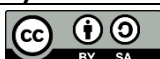


Principals' Leadership, Parental Attachment, And Learning Motivation In Islamic Education: A Functionalist View

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Article Information	ABSTRACT
Received: March 2026	Background: Principal leadership and parental attachment are important social factors in shaping students' learning motivation, particularly in Islamic Education at the elementary school level. Aim: This study aims to examine the relationship between principal leadership quality and students' learning motivation and to test the mediating role of parental attachment in this relationship. Method: This study employed a quantitative, cross-sectional, explanatory-correlational design. Data were collected through questionnaires administered to 105 students in Grades IV, V, and VI at SD Muhammadiyah Pahandut Palangka Raya. The data were analyzed using descriptive statistics, regression analysis, and mediation analysis with Hayes' PROCESS Model 4 in SPSS. The significance of the indirect effect was examined through 5,000 bootstrap resamples with a 95% confidence interval. Talcott Parsons' Social Functionalism Theory was used as a theoretical framework for interpreting the statistical findings. Results and Discussion: Principal leadership quality was significantly associated with parental attachment ($B = 0.2295$; $p < 0.001$). The total effect of principal leadership quality on learning motivation was significant ($B = 0.2275$; $p < 0.001$). After parental attachment was included in the model, the direct effect remained significant but decreased to $B = 0.0543$ ($p = 0.0213$). The indirect effect through parental attachment was $B = 0.1732$, with a 95% bootstrap confidence interval of $[0.1195, 0.2312]$, indicating partial mediation. From a social functionalist perspective, these findings demonstrate the importance of integration between the school and family in maintaining a supportive educational system. Conclusion: Principal leadership quality is associated with students' learning motivation both directly and indirectly through parental attachment. Strengthening school-family collaboration is therefore essential for supporting students' motivation in Islamic Education. Keywords: Leadership Quality, Learning Motivation, Parental Attachment, Social Functionalism Theory
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INTRODUCTION

Education is not merely a means of transferring knowledge, but also a process of shaping students' character and spirituality, (Suhermah & Endang Yunitasari, 2023). Providing early education to children is one of the efforts to shape individual character for a better future, (Romba et al., 2022). In the context of faith-based schools such as SD Muhammadiyah Pahandut Palangka Raya, Islamic Education serves as a vital foundation for developing students who are faithful, noble in character, and highly motivated to learn. Therefore, factors that influence the effectiveness of Islamic Education learning must be examined in depth.

One of the key factors in shaping students' learning motivation is the quality of school leadership. A principal with a strong vision, good managerial skills, and sensitivity to Islamic values will create a conducive and meaningful learning environment, (Septariani, 2024). As emphasized by Shava & Heystek, school leadership has an indirect yet significant influence on learning outcomes through the mediation of school climate and student engagement, (Shava, 2021).

However, students' learning motivation is not solely influenced by the school environment, but also by their emotional bond with parents referred to as parental attachment, (Zheng et al., 2022). According to Bowlby (1988), a secure attachment between children and parents has a positive impact on emotional regulation, self-confidence, and the child's motivation to face learning challenges, (Bahali et al., 2024). Amid the complexities of modern educational challenges especially in religious education the interaction between the roles of school and family becomes an important area of study. A study by Kim & Kim found that positive parental involvement contributes to increased academic motivation, particularly within the context of moral and spiritual values, (Kim & Kim, 2021).

This research focuses on the integration of school principals' leadership quality and parental attachment in shaping students' learning motivation, particularly in the subject of Islamic Education (Pendidikan Al-Islam). The researcher aims to explore how the relationship between the

school's structural dimensions and the emotional ties within the family jointly influence students' learning attitudes.

The Social Functionalism Theory serves as the theoretical foundation for this study. Within this framework, every social institution including school and family has specific functions to maintain social stability and the reproduction of values. In this regard, Islamic Education is viewed not merely as an instructional tool, but also as a social mechanism for building cohesion and harmony.

SD Muhammadiyah Pahandut Palangka Raya, as part of the Muhammadiyah educational network, holds a strategic role in shaping a generation of Muslims who are both spiritually and academically excellent. However, in reality, there are variations in students' learning motivation in Islamic Education, which may indicate differences in leadership quality and patterns of student attachment to their parents.

Previous studies have discussed the influence of school principals' leadership on learning outcomes (Asimiran et al., 2020), as well as the impact of parental involvement on student motivation (Kim & Kim, 2021). However, studies that simultaneously examine the integration of both factors within the context of Islamic Education remain very limited.

Previous studies have examined the relationship between school leadership and educational outcomes (Asimiran et al., 2020), as well as the contribution of parenting and parental involvement to students' academic motivation (Kim & Kim, 2021). Nevertheless, limited attention has been given to the mechanism through which principal leadership quality is associated with students' learning motivation through their emotional attachment to parents, particularly within the context of Islamic Education at the elementary school level.

The novelty of this study lies in the simultaneous examination of principal leadership quality, parental attachment, and learning motivation within a mediation model. In addition, Talcott Parsons' Social Functionalism Theory is used as an interpretive framework to explain how the school and family function as interconnected social institutions. Rather than treating the functionalist perspective as a separate source of qualitative data, this study uses the AGIL framework to interpret the relationships identified through quantitative analysis.

Based on this research gap, the study addresses the following questions: (1) Is principal leadership quality significantly associated with students' learning motivation in Islamic Education? (2) Does parental attachment mediate the relationship between principal leadership quality and students' learning motivation? and (3) How can the statistical relationships among principal leadership quality, parental attachment, and learning motivation be interpreted through Parsons' AGIL framework?

Accordingly, this study aims to examine the total, direct, and indirect effects of principal leadership quality on students' learning motivation through parental attachment. It also aims to interpret the statistical findings through the

functions of adaptation, goal attainment, integration, and latency proposed in Social Functionalism Theory. The findings are expected to contribute to the development of school leadership practices and school-family collaboration strategies that support students' psychosocial, spiritual, and academic development.

METHOD

This study employed a quantitative, cross-sectional, explanatory-correlational design. The design was selected because the study sought to examine the statistical relationships among principal leadership quality, parental attachment, and students' learning motivation, as well as to test the mediating role of parental attachment. The variables were measured at one point in time without experimental manipulation. Therefore, the resulting coefficients are interpreted as statistical and predictive relationships rather than definitive causal relationships.

The quantitative model consisted of principal leadership quality as the independent variable (X), parental attachment as the mediating variable (M), and students' learning motivation in Islamic Education as the dependent variable (Y). Talcott Parsons' Social Functionalism Theory was not employed as a separate qualitative research method. Instead, the AGIL framework was used as a theoretical lens in the discussion section to interpret the relationships identified through statistical analysis.

This research was conducted at SD Muhammadiyah Pahandut Palangka Raya, an Islamic elementary school under the Muhammadiyah organization that consistently implements character education based on Islamic values. The school was selected due to its clear leadership structure and the diverse backgrounds of its students in terms of parental involvement. This provides a relevant context for examining the relationship between school principal leadership, parental attachment, and students' learning motivation within the framework of Islamic Education learning.

The population in this study consisted of all students in grades IV, V, and VI at SD Muhammadiyah Pahandut Palangka Raya who had actively participated in Islamic Education classes, totaling 158 students. Sampling was carried out using a probability sampling technique with proportional stratified random sampling to ensure representation from each grade level. The sample size was determined using Isaac and Michael's table with a 5% margin of error. The details of the research sample data are described below. Based on the Isaac and Michael table, the number of research samples obtained for this study is 105 samples.

The research procedure was conducted in several stages. First, the researcher obtained formal permission from the school and coordinated with the principal and teachers regarding the research schedule and participant selection. Second, the sample was proportionally selected from Grades IV, V, and VI using proportional stratified random sampling.

Third, information regarding the purpose, procedures, confidentiality, and voluntary nature of participation was provided to the students and their parents or guardians. Parental or guardian consent and student assent were obtained before the questionnaires were administered.

Fourth, the questionnaires measuring principal leadership quality, parental attachment, and learning motivation were distributed to the selected students under the supervision of the researcher and classroom teachers. Participants were instructed to answer each statement honestly based on their experiences and perceptions. After the questionnaires were collected, the responses were checked for completeness, coded, and entered into SPSS. Finally, the data were analyzed descriptively and inferentially to answer the research questions.

The independent variable (X) in this study is the school principals' leadership quality, while the mediating variable (M) is parental attachment, and the dependent variable (Y) is students' learning motivation in Islamic Education

learning. Data were collected through closed-ended questionnaires using a 5-point Likert scale. The questionnaires were developed and modified from instruments used in previous studies, with adjustments made to suit the local context. The instrument for leadership quality was adapted from the Transformational Leadership model by (Leithwood & Jantzi, 2005), the parental attachment instrument was adapted from the Inventory of Parent and Peer Attachment (IPPA) by (Armsden & Greenberg, 1987), and the learning motivation instrument was adapted from the Academic Motivation Scale (AMS) by Vallerand et al. (1992) in (Alivernini & Lucidi, 2008). The following section describes the dimensions, indicators, measurement scales, and sample items for each research variable.

The instruments were also tested for validity and reliability prior to being used for the main data collection, and the results showed that the items in each instrument were valid and reliable. The following section presents the results of the validity and reliability tests for each instrument: (Table 1, 2, and 3).

Table 1.
Validity and Reliability Test Results
Instrument of School Principals' Leadership Quality

Item	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13
Item 1	1	.723*	.532	.467	.369	.560	.147	.560	.640*	.686*	.686*	.541	.715*
Item 2	.723*	1	.338	.477	.454	.704*	.689*	.704*	.884**	.687*	.764*	.723*	.841**
Item 3	.532	.338	1	.675*	.207	.374	.366	.374	.445	.851**	.677*	.532	.665*
Item 4	.467	.477	.675*	1	.748*	.739*	.592	.739*	.773**	.721*	.802**	.467	.851**
Item 5	.369	.454	.207	.748*	1	.553	.467	.553	.747*	.458	.509	.190	.643*
Item 6	.560	.704*	.374	.739*	.553	1	.622	1.000**	.721*	.680*	.921**	.560	.867**
Item 7	.147	.689*	.366	.592	.467	.622	1	.622	.749*	.607	.676*	.463	.723*
Item 8	.560	.704*	.374	.739*	.553	1.000**	.622	1	.721*	.680*	.921**	.560	.867**
Item 9	.640*	.884**	.445	.773**	.747*	.721*	.749*	.721*	1	.703*	.782**	.640*	.912**
Item 10	.686*	.687*	.851**	.721*	.458	.680*	.607	.680*	.703*	1	.899**	.686*	.895**
Item 11	.686*	.764*	.677*	.802**	.509	.921**	.676*	.921**	.782**	.899**	1	.686*	.962**
Item 12	.541	.723*	.532	.467	.190	.560	.463	.560	.640*	.686*	.686*	1	.731*
Item 13	.715*	.841**	.665*	.851**	.643*	.867**	.723*	.867**	.912**	.895**	.962**	.731*	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Reliability Statistics	
Cronbach's Alpha	N of Items
.777	13

Table II.
Results of Validity and Reliability Test
Parental Attachment Instrument

Item	Item 1	Item 2	Item 3	Item 4
Item 1	1	.723*	.532	.897**
Item 2	.723*	1	.338	.800**
Item 3	.532	.338	1	.786**
Item 4	.897**	.800**	.786**	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Reliability Statistics	
Cronbach's Alpha	N of Items
.836	4

Table III.
Results of Validity and Reliability Test
for the Learning Motivation Instrument

	Item 1	Item 2	Item 3	Item 4
Item 1	1	.899**	.686*	.928**
Item 2	.899**	1	.686*	.938**
Item 3	.686*	.686*	1	.878**
Item 4	.928**	.938**	.878**	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Reliability Statistics

Cronbach's Alpha	N of Items
.864	4

Data analysis was conducted in two main stages:

Data analysis was conducted in three stages. First, descriptive statistics were used to summarize the mean, standard deviation, and score distribution of each research variable.

Second, the validity and internal consistency of the instruments were evaluated before the main hypothesis testing. Classical assumption testing was also conducted to assess the appropriateness of the regression model.

Third, mediation analysis was performed using Hayes' PROCESS macro Model 4 in SPSS. This analysis estimated path a , representing the relationship between principal leadership quality and parental attachment; path b , representing the relationship between parental attachment and learning motivation while controlling for principal leadership quality; the total effect c ; and the direct effect c' . The indirect effect was calculated as the product of paths a and b . Its statistical significance was evaluated using 5,000 bootstrap

resamples with a 95% confidence interval. An indirect effect was considered statistically significant when the bootstrap confidence interval did not include zero.

After the statistical analysis was completed, the findings were interpreted using Parsons' AGIL framework. This theory-guided interpretation was intended to explain the possible social functions of school leadership and school-family integration. It did not constitute a separate qualitative dataset or qualitative analysis. This model is appropriate for testing mediation structures:

$$X \rightarrow M \rightarrow Y$$

In this model, the direct effect ($X \rightarrow Y$), indirect effect ($X \rightarrow M \rightarrow Y$), and total effect can all be measured. The significance of the mediation effect was tested using the bootstrapping technique with 5,000 resamples and a 95% confidence level. The conceptual framework for Hayes' Model 4 template is illustrated below:

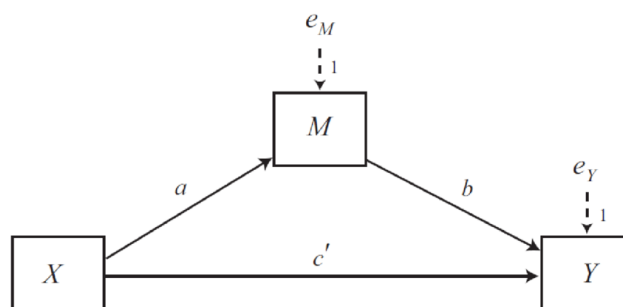


Figure 1. Conceptual Framework of Hayes' Model 4

This study upholds academic ethics. Prior to data collection, the researcher obtained approval from the school and submitted a formal letter of research permission. Participants (students and their parents) were informed about

the purpose of the study and asked to provide informed consent for participation. The identities of participants were kept confidential, and the data collected were used solely for academic purposes.

Table IV. Autocorrelation Test Results

Unstandardized Residual	
Test Value	.01823
Total Cases	105
Asymp. Sig. (2-Tailed)	.487

a. Median

Based on the results of the classical assumption test above, where the asymp. sig. (2-tailed) value is $.487 > 0.05$, it can be concluded that there is no indication or problem of autocorrelation. Therefore, the issue of autocorrelation that could not be resolved through the Durbin-Watson test can be addressed using the run test, allowing the linear regression analysis to proceed.

In this study, the development of a theoretical framework serves as a crucial foundation for understanding the relationships among the variables being examined, namely the quality of school principal leadership, parental attachment, and students' learning motivation in Islamic education. Therefore, three theoretical approaches are used as analytical foundations: Talcott Parsons' Social Functionalism Theory, John Bowlby's Attachment Theory, and Abraham Maslow's Motivation Theory. These three theories are selected because they effectively represent the interconnectedness between educational institutions, family relationships, and individual motivation within the context of value-based Islamic learning.

Social Functionalism Theory, a sociological approach developed by Talcott Parsons, views society as a social system composed of interrelated parts that work together to achieve stability and order. Parsons (1951) asserted that each social institution (including schools) plays a specific role in maintaining the continuity of the overall social system. He developed the functionalist theory to explain how each component within a social system (such as family, school, and society) contributes to the stability and well-being of that system. In the context of this research, the quality of school principal leadership can be seen as a key element that influences social interactions within the school, including the relationship between students and parents (parental attachment).

Parsons viewed that various institutions (such as schools and families) play a role in maintaining social equilibrium. In this study, the school principal, as part of the educational system, influences social dynamics, including students' relationships with their parents and how these relationships relate to students' learning motivation. This theory is closely aligned with the concept of attachment

between parents and children, which affects how students' learning motivation develops within an Islamic educational environment.

In the context of this research, the school principal's leadership is understood as a systemic actor who performs the functions of coordination, value integration, and social control within the school setting. The principal is not only responsible for managing educational administration but also serves as an agent who sustains social cohesion, aligns school norms, and collectively influences students' behavior and motivation. Through the four functions of the social system (AGIL: Adaptation, Goal Attainment, Integration, and Latency), Parsons explains that leaders within educational institutions must be able to:

1. Adapt policies to meet the needs of the school environment,
2. Establish and achieve institutional goals,
3. Integrate school members into a harmonious learning culture, and
4. Preserve and transmit values through the process of socialization.

Therefore, high-quality school leadership is crucial in guiding all educational components to support meaningful and socially valuable learning. To explain the role of parental attachment, this study refers to the theory developed by John Bowlby. Attachment Theory posits that the emotional bond between a child and their primary caregiver (typically a parent) serves as the foundational basis for a child's psychological and social development.

According to Bowlby (1988), a secure attachment relationship provides children with a sense of safety, confidence, and stable emotional support. Children who have a strong emotional attachment to their parents are more likely to develop self-control, empathy, and a desire to achieve goals. In the educational context, this attachment is essential as it shapes a child's readiness to learn. Emotional support from parents can facilitate emotional regulation, enhance learning participation, and foster a positive perception of the educational process. Thus, parental attachment functions as a mediating factor that allows values instilled at home to be carried into the school environment.

Table V. Model Summary for Each Outcome (M and Y)

Variable	R	R-sq	MSE	F	df1	df2	P
Outcome P	.6921**	.4790	2.1024	94.7080	1	103	.0000
Outcome M	.8640**	.7465	1.0624	150.2153	2	102	.0000

*signifikansi $p < 0.05$

**signifikansi $p < 0.01$

Note: R= nilai koefisien multiple korelasi; R-sq= R Square/koefisien determinasi; MSE= Mean Square Error; F= nilai uji model; df1= degree of freedom 1; df2= degree of freedom 2

To understand students' learning motivation, this study refers to the hierarchy of needs theory developed by Abraham Maslow. This theory states that humans possess five levels of basic needs arranged hierarchically, ranging from physiological needs to self- To understand students' learning motivation, this study refers to the hierarchy of needs theory developed by Abraham Maslow. This theory states that humans possess five levels of basic needs arranged hierarchically, ranging from physiological needs to self-actualization (Maslow, 1943) in (A. AlAmrani, 2020). Within this framework, learning motivation is positioned at the levels of cognitive needs and self-actualization, where individuals are driven to learn not merely to fulfill basic needs, but also due to a desire to grow, develop, and reach their fullest potential.

In practice, students who feel safe, accepted, and valued are more motivated to learn. A supportive school environment and healthy family relationships (through parental attachment) allow students to reach higher levels of learning motivation. This indicates that learning motivation is not solely an internal matter but also the result of interactions between students' social and psychological environments.

These three theories form a comprehensive conceptual foundation for understanding the relationships among the variables in this study. Social Functionalism Theory explains how school leadership facilitates a harmoniously functioning and goal-oriented education system; Attachment Theory clarifies the role of students' emotional bonds with parents as a bridge in shaping attitudes and learning readiness; and

Maslow's Motivation Theory helps to understand students' internal drive to learn as a result of their fulfilled social and emotional needs.

Thus, this research adopts a multidisciplinary framework that integrates structural (leadership), emotional (attachment), and individual (motivation) dimensions in an effort to holistically understand the student learning process, particularly within the context of Islamic Education in Islamic elementary schools.

RESULTS AND DISCUSSION

The findings are presented in two related stages. The first stage reports the quantitative results obtained from descriptive statistics, regression analysis, and Hayes' PROCESS Model 4. The second stage interprets the statistically significant relationships through Talcott Parsons' AGIL framework. Because this study did not analyze a separate dataset derived from interviews, observations, or documentation, the AGIL analysis should be understood as a theory-guided interpretation of the quantitative findings rather than as an independent qualitative finding.

Results

Based on the analysis conducted using MODEL 4 PROCESS test (Hayes), with the variable structure consisting of X as School Principal Leadership Quality (K), M as Parental Attachment (P), and Y as Learning Motivation (M), the results are as follows:

Table VI. Regression Coefficients for Outcome P

Variable	Koefisien (B)	SE	t	p	95% CI
Leadership (K)	0.2295	0.0236	9.7318	0.0000	[0.1827, 0.2762]
Intercept	1.7870	0.8905	2.0068	0.0474	[0.0209, 3.5531]

Table VII. Regression Coefficients for Outcome M

Variable	Koefisien (B)	SE	t	p	95% CI
Kepemimpinan (K)	0.0543	0.0232	2.3387	0.0213	[0.0082, 0.1004]
Parental Attachment (P)	0.7549	0.0700	10.7776	0.0000	[0.6160, 0.8939]
Intercept	0.5860	0.6453	0.9081	0.3660	[-0.6939, 1.8659]

Table VIII. Mediation Analysis Summary

Relationship	Total Effect	Direct Effect	Indirect Effect	Confidence Interval Lower Bound Upper Bound	t-statistics	Conclusion
K - P - M	.2275 (.0000)	.0543 (.0213)	.1732	.1195 .1004	2.338	Partial Mediation

From the results above, it can be understood that for variable P (Parental Attachment), the R^2 value is 0.4790, meaning that 47.90% of the variation in parental attachment can be explained by the quality of school principal leadership. The F value of 94.7080 with $p < 0.001$ indicates that this regression model is statistically significant, meaning that principal leadership indeed has a significant influence on parental attachment. With a relatively high R value (0.69), this

shows a strong relationship between variables K and P. This suggests that school leadership has a significant and strong impact on students' attachment to their parents. Functionally, this can be explained by the fact that a well-led school can foster healthy communication and collaboration between home and school.

Furthermore, for variable M (Learning Motivation), the R^2 value is 0.7465, indicating that 74.65% of the variation in students' learning motivation can be explained by the combination of school principal leadership and parental attachment. The high F value (150.21) and $p < 0.001$ demonstrate that this model is highly statistically significant. An R value of 0.8640 shows a very strong relationship between the combination of the independent variables and learning motivation. This model suggests that school leadership and parental attachment simultaneously have a very substantial and significant influence on students' learning motivation. In other words, the success of Al-Islam learning cannot be separated from the quality of leadership and family support.

Based on the analysis results, the outcome model: P (Parental Attachment) demonstrates the influence of school principal leadership on parental attachment. The following are the regression coefficients from the analysis of outcome P:

From the table above, it can be understood that school principal leadership has a significant influence on students' parental attachment. Every increase in the perception of leadership quality leads to an increase in students' attachment to their parents. Meanwhile, the Outcome Model: M (Learning Motivation) shows the influence of school principal leadership and parental attachment on students' learning motivation. The following are the regression coefficients from the analysis of outcome M:

From the table above, it can be understood that parental attachment has a very strong and significant influence on learning motivation. Meanwhile, school principal leadership also has a significant effect, but it is relatively smaller compared to the role of parental attachment. This indicates that the influence of leadership is largely mediated through the child's relationship with their parents. These findings support a partial mediation model, in which parental attachment serves as the primary pathway that bridges the influence of school principal leadership on students' learning motivation. This model aligns with Social Functionalism Theory, Attachment Theory, and Maslow's Motivation Theory.

From the table 8, important information is obtained regarding the relationship between the variables of school principal leadership (X), parental attachment (M), and students' learning motivation (Y). First, the total effect of school principal

leadership on learning motivation is $B = 0.2275$, with a t-value of 9.3276 and $p < 0.001$, and a 95% confidence interval ranging from [0.1792, 0.2759]. This indicates that overall, school principal leadership has a strong and significant influence on students' learning motivation.

However, when parental attachment is included in the model as a mediator, the value of the direct effect of leadership on learning motivation decreases significantly to $B = 0.0543$, with a t-value of 2.3387 and $p = 0.0213$, and a confidence interval of (0.0082, 0.1004). Despite the decrease, this direct effect remains statistically significant, suggesting that school principal leadership still contributes to students' learning motivation, although to a lesser extent than before.

Meanwhile, the indirect effect of school principal leadership on learning motivation through parental attachment is recorded at $B = 0.1732$, with a bootstrap standard error of 0.0287 and a 95% bootstrap confidence interval ranging from (0.1195, 0.2312). Since this interval does not include zero, the mediation effect can be concluded to be statistically significant. This means that parental attachment plays a key role as an intermediary pathway explaining how school principal leadership impacts students' learning motivation.

From these three pieces of information namely the significant total effect, the still significant though reduced direct effect, and the significant indirect effect it can be concluded that partial mediation occurs in the relationship among the variables. Parental attachment is not only a part of the explanation for this relationship but also serves as the primary channel through which the influence of school principal leadership on learning motivation is conveyed.

This conclusion strengthens the understanding that emotional support and the attachment between students and their parents are essential elements in enhancing the impact of school leadership on students' motivation to learn, particularly within the context of Al-Islam education. The following are the results of the analysis as presented in the Hayes' Model 4 template.

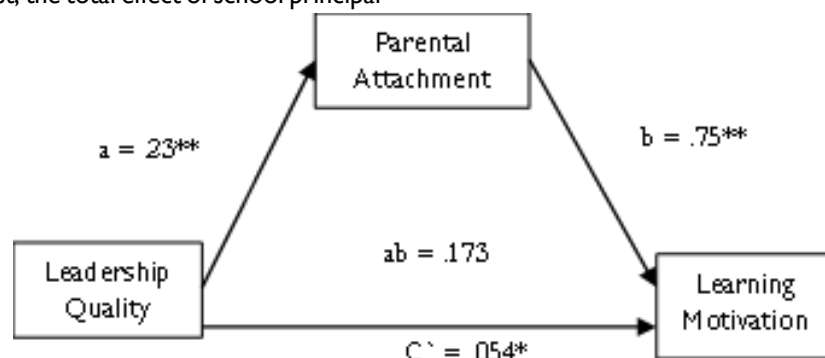


Figure II. Framework of Results – Hayes Model 4

Discussion

1. The Influence of School Principal Leadership Quality on Students' Learning Motivation

Based on the analysis using PROCESS Model 4, it was found that the quality of school principal leadership has a statistically significant direct effect on students' learning motivation, with a coefficient value of $B = 0.0543$, $p = 0.0213$, and a 95% confidence interval (CI) of $[0.0082, 0.1004]$. Although the effect size is relatively small, it remains statistically significant. This finding indicates that the school principal, as the institutional leader, contributes to students' drive to learn, especially in the context of Al-Islam education. A visionary principal who supports teachers and fosters a religious and inclusive learning climate can positively influence students' enthusiasm in understanding Islamic values.

However, the relatively small coefficient value suggests that the direct impact of leadership on learning motivation is not dominant, raising the question of whether other variables mediate this influence which is addressed in the second research question. The finding that school principal leadership significantly affects student learning motivation is supported by transformational leadership theory proposed by (Leithwood & Jantzi, 2005), which states that visionary educational leaders who model good behavior and support individuals can enhance a positive learning climate and ultimately foster student motivation.

Empirical research by Al-Mahdy et al. (2016) also demonstrates that transformational leadership significantly contributes to student academic achievement through the enhancement of internal motivation. Therefore, the role of the school principal in managing a supportive and meaningful learning environment is a crucial element in strengthening students' learning motivation.

Abraham Maslow's theory of learning motivation provides a highly relevant framework for understanding the research findings on the influence of school principal leadership quality on students' learning motivation, particularly in the context of Al-Islam education at SD Muhammadiyah Pahandut Palangka Raya. In his theory, Maslow proposed that human motivation develops gradually in the form of a hierarchy of needs, which includes physiological needs, safety needs, love and belonging, esteem needs, and self-actualization, (A. AlAmrani, 2020).

In the school context, a student's motivation to learn is greatly influenced by the extent to which these needs are fulfilled. When linked to the research findings on the influence of leadership on learning motivation, Maslow's theory explains that the school principal plays a role in creating an environment that supports the fulfillment of these needs.

High-quality leadership such as that characterized by the transformational leadership style: modeling behavior, providing individual attention, offering emotional support, and creating a positive vision helps fulfill students' safety and social belonging needs. A school principal who establishes a safe, orderly, and supportive school environment helps meet

students' safety needs. Furthermore, a principal who promotes an inclusive, collaborative, and communicative culture contributes to fulfilling students' needs for love and belonging whether through teachers, peers, or the overall school system, (Kristioni & Yanuar, 2024).

When these needs are fulfilled, students are more easily motivated to progress to higher levels of motivation, namely esteem needs and even self-actualization. In this context, the role of the school principal extends beyond administrative duties; the principal becomes an agent in shaping a psychological and social climate that is conducive to the growth of students' learning motivation.

The research findings indicating a significant influence of school principal leadership on students' learning motivation can be explained through Maslow's framework, in which the principal plays a key role in ensuring that students' basic and psychological needs are met through policies, communication, role modeling, and support for both teachers and students' families. Especially in Al-Islam education, the spiritual values and character development instilled are also part of the self-actualization process, which Maslow described as the highest level of human motivation. Therefore, school principal leadership becomes the key to opening the path for students to reach their highest learning potential.

2. The Mediating Role of Parental Attachment in the Relationship Between Leadership and Learning Motivation

The analysis results show that parental attachment significantly mediates the relationship between the quality of school principal leadership and students' learning motivation. The indirect effect has a coefficient of $B = 0.1732$, with a 95% bootstrap confidence interval of $[0.1195, 0.2312]$, which does not include zero, indicating statistical significance. Meanwhile, the total effect of leadership on learning motivation is $B = 0.2275$, and after introducing parental attachment as a mediator, the direct effect decreases sharply to $B = 0.0543$. This indicates that parental attachment functions as a dominant partial mediator, accounting for a substantial portion of the influence that leadership has on learning motivation.

This interpretation aligns with Bowlby's Attachment Theory, which states that a secure emotional bond between children and their parents forms a critical foundation for developing self-confidence, emotional stability, and the motivation to grow particularly in the learning process, (Hong et al., 2023). Thus, the more effective the school principal is in fostering synergy and communication with parents, the stronger the impact on enhancing students' learning motivation.

The research findings demonstrating that parental attachment mediates the influence of leadership on students' learning motivation are consistent with Bowlby's theory (1988), which emphasizes that a secure emotional bond between children and their primary caregivers leads to independence, confidence, and a spirit of exploration including in learning activities.

Research by (Kaufman, 2023) shows that parental emotional involvement has a strong correlation with students' learning motivation. Similarly, a study by (A. AlAmrani, 2020) concluded that parental involvement including emotional attachment is a significant predictor of students' intrinsic motivation and academic achievement. In the context of Islamic education, the role of parents supports not only cognitive development but also spiritual and affective aspects. School leadership that can integrate the role of the family into the learning process—such as through programs that strengthen school-home collaboration will enhance parental attachment and indirectly foster students' learning motivation.

Attachment theory, developed by John Bowlby, provides a strong conceptual framework for understanding the research findings regarding the mediating role of parental attachment in the relationship between school principal leadership and students' learning motivation. This theory emphasizes that the quality of the emotional bond between a child and their parent or primary caregiver is a critical foundation for the child's psychological, social, and academic development. According to Bowlby (1988), children who have a secure attachment to their parents are more likely to develop self-confidence, emotional regulation skills, and a curiosity for learning. Secure attachment creates a "secure base" a psychological foundation that allows children to feel safe enough to explore the world around them, including the world of learning at school, (Kaufman, 2023).

In relation to the research findings, it was discovered that school principal leadership not only has a direct effect on students' learning motivation but also significantly influences parental attachment, which then becomes a key mediator in enhancing learning motivation. These findings align closely with the core principles of Bowlby's theory. From the perspective of attachment theory, high-quality school leadership characterized by openness to parental collaboration, support for the family's role in education, and the building of trust between school and home strengthens the emotional bond between students and their parents. When a principal fosters a culture of communication and support for parental involvement in school activities, it indirectly strengthens students' emotional attachment to their parents.

With strong parental attachment, students feel supported, loved, and understood psychological conditions that are essential for developing high levels of learning motivation. Children who feel emotionally close to their parents tend to have a more positive perception of education, the values instilled in them, and the learning process itself. They are more motivated to learn as part of a relationship built on support and trust from those closest to them. Thus, the mediating role of parental attachment in this study confirms that students' learning motivation is not solely the result of the school environment but is also influenced by the emotional bonds formed within the family bonds that can be strengthened

or weakened by the leadership style and school-home relationship strategies implemented by the principal.

In short, Bowlby's theory sees the secure emotional bond between students and their parents as the psychological foundation that enables students to fully benefit from the support offered by the school, ultimately increasing their motivation to learn. In the context of this study, parental attachment is a vital pathway through which school leadership impacts the enhancement of students' learning motivation.

3. A Social Functionalist Interpretation of Principal Leadership, Parental Attachment, and Learning Motivation

The quantitative findings indicate that principal leadership quality is significantly associated with parental attachment and students' learning motivation. These statistical relationships can be interpreted through Talcott Parsons' AGIL framework, which explains the four functional requirements of a social system: Adaptation, Goal Attainment, Integration, and Latency. In this study, the framework is used to provide a sociological explanation of the relationships among the variables rather than to claim that each AGIL function was directly observed or measured.

Adaptation. The adaptation function concerns the ability of a social system to respond to the needs and conditions of its environment. In an educational context, principal leadership may support this function by encouraging school policies and learning practices that are responsive to students' social, religious, and family backgrounds. The significant relationship between principal leadership quality and parental attachment suggests that leadership which is sensitive to family conditions may create more opportunities for communication and cooperation between the school and parents. Such responsiveness can contribute to an environment in which students receive consistent support at school and at home.

Goal Attainment. Goal attainment refers to the ability of an institution to formulate objectives and mobilize its members to achieve them. A principal who communicates clear academic, moral, and religious goals can provide teachers, students, and parents with a shared direction. The significant total and direct effects of principal leadership quality on learning motivation indicate that leadership may contribute to students' motivation by creating a clear learning orientation and strengthening commitment to the objectives of Islamic Education.

Integration. Integration involves coordinating relationships among the different members and institutions within a social system. This function is particularly relevant to the mediation findings. Parental attachment significantly mediated the relationship between principal leadership quality and students' learning motivation, with an indirect effect of $B = 0.1732$ and a 95% bootstrap confidence interval of $[0.1195, 0.2312]$. This result suggests that the relationship between school leadership and learning motivation is strengthened

when the school and family function as interconnected sources of support. Principals can facilitate this integration by developing respectful communication with parents, encouraging parental participation, and ensuring consistency between school values and family support.

Latency or Pattern Maintenance. Latency refers to the preservation and transmission of the values and motivational patterns required for the continuity of a social system. In Islamic Education, principals contribute to value maintenance by supporting a school culture that consistently reflects Islamic teachings, moral conduct, discipline, and exemplary behavior. A stable value-based environment may help students perceive learning as part of their religious and personal development. When these values are reinforced by parents at home, students are more likely to maintain positive attitudes and motivation toward Islamic Education.

Taken together, the AGIL framework provides a theoretical explanation for the statistical pattern found in this study. Principal leadership may contribute to adaptation through responsive policies, to goal attainment through the articulation of shared educational objectives, to integration through school–family collaboration, and to latency through the preservation of Islamic values. However, because the four AGIL functions were not measured through separate instruments or qualitative data, these explanations should be regarded as theoretical interpretations rather than direct empirical findings about specific leadership practices. Future studies may examine these functions more directly through interviews, observations, documentation, or a sequential explanatory mixed-methods design.

The finding that school principal leadership serves a social function in supporting learning motivation aligns with Parsons' (1951) social functionalism theory, which states that every social institution plays a vital role in maintaining order and stability in society through the AGIL functions (Adaptation, Goal Attainment, Integration, Latency). This finding is also consistent with a previous study by (Purwoko, 2018), which asserts that effective educational leadership is leadership that can mobilize the school as a social institution. Purwoko (2018) emphasizes that educational leaders are not merely administrative managers but also value agents and cultural guides within the school. A principal who performs the functions of adaptation and integration will be able to align Islamic values with the social dynamics of students and families while creating a harmonious and value-driven learning environment.

Furthermore, a study by (Mawardi, 2017) found that school leaders who shape a value-based culture have a long-term impact on academic performance and student motivation. Mawardi's research (2017) shows that school principal leadership that consistently directs the school's vision and values has a direct influence on the formation of character, the learning climate, and students' motivation. Therefore, in the context of Islamic education, school leadership that effectively

fulfills its social function will result in a learning climate conducive to both the spiritual and academic growth of students.

CONCLUSION

The analysis results show that the quality of school principal leadership has a direct influence on students' learning motivation, with a coefficient value of $B = 0.0543$, $t = 2.3387$, and $p = 0.0213$. Although the coefficient is relatively small, its statistical significance indicates that school leadership makes a meaningful contribution to enhancing students' learning motivation. This supports the view that principals who adopt a transformational leadership style providing support, direction, and role modeling can foster a learning environment that nurtures motivation, particularly in the context of Al-Islam education.

Parental attachment has been proven to be a significant mediator in the relationship between school principal leadership and students' learning motivation. The indirect effect value of $B = 0.1732$, with a 95% bootstrap confidence interval of $[0.1195, 0.2312]$, indicates that the majority of the leadership's influence on motivation is channeled through students' attachment to their parents. Meanwhile, the total effect of leadership on motivation is $B = 0.2275$ ($p < 0.001$), which drops to $B = 0.0543$ when the mediator is included—indicating partial mediation. This finding supports Bowlby's theory that a secure emotional bond with parents provides a foundation for children to grow in confidence and become motivated learners.

Viewed through Talcott Parsons' AGIL framework, the quantitative relationships identified in this study can be interpreted as reflecting the interconnected functions of the school and family. Principal leadership may support adaptation by responding to students' and families' needs, goal attainment by establishing clear academic and Islamic educational objectives, integration by strengthening school–family collaboration, and latency by maintaining Islamic values and a supportive school culture. The significant relationship between principal leadership quality and parental attachment ($B = 0.2295$; $p < 0.001$), together with the significant indirect effect on learning motivation, particularly highlights the importance of the integration function. Nevertheless, because the AGIL dimensions were not directly measured, this interpretation represents a theoretical explanation of the quantitative results and not a separate qualitative finding.

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