

Exploring the Relationship Between Family Engagement, Learning Culture, and Social Support on Learning Motivation in the Household Environment in Indonesia

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ABSTRAK

Motivasi belajar diakui sebagai faktor penting yang memengaruhi keterlibatan pendidikan, ketekunan, dan hasil belajar. Dalam konteks Indonesia, lingkungan rumah tangga memainkan peran yang semakin penting dalam membentuk motivasi belajar individu melalui interaksi keluarga, nilai-nilai pendidikan, dan hubungan sosial. Studi ini bertujuan untuk meneliti hubungan antara keterlibatan keluarga, budaya belajar, dan dukungan sosial terhadap motivasi belajar dalam lingkungan rumah tangga di Indonesia. Studi ini menggunakan pendekatan penelitian kuantitatif dengan desain survei cross-sectional. Data dikumpulkan dari 350 responden melalui kuesioner terstruktur yang diukur menggunakan skala Likert lima poin. Proses pengambilan sampel menggunakan purposive sampling untuk memilih responden yang secara aktif mengalami lingkungan belajar berbasis rumah tangga. Analisis data dilakukan menggunakan Statistical Package for the Social Sciences (SPSS) versi 25, termasuk statistik deskriptif, pengujian validitas dan reliabilitas, pengujian asumsi klasik, regresi linier berganda, uji-t, uji-F, dan analisis koefisien determinasi. Hasil penelitian menunjukkan bahwa semua instrumen pengukuran memenuhi persyaratan validitas dan reliabilitas. Hasil regresi menunjukkan bahwa keterlibatan keluarga, budaya belajar, dan dukungan sosial masing-masing memiliki hubungan positif dan signifikan dengan motivasi belajar. Secara bersamaan, ketiga variabel tersebut secara signifikan mempengaruhi motivasi belajar dengan daya penjas sebesar 52,7%. Di antara prediktor, budaya belajar muncul sebagai penentu terkuat motivasi belajar. Temuan ini menunjukkan bahwa menciptakan lingkungan pendidikan rumah tangga yang mendukung melalui partisipasi aktif keluarga, rutinitas belajar yang positif, dan dukungan sosial yang kuat dapat memperkuat motivasi belajar dan berkontribusi pada perkembangan pendidikan di Indonesia.

ABSTRACT

Learning motivation is recognized as a critical factor influencing educational engagement, persistence, and learning outcomes. In the Indonesian context, household environments play an increasingly important role in shaping individuals' motivation to learn through family interactions, educational values, and social relationships. This study aims to examine the relationship between family involvement, learning culture, and social support on learning motivation within the household environment in Indonesia. The study employed a quantitative research approach using a cross-sectional survey design.

Data were collected from 350 respondents through structured questionnaires measured using a five-point Likert scale. The sampling process applied purposive sampling to select respondents who actively experienced household-based learning environments. Data analysis was conducted using Statistical Package for the Social Sciences (SPSS) version 25, including descriptive statistics, validity and reliability testing, classical assumption testing, multiple linear regression, t-tests, F-tests, and coefficient of determination analysis. The findings indicate that all measurement instruments met validity and reliability requirements. The regression results reveal that family involvement, learning culture, and social support each have positive and significant relationships with learning motivation. Simultaneously, the three variables significantly influence learning motivation with an explanatory power of 52.7%. Among the predictors, learning culture emerged as the strongest determinant of learning motivation. These findings suggest that creating supportive household educational environments through active family participation, positive learning routines, and strong social support may strengthen learning motivation and contribute to educational development in Indonesia.

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1. INTRODUCTION

Learning motivation has long been viewed as a fundamental factor determining educational success, the sustainability of the learning process, and the overall development of an individual. From a modern educational perspective, motivation is understood not only as an internal drive that drives a person to learn, but also as the result of the interaction between personal and environmental factors that shape ongoing learning behavior (Pambudi et al., 2022; Purwanto, 2011). Individuals who have a high level of learning motivation tend to show better involvement in the learning process, have stronger academic resilience, are able to organize learning strategies independently, and achieve more optimal educational outcomes (Wahyu et al., 2023; Zajda, 2023). While educational discourse has often positioned formal institutions as the primary actors in shaping learning outcomes, the home environment also plays a significant role in shaping an individual's learning habits, values, and orientation. The home environment is even the first educational setting that introduces individuals to learning experiences before entering the formal education system (Fitriani, 2014).

In the Indonesian context, current educational challenges can no longer be understood solely through the dimensions of schools or curricula, but are increasingly influenced by family dynamics and the surrounding social environment. Rapid social change, the development of digital technology, household economic pressures, and the transformation of interaction patterns among family members have transformed the way individuals receive support in their learning process (Kartika et al., 2021). This condition causes the household to become a strategic arena in shaping

perceptions of education, patterns of managing learning activities, and individual resilience in achieving educational goals (Lalogiroth & Pangalila, 2024; Mauliddya & Rustam, 2019; Tyas, 2016). Therefore, strengthening factors originating from the household environment is becoming increasingly important in efforts to improve the quality of education and human resource development in Indonesia. Ultimately, educational success reflects not only the effectiveness of formal educational institutions but also the quality of the social ecosystem that supports the sustainability of the learning process.

One factor that has received considerable attention in educational studies is family engagement. This variable describes the extent to which family members actively participate in educational activities by providing guidance, monitoring learning progress, providing learning resources, and communicating educational expectations. Various studies have shown that family involvement contributes to increased self-confidence, commitment, and readiness for active participation in the learning process (Lalogiroth & Pangalila, 2024). Families who consistently support the educational process tend to create an environment that places value and importance on learning activities. In this environment, individuals gain a sense of emotional security and a stronger belief in their ability to achieve academic success (Mauliddya & Rustam, 2019; Pratiwi, 2018). Thus, Family Engagement can be positioned as an important determinant in the formation of Learning Motivation.

However, family involvement has not fully explained the varying levels of learning motivation among individuals. In recent years, academic attention has begun to grow on the concept of Learning Culture as a broader element in shaping educational behavior within the home environment. Learning Culture refers to a collection of values, routines, habits, norms, and attitudes that consistently foster learning and intellectual development in everyday life (Joy E. Dumagyo & P. Ponsades, 2024). Households with a strong learning culture generally encourage reading, discussion, curiosity, problem-solving skills, and active involvement in educational activities. Through this culture, the learning process is no longer perceived as a formal obligation but becomes a natural part of daily life. This situation has the potential to foster more stable learning motivation because individuals internalize learning as a necessity, not simply an external demand.

In addition to family engagement and learning culture, another factor receiving increasing attention in educational studies is social support. This concept encompasses emotional support, informational assistance, appreciation, psychological encouragement, and instrumental support received by individuals from family members and their surrounding social networks. Individuals who experience high levels of social support generally have lower levels of academic stress, greater self-confidence, and greater persistence in facing learning challenges (Martinot et al., 2022; Song et al., 2015). In the domestic context, social support can be demonstrated through encouragement, emotional support, provision of learning resources, recognition of learning efforts, and collaboration in resolving educational obstacles. The presence of social support not only plays a role in maintaining psychological well-being but also strengthens the sustainability of motivation throughout the learning process.

Although the importance of the home environment in education has been widely recognized, research simultaneously examining the relationship between family engagement, learning culture, and social support on learning motivation remains relatively limited, particularly in the Indonesian context. Most previous studies tend to examine parental support, school factors, or individual characteristics separately, thus failing to provide a comprehensive understanding of

how household dimensions shape learning motivation. Furthermore, many studies focus on academic achievement as the final outcome without considering motivation as the psychological mechanism underlying learning behavior. Based on these conditions, this study aims to analyze the relationship between family engagement, learning culture, and social support on learning motivation in the home environment in Indonesia. The research findings are expected to provide theoretical contributions to the development of family-based education literature and generate practical recommendations for the establishment of a more sustainable learning ecosystem.

2. LITERATURE REVIEW

2.1 *Learning Motivation*

Learning motivation is a key construct in educational psychology because it influences the intensity, direction, persistence, and quality of an individual's learning behavior. Motivation explains how someone initiates learning activities, sustains effort when faced with challenges, and continues to pursue long-term educational goals (Wahyu et al., 2023; Zajda, 2023). Conceptually, learning motivation is understood as a combination of internal psychological drives and external stimuli that encourage engagement in the learning process to achieve desired educational outcomes. Educational literature distinguishes motivation into two main dimensions: intrinsic, which arises from satisfaction and interest in learning, and extrinsic, which is influenced by external factors such as rewards, family expectations, and future opportunities (Al Harbi et al., 2019; Wang, 2023). In the context of the home environment, both forms of motivation develop through the interaction of individual needs and environmental conditions, including learning habits, emotional support, educational values, and family interaction patterns. Therefore, learning motivation is an important aspect in understanding learning success, which is generally reflected through enthusiasm for learning, persistence in completing tasks, consistency in learning routines, and confidence in achieving educational goals.

2.2 *Family Involvement*

Family involvement refers to the active participation and contribution of family members in supporting the educational process and individual learning activities. In the educational literature, family involvement is consistently recognized as one of the most influential environmental factors on educational achievement, learning engagement, and motivational development (Dinda Amalia Shaleha et al., 2023; Periera et al., 2017). Family involvement is not limited to academic supervision, but also includes emotional support, communication regarding educational expectations, provision of learning resources, monitoring educational progress, participation in educational decision-making, and encouragement of lifelong learning attitudes. Theoretically, this concept is largely explained through ecological and social learning perspectives, which emphasize that educational outcomes are formed through interactions between individuals and the family environment as the primary system for shaping behavior (Monita & Fadhillah, 2021; Srimulyani, 2020). Through daily observations and interactions, parents or caregivers act as role models who shape individuals' perceptions of the importance of education and encourage the internalization of positive learning behaviors. Various empirical studies also show that

higher levels of family involvement contribute to increased educational engagement, academic self-confidence, a reduced tendency to drop out of school, and strengthened learning motivation. In the household context, family involvement can be realized through active participation in learning activities, communication regarding educational development, monitoring learning behavior, providing emotional support during the learning process, and providing adequate educational facilities and support.

2.3 Learning Culture

Learning Culture refers to shared values, habits, routines, and practices within the home environment that foster ongoing learning and intellectual development. Unlike Family Involvement, which emphasizes the direct participation of family members in educational activities, Learning Culture focuses more on creating long-term environmental conditions that normalize and sustain learning activities as part of everyday life (Siagian, 2017). A learning culture develops through repeated interactions and educational practices embedded in household routines. Families with a strong learning culture tend to foster curiosity, reading habits, discussions, knowledge sharing, reflection, and openness to new experiences. Theoretically, this concept is rooted in organizational and educational learning theory, which emphasizes that continuous learning processes are formed through a supportive social environment (Arechavala-Vargas et al., 2007; Joy E. Dumagyo & P. Ponsades, 2024). In the context of the home, a Learning Culture creates various educational benefits, such as increased intrinsic motivation because learning is seen as a means of self-development, the formation of independent learning behaviors, and the creation of a sense of emotional safety to explore knowledge without fear of failure. Various studies also show that households with traditions of reading, educational discussions, intellectual curiosity, and routines that support learning tend to produce higher levels of motivation and educational sustainability (Adams et al., 2021; Gutman et al., 2019). Therefore, the Learning Culture indicators in this study include the frequency of educational discussions at home, reading and knowledge acquisition habits, support for intellectual exploration, household routines that support the learning process, and positive attitudes toward education and self-development.

2.4 Social Support

Social support refers to the emotional, informational, instrumental, and appreciative support an individual receives from their social relationships. In an educational context, social support serves as a crucial resource that helps individuals maintain motivation, face challenges, and maintain engagement in the learning process. This support can take the form of empathy and emotional encouragement, educational advice and guidance, tangible assistance such as learning facilities, and appreciation for educational efforts (Kirana, 2022; Lalogiroth & Pangalila, 2024). The home environment is one of the most intimate and influential sources of social support because it can build self-confidence, reduce learning stress, and strengthen an individual's commitment to educational goals. Various studies have shown that social support positively contributes to increased motivation, strengthened self-efficacy, decreased anxiety, and increased learning satisfaction (Mauliddya & Rustam, 2019). Therefore, the Social Support indicators in this study include emotional encouragement, availability of educational

advice, practical assistance in learning, appreciation for educational efforts, and access to supportive relationships.

2.5 *The Relationship between Family Involvement and Learning Motivation*

Family Involvement contributes to Learning Motivation by establishing educational expectations, providing a sense of emotional security, and creating a structured learning environment within the household (Dinda Amalia Shaleha et al., 2023; Periera et al., 2017). Active family involvement leads individuals to view education as valuable and supportive, thus encouraging more consistent and sustainable learning efforts. Through attention, support, and involvement in educational activities, individuals tend to have higher self-confidence, a stronger desire to achieve learning goals, and a greater commitment to educational attainment (Monita & Fadhillah, 2021; Srimulyani, 2020). Therefore, Family Involvement is estimated to have a positive relationship with Learning Motivation.

H1: Family Involvement has a positive and significant relationship with Learning Motivation in the household environment.

2.6 *Relationship between Learning Culture and Learning Motivation*

Learning culture influences learning motivation by shaping how individuals view educational activities and internalize learning values in their daily lives. Households that cultivate reading habits, discussions, and encourage continuous self-development tend to create more meaningful and enjoyable learning environments (Purwanto, 2011; Rizki, 2019). A positive learning culture also strengthens intrinsic motivation, increases persistence in the educational process, and encourages independent and sustainable learning behaviors. Individuals accustomed to a supportive educational routine generally exhibit greater enthusiasm for learning and commitment to achieving educational goals (Nugrahanti et al., 2022; Rizkiana, 2014). Therefore, Learning Culture is estimated to have a positive influence on Learning Motivation.

H2: Learning Culture has a positive and significant relationship with Learning Motivation in the household environment.

2.7 *Relationship between Social Support and Learning Motivation*

Social support strengthens learning motivation by reducing emotional stress and increasing self-confidence during the learning process. A supportive environment helps individuals maintain persistence, overcome learning obstacles, and maintain engagement in educational activities (Purwanto, 2011; Syukri, nd). In the context of the household, support in the form of emotional attention and educational assistance creates conditions that encourage the continuation of the learning process and the formation of positive attitudes towards education (Nugrahanti et al., 2022; Rizkiana, 2014). Therefore, Social Support is estimated to have a positive influence on Learning Motivation.

H3: Social Support has a positive and significant relationship with Learning Motivation in the household environment.

3. RESEARCH METHODS

This study uses a quantitative approach with a cross-sectional survey design and explanatory research type to analyze the relationship between Family Involvement, Learning

Culture, and Social Support on Learning Motivation in the household environment in Indonesia. The quantitative approach was chosen because it allows for objective measurement of relationships between variables through statistical analysis and produces findings that can be generalized to a wider population. The explanatory design was used because the study not only aims to describe the conditions of respondents, but also explains the empirical relationship between independent and dependent variables based on the data obtained. Data collection was carried out over a period of time using a structured questionnaire instrument which was then analyzed using the Statistical Package for the Social Sciences (SPSS) version 25.

The study population consisted of individuals in Indonesia engaged in learning activities within their households. Because the population size could not be precisely identified and household learning conditions varied across regions, the population was treated as an unknown population. This study involved 350 respondents drawn from various regions in Indonesia. The sample size was determined based on recommendations for multivariate statistical analysis, which suggests a sample size of 200–400 to obtain stable parameter estimates and adequate analytical power. The sampling technique used non-probability sampling with a purposive sampling method, where respondents were selected based on certain criteria: domiciled in Indonesia, actively participating in learning activities within their households, having received educational support from their family or social environment, and being willing to participate voluntarily in the study.

Primary data were obtained through an online questionnaire using a five-point Likert scale, with a score of 1 indicating strongly disagree, a score of 2 disagree, a score of 3 neutral, a score of 4 agree, and a score of 5 strongly agree. The research instrument consisted of four variables: Family Involvement, Learning Culture, Social Support, and Learning Motivation, each operationalized into five indicators with a total of 40 statements. Prior to hypothesis testing, data were analyzed through descriptive statistics, validity testing using Pearson Product Moment, reliability testing using Cronbach's Alpha, and classical assumption testing including normality, multicollinearity, and heteroscedasticity tests. Hypothesis testing was conducted using multiple linear regression analysis, accompanied by t-tests, F-tests, and coefficients of determination (R^2) to measure partial and simultaneous effects, as well as the model's ability to explain variations in Learning Motivation.

4. RESULTS AND DISCUSSION

4.1 Respondent Profile

This study involved 350 respondents from various households in Indonesia. Data were collected through an online questionnaire and measured using a five-point Likert scale. Respondents were individuals who actively participated in learning activities supported by their household environment.

Table 1. Respondent Characteristics

Characteristics	Category	Frequency	Percentage (%)
Gender	Man	148	42.3
	Woman	202	57.7
Age	15–20 years	72	20.6
	21–25 years	146	41.7
	26–30 years	81	23.1
	>30 years	51	14.6
Education	SENIOR HIGH SCHOOL	93	26.6

	Diploma	41	11.7
	Bachelor	176	50.3
	Postgraduate	40	11.4
Duration of Study at Home	<2 hours/day	79	22.6
	2-4 hours/day	158	45.1
	>4 hours/day	113	32.3

Based on Table 1, the characteristics of the respondents show that the majority of respondents were female, 202 people (57.7%), while male respondents numbered 148 people (42.3%). Based on age groups, respondents were dominated by the 21–25 year old group, 146 people (41.7%), followed by 26–30 year olds, 81 people (23.1%), 15–20 year olds, 72 people (20.6%), and over 30 years old, 51 people (14.6%). In terms of education level, the majority of respondents had a bachelor's degree (176 people (50.3%), followed by high school (93 people (26.6%), diploma (41 people (11.7%), and postgraduate (40 people (11.4%). Meanwhile, based on the duration of learning in the household environment, the majority of respondents spent 2–4 hours per day on learning activities, as many as 158 people (45.1%), followed by more than 4 hours per day as many as 113 people (32.3%), and less than 2 hours per day as many as 79 people (22.6%). This finding indicates that the profile of respondents in the study is dominated by productive-age individuals with a bachelor's degree and a relatively moderate to high intensity of household learning activities.

4.2 Descriptive Statistics

Descriptive analysis was conducted to identify respondents' perceptions of each research variable.

Table 2. Descriptive Statistics

Variable	Min	Max	Mean	Std. Dev
Family Involvement (X1)	2.10	5.00	4,061	0.564
Learning Culture (X2)	2.30	5.00	4.148	0.537
Social Support (X3)	2.00	5.00	4,187	0.521
Learning Motivation (Y)	2.40	5.00	4,226	0.503

Based on Table 2, the descriptive statistics results show that all research variables have relatively high average values with a scale range approaching the maximum value, which indicates that respondents' perceptions tend to be positive towards each measured construct. The Learning Motivation (Y) variable has the highest average value of 4.226 with a standard deviation of 0.503, which indicates that respondents generally have a high level of learning motivation and a relatively homogeneous distribution of answers. Furthermore, the Social Support (X3) variable obtained an average value of 4.187 with a standard deviation of 0.521, followed by Learning Culture (X2) with an average of 4.148 and a standard deviation of 0.537, and Family Involvement (X1) with an average of 4.061 and a standard deviation of 0.564. The minimum value for all variables is in the range of 2.00–2.40, while the maximum value reaches 5.00, which indicates that there is variation in respondents' perceptions even though the majority tend to give a high rating. In addition, standard deviation values that are all below 1 indicate that the data distribution is quite concentrated around the mean value and does not show extreme dispersion.

4.3 Instrument Testing

4.3.1 Validity Test

Validity testing was carried out using Pearson correlation.

Table 3 Validity Test

Variable	Number of Items	r-count Range	r-table	Result
Family Involvement	10	0.592–0.804	0.105	Valid
Learning Culture	10	0.601–0.832	0.105	Valid
Social Support	10	0.578–0.846	0.105	Valid
Learning Motivation	10	0.612–0.851	0.105	Valid

Based on Table 4.3 Validity Test, all research instruments are declared valid because the r-count value for each statement item is greater than the r-table value of 0.105. The Family Involvement variable has an r-count value range of 0.592–0.804, the Learning Culture variable is 0.601–0.832, the Social Support variable is 0.578–0.846, and the Learning Motivation variable is 0.612–0.851. These results indicate that all items in each variable are able to measure the intended construct accurately and have an adequate level of correlation with the variables they represent. Thus, all questionnaire items are suitable for use in the next stage of analysis because they have met the validity criteria and are able to represent the research concept well.

4.3.2 Reliability Test

Table 4. Reliability Test

Variable	Cronbach Alpha	Interpretation
Family Involvement	0.883	Good
Learning Culture	0.894	Good
Social Support	0.902	Excellent
Learning Motivation	0.911	Excellent

Based on Table 4 of the Reliability Test, all research variables demonstrated an excellent level of reliability, possessing a Cronbach's Alpha value above the minimum threshold of 0.70. The instrument is therefore considered consistent and reliable in measuring the research constructs. The Family Involvement variable obtained a Cronbach's Alpha value of 0.883, categorized as Good, while the Learning Culture variable obtained a value of 0.894, also categorized as Good. Meanwhile, the Social Support and Learning Motivation variables demonstrated a higher level of reliability, with values of 0.902 and 0.911, respectively, categorized as Excellent. These results indicate that all statement items in each variable have a high level of internal consistency and are capable of producing stable measurements, making the research instrument suitable for use in subsequent data analysis and hypothesis testing stages.

4.4 Testing Classical Assumptions

4.4.1 Normality Test

Table 5. Kolmogorov–Smirnov test

Statistics	Value
N	350
KS Statistics	0.067

Sig.	0.200
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Based on Table 5 of the Kolmogorov–Smirnov Test, the results of the normality test indicate that the research data meets the assumption of a normal distribution. This is indicated by the Kolmogorov–Smirnov Statistic value of 0.067 with a significance value (Sig.) of 0.200, which is greater than the specified significance level (0.05). With a sample size of 350 respondents, these results indicate that the residual distribution in the research model does not differ significantly from the normal distribution. Therefore, the research data is declared to meet the assumption of normality and is suitable for proceeding to the next stage of analysis, including linear regression testing and hypothesis testing.

4.4.2 Multicollinearity Test

Table 6. Multicollinearity Test

Variable	Tolerance	VIF
Family Involvement	0.561	1,783
Learning Culture	0.503	1,988
Social Support	0.618	1,618

Based on Table 6 of the Multicollinearity Test, the test results indicate that all independent variables in the study do not experience multicollinearity problems and are therefore suitable for use in the regression model. This is indicated by the Tolerance values for the Family Involvement (0.561), Learning Culture (0.503), and Social Support (0.618) variables, all of which are greater than the minimum limit of 0.10. In addition, the Variance Inflation Factor (VIF) values for each variable are 1.783, 1.988, and 1.618, all of which are below the maximum limit of 10.00. These results indicate that there is no high correlation between the independent variables, so that each variable is able to explain its effect on the dependent variable independently without causing distortion in the regression model estimation. Thus, the multicollinearity assumption in this study is declared to have been met.

4.4.3 Heteroscedasticity Test

Table 7. Glejser Test

Variable	Sig.
Family Involvement	0.381
Learning Culture	0.514
Social Support	0.472

Based on Table 7 of the Glejser Test, the results of the heteroscedasticity test indicate that the regression model in this study does not experience symptoms of heteroscedasticity. This is indicated by the significance values (Sig.) for all independent variables that are above the 0.05 level, namely Family Involvement at 0.381, Learning Culture at 0.514, and Social Support at 0.472. These results indicate that the residual variance in the model is constant and is not affected by changes in the values of the independent variables.

4.5 Multiple Linear Regression Analysis

Regression analysis was conducted to evaluate the influence of family involvement, learning culture, and social support on learning motivation.

Table 8. Regression Results

Variable	B	Std. Error	Beta	t-value	Sig.
Constant	0.742	0.211	—	3,517	0.001
Family Involvement (X1)	0.241	0.047	0.251	5.128	0.000
Learning Culture (X2)	0.329	0.052	0.341	6,327	0.000
Social Support (X3)	0.301	0.048	0.314	6,010	0.000

Based on the results of multiple linear regression analysis, the equation obtained is Learning Motivation = 0.742 + 0.241 Family Involvement + 0.329 Learning Culture + 0.301 Social Support, which shows that all independent variables have a positive effect on Learning Motivation. The Learning Culture variable has the greatest influence ($\beta = 0.329$), followed by Social Support ($\beta = 0.301$) and Family Involvement ($\beta = 0.241$). The results of the t-test show that all hypotheses are accepted with a significance value of 0.000 (<0.05), namely H1 ($t = 5.128$), H2 ($t = 6.327$), and H3 ($t = 6.010$). These findings indicate that Family Involvement, Learning Culture, and Social Support partially have a positive and significant influence on Learning Motivation in the household environment.

4.5.1 Simultaneous Test (F Test)

Table 9. ANOVA Results

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	92,341	3	30,780	128,632	0.000
Residual	82,816	346	0.239		
Total	175,157	349			

Based on Table 9 ANOVA results, the F value obtained was 128.632 with a significance level of 0.000 (<0.05), which indicates that the regression model is simultaneously significant in explaining Learning Motivation. These results indicate that Family Involvement, Learning Culture, and Social Support together have a significant influence on Learning Motivation in the household environment, so that the research model is declared feasible and can be used to explain the relationship between the variables studied.

4.5.2 Coefficient of Determination

Based on the Model Summary results, an R value of 0.726 was obtained, indicating that the relationship between Family Involvement, Learning Culture, and Social Support with Learning Motivation is in the strong category. The R Square value of 0.527 and Adjusted R² of 0.523 indicate that the research model is able to explain 52.7% of the variation in Learning Motivation, while the remaining 47.3% is influenced by other variables outside the research model. In addition, the Std. Error value of 0.489 indicates a relatively low level of model prediction error, so the model has a fairly good ability to explain changes in Learning Motivation in the household environment.

Discussion

Research findings show that family involvement has a positive and significant effect on learning motivation. These results indicate that active family involvement in the educational process can increase an individual's willingness to engage in learning activities. Families that provide guidance, monitor learning activities, and create supportive interactions can create an environment that encourages persistence, enthusiasm, and self-confidence in learning. Thus, family involvement not only acts as a form of mentoring but also as a source of emotional and academic reinforcement that helps individuals maintain their learning motivation (Dinda Amalia Shaleha et al., 2023; Periera et al., 2017).

The research also shows that Learning Culture has the strongest influence on Learning Motivation compared to other variables. This suggests that households with learning habits, educational discussions, reading activities, and self-development routines tend to create conditions more conducive to the formation of learning motivation. Learning Culture works through the process of internalization of values, where learning activities are no longer seen as an obligation, but become part of daily life habits and values. This condition strengthens intrinsic motivation, learning independence, and individual consistency in participating in the educational process (Palei, 2024; Penales, n.d.).

Furthermore, social support has been shown to have a positive and significant relationship with learning motivation. Social support in the form of emotional attention, practical assistance, advice, and appreciation for learning efforts can increase self-confidence and reduce stress during the educational process. Individuals who feel supported by their family and social environment tend to be more resilient when facing learning obstacles. These findings confirm that learning motivation is shaped not only by an individual's internal factors but also by the quality of the social relationships that surround them (Chellapan & van der Meer, 2016; Nugraheni et al., 2022).

Simultaneously, Family Involvement, Learning Culture, and Social Support were proven to have a significant influence on Learning Motivation. These results indicate that learning motivation in the household environment is formed through a combination of direct family involvement, a learning culture embedded in daily life, and ongoing social support. Among these three variables, Learning Culture was the most dominant predictor, followed by Social Support and Family Involvement. This means that successfully building learning motivation is not sufficient through family support alone, but also requires the formation of habits, values, and social relationships that support the learning process.

The Adjusted R² value of 0.523 indicates that 52.3% of the variation in Learning Motivation can be explained by Family Involvement, Learning Culture, and Social Support, while the remainder is influenced by other factors outside the research model, such as self-efficacy, the use of educational technology, socioeconomic conditions, personality characteristics, and support from educational institutions. Overall, these findings confirm that strengthening the educational ecosystem at the household level is an important strategy in increasing learning motivation in Indonesia. Households that are able to consistently build family involvement, a learning culture, and social support have the potential to create a more sustainable and meaningful learning environment.

5. CONCLUSION

This study analyzed the relationship between Family Involvement, Learning Culture, and Social Support on Learning Motivation in household environments in Indonesia, involving 350

respondents using a quantitative approach. The results showed that all variables had a positive and significant effect on Learning Motivation, both partially and simultaneously. Family Involvement increases motivation through mentoring, communication, and family support in the learning process. Learning Culture was the most dominant variable, indicating that study habits, reading culture, and educational routines can strengthen intrinsic motivation and learning engagement. Meanwhile, Social Support contributed through emotional support and assistance that increased self-confidence and learning persistence. Simultaneously, the three variables explained 52.7% of the variation in Learning Motivation, while the remainder was influenced by other factors outside the research model. These findings confirm that strengthening the educational ecosystem at the household level is an important strategy to increase learning motivation in Indonesia and can serve as a basis for further research by adding variables or broader contexts.

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