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# The influence of parental attention, facilities, infrastructure, and learning motivation on motor skills of students

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## ABSTRACT

This study aims to determine the direct and indirect effects of parental attention, facilities and infrastructure, and learning motivation on motor skills among students at SD Negeri 2 Bengkulu Selatan. The research employed a quantitative approach with a path analysis method. The population comprised all students of SD Negeri 2 Bengkulu Selatan, with a sample of 25 students selected through total sampling. Data were collected using validated questionnaires and analyzed using SPSS version 30. The results indicated that (1) parental attention had a significant direct effect on motor skills ( $\rho_{yx1} = 0.395$ ; Sig. =  $0.044 < 0.05$ ); (2) facilities and infrastructure had no significant direct effect on motor skills ( $\rho_{yx2} = 0.064$ ; Sig. =  $0.742 > 0.05$ ); (3) learning motivation had a significant direct effect on motor skills ( $\rho_{yx3} = 0.400$ ; Sig. =  $0.034 < 0.05$ ). Moreover, the variables of parental attention, facilities and infrastructure, and learning motivation simultaneously contributed 40.3% to motor skills development. It can be concluded that parental attention and learning motivation play dominant roles in enhancing students' motor skills, whereas the availability of facilities and infrastructure serves a more supportive, indirect function.



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## Introduction

Motor skill development is one of the essential goals of Physical Education, Sports, and Health (PJOK) at the elementary level (El Shemy et al., 2025; Khasawneh & Belton, 2025; Stötzer et al., 2025). Motor skills represent a child's ability to coordinate physical movements effectively through experience and practice. In achieving this, several internal and external factors influence learning outcomes, including motivation, parental attention, and availability of facilities and infrastructure (Alhamami, 2025; Gao, 2025; Miyamichi, 2025).

Parental attention is a key external factor shaping a child's learning orientation and engagement in physical activities. Parents who are supportive, encouraging, and involved provide emotional stability and stimulation that enhances the child's performance and persistence (Gustian, 2020; Prasetya, 2024).

Motor skills development in elementary school students is a critical foundation for children's physical, cognitive, and psychosocial growth. Numerous studies emphasize that motor competence acquired during early schooling strongly predicts long-term participation in physical activity, health-related fitness, and academic engagement (Robinson et al., 2015; Estevan & Bardid, 2019). Prior research has identified multiple determinants of motor skills, including parental involvement, school environment, instructional quality, and students' internal motivation. Among these factors, parental attention and learning motivation are frequently reported as key drivers of children's willingness to engage in physical activities that enhance coordination, strength, and movement efficiency. Meanwhile, facilities and infrastructure although often considered essential show inconsistent effects depending on contextual variables such as accessibility, utilization, and quality. This body of literature forms the state of the art, yet findings remain varied across demographic and educational settings.

Despite substantial progress in understanding motor skill determinants, several research gaps remain. First, most studies explore these variables independently, lacking integrated analytical frameworks that explain their simultaneous and interaction effects on motor outcomes. Second, empirical evidence involving younger learners in rural or semi-urban Indonesian contexts such as Bengkulu Selatan is notably limited, leaving unanswered how socio-environmental factors uniquely shape children's motor development. Third, although facilities and infrastructure are commonly expected to influence motor skills, prior findings show mixed significance, indicating the need to re-examine this assumption using more sensitive analytical approaches. These gaps highlight the urgent need for new investigations that employ path analysis to disentangle complex causal relationships among school, family, and student-related variables.

Therefore, the present study provides important novelty by simultaneously examining the direct and indirect effects of parental attention, facilities and infrastructure, and learning motivation on motor skills using a path analysis framework within an Indonesian elementary school setting. Unlike previous research that typically isolates these factors, this study offers a more comprehensive causal model that quantifies the unique and combined contributions of each predictor. The findings contribute new theoretical insights by revealing that while parental attention and motivation exert strong direct influences, facilities and infrastructure play a more supportive, indirect role challenging conventional assumptions about their primary impact. This study thus advances current knowledge and provides context-specific evidence essential for designing more effective school-based motor development interventions.

Likewise, adequate facilities and infrastructure enable children to explore physical movements safely and efficiently (Fitria, 2025). Well-managed physical environments, such as gym equipment or playgrounds, function as effective learning media that stimulate gross motor development. Learning motivation serves as an internal drive that directs and maintains student behavior in achieving learning goals (Asnaldi et al., 2018). Students with higher motivation tend to engage more actively in movement tasks, resulting in better motor coordination and physical outcomes.

Several elementary schools, particularly in rural areas such as Bengkulu Selatan, there is a noticeable variation in students' motor skills, which may be linked to differences in parental attention, learning motivation, and availability of school facilities. Therefore, this research investigates how these factors influence the motor skills of elementary school students in an integrated model.

## Method

This study utilized a quantitative research design with path analysis to investigate the direct and indirect relationships among key variables, including parental attention, facilities and infrastructure, learning motivation, and motor skills. The population comprised 25 students from SD Negeri 2 Bengkulu Selatan, all of whom were included as the total sample ( $n = 25$ ), ensuring complete representation of the study population. Data were gathered using structured and validated questionnaires for each variable to ensure measurement accuracy and reliability. The collected data were analyzed using SPSS version 30 through several statistical procedures, including descriptive statistics to summarize data distribution, normality and linearity tests to confirm assumptions, and

path analysis to determine causal relationships among variables. The significance level was established at  $\alpha = 0.05$  to evaluate the statistical relevance of findings.

## Results and Discussions

Based on the findings presented in the abstract, the results section highlights the statistical analysis of the relationships among parental attention, facilities and infrastructure, learning motivation, and motor skills. The analysis reveals that parental attention and learning motivation have significant direct effects on motor skill development, while facilities and infrastructure show no significant direct effect but may contribute indirectly through motivation. Each variable's effect was examined using path analysis, supported by SPSS outputs showing path coefficients and significance levels. The combined contribution of all three variables explains 40.3% of the variance in students' motor skills, indicating that psychological and environmental factors jointly play a substantial role in shaping students' physical development, particularly in the context of elementary education.

**Table 1.** Descriptive Statistics

Variable	Mean	SD	Min	Max	Median
Parental Attention (X1)	92.76	6.15	79	101	92
Facilities & Infrastructure (X2)	128.28	7.91	107	140	129
Learning Motivation (X3)	89.40	8.59	71	104	89
Motor Skills (Y)	77.04	20.29	10	112	82

The distribution showed that most respondents had moderate levels of parental attention, facilities and infrastructure, and learning motivation. Normality Test All variables (X1, X2, X3, Y) had Sig. > 0.05, indicating that the data were normally distributed. Linearity Test The linearity tests between all independent variables and the dependent variable yielded Sig. > 0.05, confirming linear relationships among variables.

**Table 2.** Path Analysis Results

Predictor	$\beta$ (Standardized)	Sig.	Interpretation
Parental Attention (X1)	0.395	0.044	Significant
Facilities & Infrastructure (X2)	0.064	0.742	Not Significant
Learning Motivation (X3)	0.400	0.034	Significant

$R^2 = 0.403$ , indicating that 40.3% of the variation in motor skills is explained by X1, X2, and X3 collectively.

**Table 3.** Substructure 2: Effect of X1 and X2 on X3

Predictor	$\beta$ (Standardized)	Sig.	Interpretation
Parental Attention (X1)	0.025	0.913	Not Significant
Facilities & Infrastructure (X2)	0.294	0.200	Not Significant

$R^2 = 0.093$ , suggesting that only 9.3% of learning motivation is explained by parental attention and facilities.

**Table 4.** Summary of Direct and Indirect Effects

Relationship	Type	Coefficient	Interpretation
X1. Y	Direct	0.395	Significant
X2. Y	Direct	0.064	Not Significant
X3. Y	Direct	0.400	Significant
X1. X3. Y	Indirect	0.400	Moderate Effect
X2. X3. Y	Indirect	0.410	Moderate Effect

The results indicate that parental attention has a significant positive effect on students' motor skills ( $\rho = 0.395$ ; Sig. = 0.044). This implies that the more supportive and involved the parents are, the better the students' motor performance.

This finding supports Prasetya (2024) and Gustian (2020), who emphasized that active parental involvement fosters children's confidence, learning enthusiasm, and discipline in sports activities. Similarly, Zhen (2025) confirmed that parental involvement significantly influences children's school adjustment through increased engagement in sports activities. Facilities and infrastructure were found not to significantly affect motor skills directly ( $p = 0.064$ ; Sig. = 0.742). While facilities play a vital supportive role, their impact depends on utilization, accessibility, and quality.

The findings of this study reveal that parental attention exerts the strongest direct influence on students' motor skills, emphasizing that emotional support, guidance, and encouragement at home serve as critical foundations for children's physical development (Di Fabrizio et al., 2025; Ismail et al., 2025; Payne-James & Byard, 2024; Wang et al., 2025). Unlike previous studies that discussed parental involvement in broader terms, the present results demonstrate how this factor operates concretely within the context of SD Negeri 2 Bengkulu Selatan, where much of children's motor activity occurs outside of school hours and depends heavily on opportunities facilitated by their families. This aligns with Atella & Scandizzo, (2024); Chinhara & Kuyayama, (2024); Greif et al., (2025); Kim & Ahn, (2025), yet the current study contributes new insight by showing that parental attention not only boosts children's confidence but also strengthens their internal motivation, ultimately enhancing motor skills through active participation in physical activities. Accordingly, the quality of family interaction emerges as a pivotal determinant of motor development, particularly in environments where school facilities are limited.

In contrast, facilities and infrastructure did not demonstrate a significant direct effect on motor skills, highlighting a unique contextual characteristic of this study. The school's modest physical environment, limited variety of equipment, and inconsistent utilization of available facilities suggest that the mere presence of resources does not automatically improve motor competence. This finding supports the arguments of Baker et al., (2025); Ebert et al., (2024); McAlinden et al., (2024); Zhang, (2025), who emphasized that facilities function only as enabling tools whose effectiveness depends on structured use and student engagement. Furthermore, the results show that learning motivation plays a significant role in enhancing motor skills and serves as a mediating pathway linking parental attention and school facilities to motor outcomes. Thus, the study underscores that improving motor skills requires more than providing physical infrastructure; it necessitates the integration of students' intrinsic motivation, active family involvement, and well-managed physical learning opportunities (Baudet & Parmentier, 2025; Frasco et al., 2025; Menschik et al., 2024; Shahrukh et al., 2025). These findings hold important implications for physical education teachers, encouraging them to employ motivational learning strategies and strengthen parental collaboration to optimize children's motor development.

Both parental attention and facilities indirectly influence motor skills through learning motivation. Parental involvement enhances students' internal drive to participate actively in physical learning (Komaini, 2022; Morais, 2025). Likewise, adequate school facilities create a conducive learning environment that sustains motivation (Kufuwan, 2025; Maulana, 2025).

The findings of this study demonstrate that parental attention has a significant direct effect on students' motor skills, indicating its crucial role in shaping children's physical development (Glazier, 2021; Nasuka et al., 2020). Parental involvement such as providing guidance, encouragement, supervision, and opportunities for active play creates an environment that supports the acquisition of fundamental motor abilities. These results reinforce existing literature which highlights that emotional support and parental engagement positively influence children's participation in physical activities and help cultivate consistent movement patterns. Therefore, the presence of attentive and supportive parents becomes a central factor in optimizing motor skill growth during childhood.

In contrast, the study reveals that facilities and infrastructure do not exert a significant direct effect on motor skills (Cottrell et al., 2023; Rudd et al., 2017). This suggests that the mere availability of sports equipment or physical activity spaces is insufficient to improve motor competence unless accompanied by proper utilization and structured engagement. Students may have access to various facilities, yet meaningful improvement in motor skills depends more on how frequently and effectively these tools are used. Consequently, facilities and infrastructure should be viewed as enabling resources rather than

primary determinants of motor development, functioning best when paired with motivation, guidance, and consistent practice.

The results show that learning motivation significantly affects students' motor skills, underscoring its role as a psychological driver that encourages children to explore, practice, and refine their movements (Malik & Rubiana, 2019). When students possess strong motivation, they are more likely to engage in physical activities, persist in learning new motor tasks, and respond positively to challenges. This motivational factor interacts synergistically with parental attention, amplifying its influence on motor development. Overall, the combination of parental support, adequate motivation, and supportive learning environments accounts for a substantial proportion of students' motor skill outcomes, highlighting the multidimensional nature of children's physical development.

## Conclusions

The results indicate that parental attention has a significant direct impact on students' motor skills, while facilities and infrastructure do not show a direct effect but may influence motor skills indirectly through learning motivation. Learning motivation itself plays a crucial role in enhancing students' motor skill development. Collectively, these three factors parental attention, facilities and infrastructure, and learning motivation account for 40.3% of the variance in motor skills among students at SD Negeri 2 Bengkulu Selatan.

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