The Influence of the Family Environment on Student Learning Motivation at SDN 1 Pinrang

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Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh lingkungan keluarga terhadap motivasi belajar siswa di SDN 1 Pinrang, dengan fokus pada aspek dukungan orang tua, kondisi sosial ekonomi keluarga, dan pola komunikasi dalam keluarga. Metode penelitian yang digunakan adalah pendekatan kuantitatif dengan desain korelasional, melibatkan 120 siswa kelas IV dan V sebagai responden yang dipilih melalui teknik stratified random sampling. Instrumen penelitian berupa kuesioner terstruktur untuk mengukur variabel lingkungan keluarga dan motivasi belajar siswa yang telah divalidasi dan diuji reliabilitasnya. Teknik analisis data menggunakan analisis regresi linear berganda dengan bantuan SPSS versi 26.0 untuk menguji hubungan antar variabel. Hasil penelitian menunjukkan bahwa terdapat pengaruh positif dan signifikan antara lingkungan keluarga terhadap motivasi belajar siswa dengan nilai koefisien determinasi sebesar 0,724, yang berarti 72,4 persen variasi motivasi belajar siswa dapat dijelaskan oleh variabel lingkungan keluarga. Secara parsial, dukungan orang tua memberikan kontribusi terbesar terhadap motivasi belajar siswa dengan nilai beta 0,458, diikuti oleh pola komunikasi keluarga dengan beta 0,312, dan kondisi sosial ekonomi keluarga dengan beta 0,198. Simpulan penelitian menunjukkan bahwa lingkungan keluarga merupakan faktor determinan yang sangat penting dalam membentuk motivasi belajar siswa sekolah dasar, sehingga diperlukan upaya kolaboratif antara sekolah dan keluarga untuk mengoptimalkan prestasi akademik siswa.

Kata Kunci: Lingkungan Keluarga, Motivasi Belajar, Dukungan Orang Tua, Pendidikan Dasar, Status Sosial Ekonomi

Abstract

This study aims to analyze the influence of family environment on student learning motivation at SDN 1 Pinrang, focusing on parental support, family socioeconomic conditions, and communication patterns within the family. The research method employed was a quantitative approach with correlational design, involving 120 fourth and fifth-grade students as respondents selected through stratified random sampling technique. The research instrument consisted of structured questionnaires to measure family environment variables and student learning motivation that had been validated and tested for reliability.

Data analysis techniques used multiple linear regression analysis with SPSS version 26.0 to examine relationships between variables. The results showed a positive and significant influence between family environment and student learning motivation with a coefficient of determination of 0.724, meaning 72.4% of the variation in student learning motivation can be explained by family environment variables. Partially, parental support provided the largest contribution to student learning motivation with a beta value of 0.458, followed by family communication patterns with beta 0.312, and family socioeconomic conditions with beta 0.198. The research conclusion indicates that family environment is a very important determinant factor in shaping elementary school students' learning motivation, thus requiring collaborative efforts between schools and families to optimize student academic achievement.

Keywords: Family Environment, Learning Motivation, Parental Support, Elementary Education, Socioeconomic Status

Introduction

Learning motivation constitutes one of the fundamental factors determining the success of the learning process for elementary school students. Within the context of Indonesian education, low student learning motivation has become a complex problem requiring serious attention from various stakeholders. According to data from the Ministry of Education, Culture, Research, and Technology in 2023, approximately 35% of elementary school students in Indonesia still experience difficulties in maintaining consistent learning motivation throughout the academic year.

The family environment, as the first and foremost educational institution for children, plays a strategic role in shaping character and student learning motivation. Bronfenbrenner's ecological development theory emphasizes that child development is influenced by various environmental systems, with the family microsystem as the most direct and significant influence. Previous research by Suryani and Widiastuti (2019) demonstrated that family environment quality has a strong positive correlation with students' intrinsic motivation in learning.

Aspects of family environment that influence student learning motivation include parental support, family socioeconomic conditions, communication patterns, and psychological climate within the family. Parental support, whether in the form of emotional, instrumental, or informational support, has been proven to have a positive impact on students' academic motivation. Research by Pratiwi and Suryana (2020) identified that students receiving full support from parents tend to have higher learning goal orientation compared to students with less family support.

Family socioeconomic conditions also constitute an important factor influencing student learning motivation. Families with adequate socioeconomic status generally can provide better learning facilities, access to diverse learning resources, and conducive learning environments. Conversely, family economic limitations can hinder the provision of optimal learning infrastructure, potentially reducing student learning motivation.

Communication patterns within families represent another equally important aspect in shaping student learning motivation. Effective communication between parents and children can create harmonious relationships, increase children's self-confidence, and encourage positive attitudes toward learning. Research by Sari and Handayani (2021) showed that families with democratic and responsive communication patterns tend to produce children with high intrinsic learning motivation.

SDN 1 Pinrang, as one of the elementary schools in Pinrang Regency, South Sulawesi, faces challenges in increasing student learning motivation. Preliminary observations conducted by researchers revealed significant variation in student learning motivation, presumably related to differences in each student's family environment conditions. Some students showed high enthusiasm in participating in learning, while others appeared less motivated and tended to be passive in the teaching-learning process.

Based on the background outlined above, the problem formulation in this research is: 1) What are the family environment conditions of students at SDN 1 Pinrang?, 2) What is the level

of student learning motivation at SDN 1 Pinrang?, 3) Is there a significant influence between family environment and student learning motivation at SDN 1 Pinrang?, and 4) Which aspects of family environment provide the greatest contribution to student learning motivation?.

This research aims to: 1) Describe the family environment conditions of students at SDN 1 Pinrang, 2) Analyze the level of student learning motivation at SDN 1 Pinrang, 3) Analyze the influence of family environment on student learning motivation at SDN 1 Pinrang, and 4) Identify aspects of family environment that provide the greatest contribution to student learning motivation.

This research is limited to fourth and fifth-grade students at SDN 1 Pinrang for the 2024/2025 academic year, focusing on three main aspects of family environment: parental support, family socioeconomic conditions, and family communication patterns. The learning motivation studied encompasses students' intrinsic and extrinsic motivation in the context of formal learning at school.

The novelty of this research lies in the comprehensive approach that integrates three main dimensions of family environment simultaneously in one research model. Unlike previous research that tended to examine partially, this study develops measurement instruments that are more holistic and contextual according to the sociocultural characteristics of South Sulawesi society. Additionally, this research employs more sophisticated analysis techniques by considering moderation effects among family environment variables, thereby providing a more accurate picture of the dynamics of family environment influence on elementary school students' learning motivation.

Methods

This research employed a quantitative approach with correlational design to analyze causal relationships between family environment variables as independent variables and student learning motivation as the dependent variable. This design was chosen because it aligns with research objectives that aim to test hypotheses about the influence of family environment on

student learning motivation empirically and measurably.

The research was conducted at SDN 1 Pinrang, Pinrang Regency, South Sulawesi Province, during the second semester of the 2024/2025 academic year, specifically from February to May 2025. Location selection was based on considerations of accessibility, representativeness of elementary school characteristics in semi-urban areas, and the school's willingness to participate in the research.

The research population consisted of all fourth and fifth-grade students at SDN 1 Pinrang, totaling 180 students. Sample determination used the Slovin formula with a 95% confidence level and 5% margin of error, resulting in a minimum sample of 123 students. To anticipate possible incomplete data, researchers established a sample of 120 students selected through stratified random sampling based on grade level and gender. Variables in this research consisted of:

1. Independent variables: Family Environment (X) comprising three sub-variables:
   a. Parental Support (X1)
   b. Family Socioeconomic Conditions (X2)
   c. Family Communication Patterns (X3)
2. Dependent variable: Student Learning Motivation (Y), encompassing intrinsic and extrinsic motivation

Data collection instruments consisted of structured questionnaires with 5-point Likert scales. The family environment questionnaire comprised 36 items developed based on Epstein's theory of family involvement in education. The learning motivation questionnaire consisted of 24 items adapted from Self-Determination Theory by Deci and Ryan. All instruments underwent content validity validation by three education experts and reliability testing with Cronbach's Alpha values above 0.80.

Data collection was conducted through several stages: 1) Preparation stage: licensing, socialization to respondents, and instrument preparation, 2) Implementation stage: questionnaire distribution accompanied by researchers and class teachers, and 3) Completion stage: verification of data completeness and coding for analysis**.** Data analysis used

descriptive and inferential statistics with SPSS version 26.0 software. Analysis stages included: 1) Descriptive analysis to describe respondent characteristics and research variables, 2) Analysis prerequisite tests (normality, linearity, multicollinearity, and heteroscedasticity), 3) Multiple linear regression analysis to test the influence of independent variables on dependent variables, and 4) Hypothesis testing with a 0.05 significance level.

Results and Discussion

Research respondents consisted of 120 students with a composition of 58 male students (48.3%) and 62 female students (51.7%). Based on grade level, 60 students (50%) were from fourth grade and 60 students (50%) from fifth grade. Respondent ages ranged from 9-11 years with an average of 10.2 years. Regarding family background, 72% of respondent parents had high school/equivalent education, 18% had higher education, and 10% had junior high school education or below.

Descriptive analysis results showed that overall, the family environment conditions of SDN 1 Pinrang students were in the good category with an average score of 3.68 out of a scale of 5. The parental support sub-variable obtained the highest score with an average of 3.82, indicating that the majority of parents provide adequate support for their children's learning activities. Family socioeconomic conditions were in the moderate category with an average score of 3.45, while family communication patterns obtained an average score of 3.77, showing fairly effective communication between parents and children.

Table 1. Descriptive Statistics of Family Environment Variables

Variables	N	Mean	Std. Deviation	Min	Max	Category
Parental Support (X1)	120	3.82	0.67	2.10	5.00	High
Socioeconomic Conditions (X2)	120	3.45	0.73	1.80	4.90	Moderate
Communication Patterns (X3)	120	3.77	0.69	2.20	5.00	High
Family Environment (Total)	120	3.68	0.58	2.37	4.97	High

The level of student learning motivation at SDN 1 Pinrang was overall in the high category with an average score of 3.91. Students' intrinsic motivation showed a higher score (4.02) compared to extrinsic motivation (3.79), indicating that students have strong internal drive to learn. The curiosity and interest in learning material aspect received the highest score (4.15), while the external reward orientation aspect received the lowest score (3.64).

Table 2. Descriptive Statistics of Learning Motivation Variables

Variables	N	Mean	Std. Deviation	Min	Max	Category
Intrinsic Motivation	120	4.02	0.61	2.40	5.00	High
Extrinsic Motivation	120	3.79	0.65	2.10	4.90	High
Learning Motivation (Total)	120	3.91	0.57	2.25	4.95	High

The normality test using Kolmogorov-Smirnov showed normally distributed data with a significance value of $0.082 > 0.05$. The linearity test resulted in a linear F value of 89.432 with significance $0.000 < 0.05$, indicating a linear relationship between independent and dependent variables. The multicollinearity test showed no perfect correlation among independent variables with VIF values < 10 and tolerance > 0.1. The heteroscedasticity test with scatter plot showed no particular pattern, thus the homoscedasticity assumption was met

Table 3. Analysis Prerequisite Test Results

Test	Statistic	Significance	Decision
Normality (Kolmogorov-Smirnov)	1.068	0.082	Normal

Linearity	F = 89.432	0.000	Linear
Multicollinearity (VIF)	X1 = 2.145, X2 = 1.876, X3 = 2.234	-	No multicollinearity
Heteroscedasticity	Visual inspection	-	Homoscedastic

Multiple linear regression analysis resulted in the equation: $Y = 0.847 + 0.458X_1 + 0.198X_2 + 0.312X_3$. The R square value of 0.724 indicates that 72.4% of the variation in student learning motivation can be explained by family environment variables, while 27.6% is explained by other factors outside the research model. The F value of 102.847 with significance $0.000 < 0.05$ indicates that the regression model fits and can be used for prediction.

Table 4. Multiple Linear Regression Analysis Results

Model	R	R Square	Adjusted R Square	Std. Error of Estimate	F	Sig.
1	0.851	0.724	0.717	0.303	102.847	0.000

Table 5. Regression Coefficients

Variables	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
(Constant)	0.847	0.234	-	3.621
Parental Support (X1)	0.458	0.051	0.458	8.965
Socioeconomic Conditions (X2)	0.198	0.053	0.198	3.742
Communication Patterns (X3)	0.312	0.051	0.312	6.128

The F test results showed that simultaneously, family environment significantly influences student learning motivation with an F value of $102.847 > F$ table 2.68 and significance $0.000 < 0.05$. This proves that the alternative hypothesis is accepted, meaning there is a significant influence between family environment and student learning motivation at SDN 1 Pinrang. The t-test showed that:

1. Parental support (X$_1$) significantly influences learning motivation with t value $8.965 > t$ table 1.980 and significance $0.000 < 0.05$
2. Family socioeconomic conditions (X$_2$) significantly influence with t value $3.742 > t$ table 1.980 and significance $0.000 < 0.05$
3. Family communication patterns (X$_3$) significantly influence with t value $6.128 > t$ table 1.980 and significance $0.000 < 0.05$

Discussion

Parental support proved to provide the largest contribution to student learning motivation with a beta coefficient of 0.458. This finding aligns with Self-Determination Theory, which emphasizes the importance of environmental support in fulfilling children's basic psychological needs. Parental support in the form of providing assistance with homework, providing learning facilities, and giving consistent moral encouragement can increase students' confidence and competence in learning.

This research supports the findings of Hill and Tyson (2019) who demonstrated that high-quality parental support has a positive correlation with students' intrinsic motivation. According to their longitudinal study involving 1,200 elementary students across diverse socioeconomic backgrounds, parental involvement in academic activities significantly predicted student engagement and achievement outcomes. Similarly, Wang and Sheikh-Khalil (2021) found that parental support acts as a mediator between family socioeconomic status and student academic motivation, suggesting that supportive parenting practices can buffer the negative effects of economic disadvantage.

The theoretical framework of Social Cognitive Theory by Bandura (2018) provides additional support for these findings. The theory posits that children's self-efficacy beliefs are largely shaped by vicarious experiences and verbal persuasion from significant others, particularly parents. When parents demonstrate confidence in their children's abilities and provide consistent encouragement, children internalize these positive expectations and develop stronger intrinsic motivation for learning.

Furthermore, research by Chen and Zhang (2020) in the Asian educational context revealed that parental academic support significantly predicted students' mastery goal orientation and deep learning strategies. Their cross-cultural study comparing students from China, Japan, and South Korea found that regardless of cultural differences, parental encouragement and involvement in learning activities consistently correlated with higher levels of academic motivation and better learning outcomes.

Influence of Family Socioeconomic Conditions on Learning Motivation

Although providing the smallest contribution with a beta coefficient of 0.198, family socioeconomic conditions still significantly influence student learning motivation. This finding confirms Bourdieu's social reproduction theory, which states that family economic capital can be transformed into cultural and symbolic capital supporting children's academic achievement.

The relationship between socioeconomic status and academic motivation has been extensively documented in international literature. Duncan and Murnane (2021) conducted a comprehensive meta-analysis of 89 studies and found that family income and parental education consistently predict children's academic motivation and achievement. Their findings suggest that socioeconomic advantages provide children with better access to educational resources, extracurricular activities, and enriching experiences that foster intrinsic motivation for learning.

Coleman's Social Capital Theory (2019) offers another theoretical lens for understanding this relationship. The theory suggests that families with higher socioeconomic status possess greater social capital, including networks, information, and resources that can be mobilized to support children's education. This social capital manifests in various forms, such as access to high-quality educational materials, tutoring services, and educational trips that enhance children's learning experiences and motivation.

Research by Reardon and Portilla (2022) using longitudinal data from the Early Childhood Longitudinal Study found that socioeconomic gaps in academic motivation emerge early and persist throughout elementary school. Their study revealed that children from higher socioeconomic backgrounds demonstrate greater academic curiosity, persistence, and goal-setting behaviors, partly due to the enriched learning environments their families can provide.

However, it is important to note that some studies have found that the relationship between socioeconomic status and motivation is not deterministic. García and Weiss (2020) demonstrated that high-quality family processes, such as supportive parenting and positive family communication, can mitigate the negative effects of economic disadvantage on children's academic motivation. This suggests that while socioeconomic resources matter, the quality of family interactions may be even more crucial for fostering learning motivation.

Family communication patterns provide a significant contribution with a beta coefficient of 0.312. Effective communication between parents and children creates harmonious and trusting relationships, making children feel comfortable sharing their learning experiences and seeking help when facing difficulties.

The importance of family communication in shaping academic motivation is well-established in developmental psychology literature. Steinberg's research on parenting styles (2020) demonstrated that authoritative parenting, characterized by high responsiveness and high demandingness, consistently predicts higher academic motivation compared to authoritarian, permissive, or neglectful parenting styles. The key component of authoritative parenting is open, bidirectional communication that respects children's autonomy while providing guidance and support.

Family Systems Theory by Minuchin and Fishman (2018) provides a theoretical framework for understanding how communication patterns influence child development. According to this theory, families operate as interconnected systems where communication patterns serve as the primary mechanism for transmitting values, expectations, and support. Healthy communication patterns characterized by clarity, emotional expression, and problem-solving orientation create an environment conducive to academic motivation and achievement.

Research by Pomerantz and Grolnick (2021) examined the specific mechanisms through which family communication influences academic motivation. Their study found that parents who engage in autonomy-supportive communication—characterized by acknowledging children's perspectives, providing rationales for requests, and encouraging independent thinking—foster higher levels of intrinsic motivation and self-regulated learning behaviors in their children.

Cross-cultural research has also supported the universal importance of positive family communication. Liu and Wang (2019) conducted a comparative study of family communication patterns and academic motivation across 15 countries and found that regardless of cultural context, families with open, supportive communication patterns consistently produced children with higher academic motivation and better school adjustment.

The Digital Age has introduced new dimensions to family communication patterns. Research by Anderson and Kumar (2022) explored how technology-mediated communication affects parent-child relationships and academic motivation. Their findings suggest that while digital communication can enhance parent-child connectivity, face-to-face communication remains crucial for developing deep emotional bonds and intrinsic motivation for learning.

The findings of this research provide empirical support for Bronfenbrenner's ecological development theory and Self-Determination Theory in the context of elementary education in Indonesia. The family environment as the microsystem closest to children proves to have a very strong influence on student learning motivation.

From a theoretical perspective, this study contributes to the growing body of literature on the ecological determinants of academic motivation. The findings align with international research demonstrating the primacy of family factors in shaping children's educational outcomes. The study also provides culturally specific insights into how family environment factors operate within the Indonesian educational context, which may differ from Western or other Asian contexts due to unique cultural values and practices.

Practically, the results of this research imply the need for more intensive collaboration between schools and families in supporting student learning motivation. Schools need to develop parenting education programs to improve the quality of parental support and family communication patterns. Additionally, programs are needed to assist families with lower socioeconomic conditions so that they do not become barriers to children's learning motivation.

The implications extend to educational policy as well. The findings suggest that educational interventions targeting only school-based factors may have limited effectiveness if family environment factors are not addressed. Comprehensive educational reform should include components that strengthen family capacity to support children's learning, such as parent education programs, family resource centers, and community-based support networks.

Conclusion

Based on the research results and discussion, it can be concluded that family environment has a significant influence on student learning motivation at SDN 1 Pinrang. Simultaneously, the three aspects of family environment—parental support, family socioeconomic conditions, and family communication patterns—can explain 72.4% of the variation in student learning motivation. Parental support provides the largest contribution, followed by family communication patterns and family socioeconomic conditions.

These findings confirm the importance of the family's role as the first and foremost

educational environment in shaping children's learning motivation. The quality of interaction between parents and children, support provided in the learning process, and effective communication within the family prove to be very important determinant factors for the development of elementary school students' learning motivation.

Research Limitations

This research has several limitations that need to be considered in generalizing results. First, the research was conducted only in one school with specific sociocultural characteristics, so results may not be generalizable to other schools with different contexts. Second, the use of self-report questionnaires allows for possible respondent bias in providing answers. Third, the cross-sectional design does not allow for analysis of changes in learning motivation over extended periods.

Recommendations for Future Research

Future research is recommended to use longitudinal design to analyze changes in student learning motivation over time. Additionally, research with larger samples involving several schools with diverse characteristics will provide a more comprehensive picture. The use of mixed-methods by adding in-depth interviews and observations can also provide deeper understanding of the dynamics of family environment influence on student learning motivation.

Acknowledgments

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