



## The Influence of Family Environment on Students' Learning Motivation in the Economic Education Study Program

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**Abstract:** This research aims to analyse the influence of the family environment on the learning motivation of students in the Economic Education Study Programme, State University of Surabaya Class of 2022. This research is a quantitative descriptive study in which data is collected through questionnaires using Google Forms with a Likert scale as the data collection method. The sample consisted of 50 Economic Education students at Surabaya State University, Class of 2022. Technical data analysis used the SPSS version 20 application. The results of this research showed that the family environment variable had a positive effect of 65% on the learning motivation of students in the Economic Education study programme at Surabaya State University, Class of 2022. It is hoped that this research will provide significant benefits as a reference and valuable source of information, especially for parents or parties involved in the world of education. The implications of this research can be used to improve the quality of education and provide guidance to related parties in increasing student learning motivation.

**Keywords:** Family Environment, Learning Motivation, Economic Education

*Abstract: This study aims to analyse the effect of the family environment on the learning motivation of students in the Economic Education study programme at the State University of Surabaya, Class of 2022. This study is a descriptive quantitative study in which data was collected through a questionnaire using Google Forms with a Likert scale as the data collection method. The sample consisted of 50 students from the 2022 batch of the Economics Education Study Programme at Surabaya State University. Data analysis was performed using SPSS version 20. The results of this study indicate that the family environment variable has a positive influence of 65% on the learning motivation of students in the Economics Education Study Programme at Surabaya State University, 2022 batch. The results of this study are expected to provide significant benefits as a reference and valuable source of information, especially for parents or parties involved in education. The implications of this study can be used to improve the quality of education and provide guidance to relevant parties in increasing student learning motivation.*

*Keywords: Family environment; learning motivation.*

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## Introduction

A country's progress will be determined by the quality of education in that country. Complex life demands competitive human resources, so various efforts must be made to produce a new generation that is intelligent and accountable in the future (Hermanto, 2020). Education plays an important role in developing the knowledge and skills of human resources (Charismana et al., 2022). Education is also a shared responsibility, not only of educators but also of the family environment (Muhasiye, n.d.). However, not all students can obtain a proper education. Guo et al. (2023) revealed that students generally lack learning motivation and there is an urgent need to improve the quality of teaching. A lack of motivation to learn has a negative impact on learning outcomes, even though motivation is an important element for the success of the teaching and learning process (Gopalan et al., 2017). Motivation makes students more interested in academic topics and encourages them to participate actively in learning (Alsadoon et al., 2022).

Learning motivation can be influenced by internal and external factors. Internal factors originate from within the individual, while external factors come from outside, such as friends and family. The family environment is the primary means of education because from birth to adulthood, children are always interacting with their families (Umi Saputri, n.d.). Ki Hajar Dewantara (in Tirtarahardja & La Sulo, 2005) emphasises that the family is the best place for individual and social education. Good family support will foster students' enthusiasm for learning. Slameto (2010) mentions several family factors that influence the learning process, such as parenting patterns, relationships between family members, parental understanding, home conditions, economic situations, and cultural backgrounds. According to Bourdieu's theory of cultural reproduction (1986), parents with higher socioeconomic status tend to have more cultural capital, thus having a greater opportunity to help their children achieve academic success (Ding & Wu, 2023). Affective factors such as attitude, motivation, and emotions are also related to parental socialisation patterns (Cheung & Kwan, 2021).

Several previous studies have highlighted the relationship between environmental factors and learning motivation. For example, a study by Seli Rahmawati et al. examined *the influence of the social environment on the learning motivation of Year 10 students in Civic Education at SMAN 1 Kuantan Hilir Seberang*. This study is similar to Seli Rahmawati's study in that it uses variable Y (learning motivation) and a quantitative approach. The difference is that Seli Rahmawati's research uses a broad social environment variable, while this research focuses on the family environment. The research subjects are also different, namely high

school students in previous research, while this research highlights students of the Economics Education Study Programme at Surabaya State University class of 2022. *The research gap* that emerged was the limited number of studies that specifically highlighted the influence of the family environment on the learning motivation of university students. Most previous studies focused on secondary school students, even though the context of university students is different because they are in the early stages of adulthood, have more complex academic demands, and a higher level of learning independence. The family environment continues to play an important role, for example through emotional support, learning facilities, and economic conditions, which can affect their learning motivation. Therefore, it is important to conduct this study to see the extent to which family factors influence student learning motivation (Aulianti, 2023).

Based on this description, this study is entitled "The Influence of Family Environment on the Learning Motivation of Economics Students at Surabaya State University, Class of 2022." This study aims to analyse the influence of the family environment on student learning motivation and to identify the dominant factors in the family environment that influence learning motivation. Theoretically, this study is expected to enrich the literature on external factors that influence learning motivation, particularly in the context of university students. Practically, this study provides an overview for parents, lecturers, and the university regarding the importance of the family's role in shaping students' learning motivation, so that more appropriate strategies can be formulated to support their academic success.

## **Method**

This study used a quantitative descriptive research design. This design was chosen based on the research objective to describe and analyse the extent to which the family environment influences student learning motivation using numerically processed statistical data. This study was classified as *field* research because the researcher directly collected primary data from respondents. This study involved two variables, namely the independent variable (X) in the form of the family environment and the dependent variable (Y) in the form of student learning motivation. The research population consisted of all 100 students enrolled in the 2022 batch of the Economics Education Study Programme at Surabaya State University.

The sampling technique used accidental sampling, which is a technique of determining samples based on chance, namely respondents who are encountered and meet the research criteria can be used as samples. This technique was chosen because it made it easier for the researcher to obtain respondents directly in the

field according to the specified criteria. The sample size was determined using the Slovin formula with an error rate (e) of 10%.

The population of this study consisted of 100 students majoring in Economics Education at Surabaya State University, class of 2022. The sampling technique used in this study was *accidental sampling*. *Accidental sampling* is a technique of sampling by chance, where anyone who encounters or receives information about a study can be used as a sample if the person encountered matches the source of information. The formula used to determine the sample size is the *Slovin* formula:

$$n = \frac{N}{(1 + Ne^2)}$$

Where:

*n* : Sample size *N* : Population size

*e*: Error level (10% error rate)

Therefore, the calculation is:

$$n = \frac{100}{(1 + 100 \times 0,1^2)} \quad n = \frac{100}{(1 + 100 \times 0,01)}$$

$$n = \frac{100}{2}$$

*n* = 50 students.

From these results, a sample of 50 respondents was obtained, consisting of Economics Education students from Surabaya State University, class of 2022. The criteria for sampling are as follows:

1. Students of Surabaya State University.
2. Students of the Economics Education Study Programme, Class of 2022.

Data collection was conducted using a questionnaire administered electronically to respondents via Google Forms. This research instrument employed a Likert scale.

Table 1

*Likert Scale*

Assessment	Score
Strongly Agree (SA)	5
Agree (A)	4
Disagree (D)	3
Disagree (D)	2
Strongly Disagree (SD)	1

The data analysis method used was with the help of the SPSS (*Statistical Product and Service Solutions*) version 23 application as a calculation tool. The data analysis used was data instrument testing (validity testing, reliability testing), classical assumption testing (normality testing, multicollinearity, autocorrelation, heteroscedasticity), t-test and R Square test.

## Results And Discussion

### Results

#### Validity and Reliability Tests

The validity test was conducted to determine the degree of validity of the research instrument used, namely a questionnaire consisting of questions on the research variable indicators. The variable indicators used were family environment and learning motivation. The learning motivation indicators used were in accordance with Abraham Maslow's theory.

The following are the validity test results

Table 2

#### *Validity Test Results*

Indicator	Sig	Sig	Note
X.1	0.000	If Sig < (0.05), it means that the item is valid.	Valid
X.2	0.000		Valid
X.3	0.000		Valid
X.4	0.000		Valid
X.5	0.002		Valid
X.6	0.000		Valid
X.7	0.000		Valid
X.8	0.000		Valid
X.9	0.000		Valid
X.10	0.000		Valid
X.11	0.000		Valid
X.12	0.000		Valid
Y.1	0.000		Valid
Y.2	0.000		Valid
Y.3	0.000		Valid
Y.4	0.003		Valid
Y.5	0.000		Valid
Y.6	0.000		Valid
Y.7	0.000		Valid
Y.8	0.007		Valid
Y.9	0.000		Valid
Y.10	0.000		Valid

Source: Processed Data, SPSS 23, 2023.

Based on the validity test results in Table 2, it can be concluded that all data values are below 0.05, meaning that all data is valid. Valid data will proceed to the reliability test. The reliability test is conducted to assess the consistency of the questionnaire that has been developed. The results of the reliability test can be seen in the following table:

Table 3  
*Reliability Test*

Cronbach's Alpha	Item
0.857	Reliable

Source: Processed data, SPSS 23, 2023.

Based on the reliability test results in Table 3 above, a *Cronbach Alpha* value of 0.857 > 0.60 was obtained. It can be concluded that the research data is reliable.

### Classical Assumption Test

#### Normality Test

Table 4  
*Normality Test*

		Unstandardised Residual
N		50
Mean		0E-7
Standard Deviation		1.54654782
Most Extreme Differences	Absolute	.131
	Positive	.065
	Negative	-.131
Kolmogorov-Smirnov Z		.923
Asymptotic Significance (two-tailed)		.362

Source: Data processed using SPSS 23, 2023.

Based on the results of the normality test above, a significant result of 0.362 > 0.05 was obtained. It can be concluded that the research data is normally distributed.

#### Multicollinearity Test

Table 5  
*Multicollinearity Test*

Unstandardised Coefficients	Standardised Coefficients	t	Sig.	Collinearity Statistics
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B	Standard Error	Beta	Tolerance	VIF
20.703	1.952	10,604	.000	
.355	.037	.812	9,638	.000
			1,000	1,000

Source: Data processed using SPSS 23, 2023.

Based on the results of the multicollinearity test in Table 5, the Tolerance value is 1.00 > 0.100. Then, the VIF value of all variables shows a value of 1.00 < 10.00. Therefore, it can be concluded that there is no multicollinearity in the research data.

### Autocorrelation Test

Table 6  
*Autocorrelation Test*

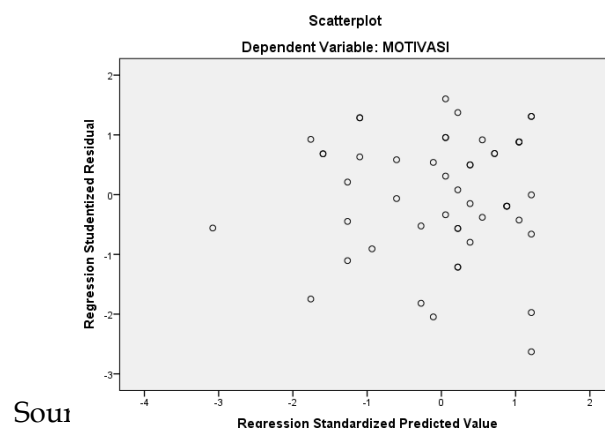
Model	R	R Square	Adjusted R-Square	Standard Error of the Estimate	Durbin-Watson
1	.812 <sup>a</sup>	.659	.652	1.56257	1.403

Source: Data processed using SPSS 23, 2023.

Based on the test results in Table 6 above, the *Durbin Watson* (DW) value is 1.403, meaning that the DW value is between 1 and 3. It can be concluded that there is no autocorrelation in the research data.

### Heteroscedasticity Test

Table 7  
*Heteroscedasticity Test*



Based on the results of Table 7 above, we can see that there is no heteroscedasticity in the research data. This statement is based on the absence of a pattern that converges at a single point in the heteroscedasticity test results above.

## Regression Analysis

### t-test

Table 8  
*t-test*

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.703	1.952		10,604	.000
	LING.	.355	.037	.812	9,638	.000
	KLG					

Based on the t-test results above, we can see that the t-value of the family environment variable is 9.638, and the t-table value is 1.67591 with a positive direction. The significance value of the family environment variable is 0.000. It can be concluded that the family environment variable has a positive and significant effect on the learning motivation of economics students at Surabaya State University in the 2022 cohort.

### Determination Coefficient Test

Table 9  
*R-Square Test (R<sup>2</sup>)*

Model	R	R Square	Adjusted R-Square	Standard Error of the Estimate
1	.812 <sup>a</sup>	.659	.652	1.56257

Based on the results of Table 9 above, we can see that the R<sup>2</sup> value is 0.659 or 66%. It can be concluded that the family environment variable can influence the dependent variable, namely learning motivation, by 66%, while the remaining 34% is influenced by other variables outside the scope of this study.

### Discussion

The results of the study indicate that the family environment has a positive and significant influence on the learning motivation of Economics Education students at Surabaya State University in the 2022 cohort, with a contribution of 66%. This finding confirms that family support—whether in the form of attention,



communication, or learning facilities—is an important factor that encourages students to study more diligently.

The high contribution of the family environment can be explained through the learning motivation theory, which states that external factors such as emotional and social support from parents can increase students' self-confidence in facing academic demands. Students who feel cared for and facilitated by their families will have a stronger intrinsic motivation to study. Conversely, students who receive less support from their families tend to experience a decline in their enthusiasm for learning, as stated by Dwiandini et al. (2023) that a lack of family encouragement can lead to laziness and low learning achievement.

The results of this study are in line with Putri et al. (2018), who found that family environment conditions have a significant relationship with the motivation and learning outcomes of secondary school students. Similarly, research by Guo et al. (2023) on nursing students in China confirmed that parenting styles influence learning motivation through the mediation of self-efficacy. This shows that family support is cross-cutting across educational levels, both for secondary school students and university students, although the form of support required differs according to the level of learning independence.

A comparison with previous studies also confirms the novelty of this study. Research by Seli Rahmawati et al. highlights the broad influence of the social environment on high school students' learning motivation. In contrast, this study focuses on the family environment of university students. Thus, this study shows that even though university students have entered early adulthood with a higher level of autonomy, the role of the family remains crucial in shaping their academic motivation. This opens up a new perspective that the transition from student to university student does not reduce the influence of the family, but rather changes the form and quality of support needed.

From a theoretical perspective, these findings reinforce Bourdieu's (1986) theory of cultural capital, which states that the socio-economic status and cultural capital of the family play a role in the educational success of children. Support in the form of learning facilities, access to educational resources, and parents' knowledge of the importance of education are cultural assets that foster student learning motivation. In practical terms, the results of this study imply that parents of university students still need to be actively involved in providing emotional and material support, even though their children are already in higher education. In addition, universities can also design socialisation programmes for parents to raise awareness of the role of the family in supporting students' academic motivation.

Thus, this study not only confirms the significant influence of the family environment on student learning motivation but also contributes to strengthening the theory of learning motivation based on external factors and provides practical recommendations for enhancing family support in the context of higher education.

## **Conclusion**

Based on the results of the research and testing of hypotheses regarding the influence of the family environment on the learning motivation of Economics students at Surabaya State University in the 2022 cohort, it can be concluded that, in general, the family environment of students is in the moderate category. This shows that most of the students' families have fulfilled the basic aspects of educating children, providing good relationships between family members, and adequate support. The results of the coefficient of determination ( $R^2$ ) test of 0.659 or 66% indicate that the family environment variable has a significant influence on student learning motivation, while the remaining 34% is influenced by other factors outside this study. Furthermore, the t-test results prove that there is a positive and significant relationship between family environment conditions and student learning motivation. This means that the higher the support provided by the family, the higher the student's learning motivation, and conversely, when family support is low, student learning motivation also tends to decrease.

Theoretically, this study reinforces research on learning motivation theory and Bourdieu's concept of cultural capital, which emphasises the important role of the family in shaping academic motivation, even at the higher education level. This study also confirms that external factors in the form of the family environment are not only relevant to secondary school students but also play an important role in the learning success of university students. In practical terms, the results of this study can serve as input for parents to continue providing emotional support, facilities, and consistent attention to their children, even though they are already university students. In addition, universities can utilise these findings to design mentoring or socialisation programmes that involve families in efforts to increase student learning motivation.

This study has several limitations, including a relatively small sample size (50 students), which limits the generalisability of the results, the use of *accidental sampling* techniques that may not be representative of the entire population, and the focus of the study, which only highlights the family environment variable without considering other external factors such as the influence of peers, the campus environment, or internal factors such as interest and self-confidence. Therefore, for further research, it is recommended to use a larger sample size and a more representative sampling technique, such as *stratified random sampling*. In

addition, further research can include other variables that also affect student learning motivation, such as the role of the campus social environment, learning styles, and psychological factors. Thus, the research results will be more comprehensive in explaining the factors that influence student learning motivation.

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