recommendations for stakeholders in higher education to optimize the role of parents in supporting the academic success of overseas students.

Research Method

The design of this study uses a *systematic literature review* (SLR) approach with reference to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. This method allows for the identification,

evaluation, and synthesis of relevant scientific evidence in a structured, transparent, and replicable (Day et al., 2022) SLRs were chosen because they allow for the drawing of evidence-based conclusions from a broad body of research.

Literature sourcing and search strategies are conducted through Scopus, SINTA, and PubMed Central. The keywords used include: "parental motivation", "parental motivation", "parental support", "academic perseverance", "academic persistence", "migrant students", and a combination of using Boolean operators AND and OR.

Inclusion and exclusion criteria: (a) peer-reviewed journal articles, published 2020–2025; (b) examine the relationship between parental motivation/support and student academic perseverance or motivation; (c) speak Indonesian or English; (d) is available in *full-text version*. Exclusion criteria: articles that have not gone through *peer-review*, theses/dissertations that have not been published in indexed journals, and articles that are not relevant to the topic of study (Bureau et al., 2022)

A literature selection from 50 articles found in the initial search, a title-based and abstract filtering resulted in 35 potential articles. After reading the full text and applying the inclusion/exclusion criteria, 30 articles were obtained that met the analysis requirements. Thematic analysis is used to identify key patterns and themes that emerge from the literature reviewed (Howard et al., 2021)

Results and Discussion

1. Dimensions of Parental Motivation and Academic Diligence

Based on the analysis of 30 articles, parental motivation in supporting the academic perseverance of migrant students can be grouped into four main aspects, namely emotional support, instrumental or financial support, communication that is established from a distance, and expectations and aspirations for children's education. These findings show compatibility with the concept of multidimensional social support as discussed in educational psychology studies. (Lin & Zainudin, 2024)

Emotional support from parents became the most dominant dimension and consistently appeared in the various literature reviewed. This is also reinforced by the findings of Fathi et al. (2024). in *Education Research in Medical Sciences*, which showed that academic support from parents has a positive and significant relationship with students' academic well-being, with academic resilience acting as an intermediate variable. Students who receive strong emotional support from parents generally show more adaptive coping skills as well as relatively lower levels of academic anxiety (Akbar & Aisyawati, 2021)

In the Indonesian context, research (Jumraeni et al., 2023) published in *Analytics: UMA Master of Psychology Journal* shows that parental support is positively and significantly related to student academic resilience. The study used *the Career-Related Parent Support Scale (CRPSS)* to measure parental support, and found that emotional support was the strongest predictor of resilience, which is also closely related to academic perseverance.

Research (Suprihatin & Setiowati, 2021) on 214 students of the Faculty of Psychology showed a positive and significant relationship between learning community support and academic perseverance ($r = 0.565$; $p < 0.001$). These results reinforce the view that social support in general, including from parents, plays an important role as a predictor of students' academic perseverance.

2. Theoretical Foundation: Self-Determination Theory and Parental Motivation

From a theoretical point of view, the influence of parental motivation on students' academic perseverance can be explained through *the Self-Determination Theory (SDT)* introduced by Deci and Ryan. This theory states that individuals have three main psychological needs, namely autonomy, competence, and *relatability*, which if met will encourage the formation of autonomous and sustainable motivation (Li et al., 2025)

A meta-analysis conducted (Fernández-Espínola et al., 2020) in *the Educational Psychology Review* shows that competence is the strongest predictor of *self-determined* motivation, followed by autonomy and connectedness. In the

relationship between parents and children, these findings indicate that parents who provide autonomy rather than control are more effective in encouraging the change of extrinsic motivation to more lasting intrinsic motivation.

Research (Çelik, 2024) in *Frontiers in Psychology* on 473 adolescents showed that autonomy support from parents had a significant effect on academic motivation through the fulfillment of basic psychological needs. Using *Structural Equation Modeling* (SEM), the study also found that autonomy and competence play a role as mediators in the relationship between parental support and student intrinsic motivation.

A systematic review (Wang et al., 2024) of 36 SDT-based intervention studies (N = 11,792 participants) in an educational context showed that interventions that support student autonomy and competence were consistently able to increase intrinsic motivation ($g = 0.58$; $p < 0.01$). These findings confirm that an autonomous-supportive approach, including from parents, is more effective than a controlling-oriented approach.

3. Parental Expectations and Internalization of Motivation

The educational expectations instilled by parents are one of the motivational mechanisms that have an effect in the long run. Research (Naseer et al., 2024) in the *Pakistan Journal of Psychological Research* on 300 college students showed that perceptions of parental expectations had a significant effect on academic motivation, with *self-determination* as a mediator. In addition, expectations that are seen as a form of support rather than pressure are positively correlated with students' intrinsic motivation.

Research (Liem et al., 2025) in the *Journal of Adolescence* with a longitudinal design shows that perceptions of parental expectations are consistently able to predict students' academic *self-concept*, learning engagement, and academic resilience over time. This study confirms that the quality of expectations whether they are supportive or burdensome is more important than just the high expectations themselves.

The dimension of parental expectations was also discussed in the study (Xu et al., 2022) The study was conducted on 473 students at a university in Rome, Italy. The results show that the perception of parents' academic expectations has a positive effect on the *ability of self-regulated learning*, especially through the mediating role of *students' self-reflection*. These findings emphasize the importance of expectations that encourage self-reflection, not just pressure to achieve.

4. Parental Distance Communication and Migrant Student Persistence

According to (McCurdy et al., 2022) development of digital technology has changed the pattern of interaction between parents and overseas students. The presence of instant messaging and video call applications allows communication to continue intensely even though they are separated from each other. Research shows that the quality of communication is more decisive than just the frequency.

Research (Supriyati, 2023) in 2024 on first-year migrant students shows that peer social support and resilience are related to students' ability to cope with academic stress, although no significant simultaneous relationship was found between the two variables on academic stress. These findings indicate that social support still has a role to play in helping students adapt and build psychological resilience during the lecture process.

Research (Aprilia et al., 2024) in *the Scientific Journal of the Psyche* focusing on migrant students shows that *self-efficacy* plays a mediator in the relationship between academic resilience and emotional constraints. Students with high *self-efficacy* who are partly influenced by parental support tend to have better academic resilience (Shi & Wu, 2025)

Parental support, especially from mothers, plays an important role in shaping students' motivation to learn. The stronger the support provided, the higher the motivation to learn. This high motivation then has a positive impact on students' academic perseverance in undergoing their educational process (Opima et al., 2025)

5. Parenting and Academic Resilience of Students

Research (Shengyao et al., 2024) in *Scientific Reports* on 518 college students showed that authoritative parenting had a positive effect on academic resilience through the mediating role of self-efficacy and academic motivation. Using *Social Cognitive Theory* as a foundation, this study also found that self-efficacy mediated 37.2% of the influence of parenting on academic resilience.

Academic procrastination in children is not solely caused by laziness, but more related to emotional conditions that have not been developed optimally. Children who are raised in an emotionally warm environment, given the opportunity to make decisions, and listened to when experiencing difficulties, tend to be better able to deal with the demands of learning and are less likely to procrastinate on assignments. Thus, the most decisive thing is not the strict rules, but rather the emotional presence of the parents in the child's daily life (Wei et al., 2025).

6. Parental Support, Self-Efficacy, and Perseverance: The Tripartite Relationship

Literature analysis shows a consistent relationship between parental support, student self-efficacy, and academic perseverance. In this relationship, self-efficacy acts as a partial mediator between parental support and academic perseverance (Hinduja et al., 2024)

Research by Hinduja et al. (2024) in *SAGE Open* shows that family support is one of the factors that significantly affects students' *academic self-efficacy*. Students who feel strong family support tend to have higher confidence in their academic abilities, which in turn encourages the emergence of perseverance in studying.

Cross-cultural research conducted (Lee & Mendoza, 2025) using PISA 2018 data involving 468,059 students from 76 countries or regions showed that parental support positively and significantly moderated the relationship between *growth mindset* and academic resilience in various cultural contexts. These findings confirm that the influence of parental motivation on academic

perseverance is universal, although the mechanisms involved may differ between cultures.

7. Practical Implications for Higher Education

The findings in this literature review provide important practical implications for various parties in higher education. One of them, the new student orientation program should clearly involve parents as partners in supporting the transition process of students to campus life. (Sampe et al., 2024)

Second, guidance and counseling institutions in universities need to develop remote family counseling services that help parents understand how to provide support appropriately without being controlling. This is in line with research (Jeno et al., 2021) which emphasizes that the quality of support is not how often support is provided, but rather how much support is provided. Support that is delivered precisely, warmly, and without pressure will be more effective than support that is frequent but controlling or pressurizing.

Third, academic policies need to consider the establishment of a community of parents of migrant students as a forum to share information and strategies in supporting children remotely. This is in line with research (Andriani et al., 2022) which shows that a supportive community has a significant relationship with students' academic diligence, so similar principles can be applied to the parent community.

Conclusion

Based on a systematic literature review conducted, parental motivation has been proven to have a positive influence on the academic perseverance of overseas students, both directly and through certain psychological mechanisms. Parental support that is emotional, communicative, instrumental, and aspirational can increase students' intrinsic motivation, self-efficacy, and academic perseverance.

This study also shows that the quality of communication between parents and migrant students is more important than the frequency of communication alone. Warm, consistent, and non-controlling communication patterns, as well as

realistic and supportive parental expectations, contribute positively to the internalization of students' academic motivation. In addition, the relevant Self-Determination Theory is used to explain the relationship between parental support and the academic perseverance of overseas students.

The next study is suggested to use longitudinal design and consider local Indonesian cultural factors as a moderation variable to expand understanding of the dynamics of parental motivation and academic perseverance of overseas students.

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