

ASSESSING THE ROLE OF SCHOOL AND FAMILY ENVIRONMENT ON STUDENTS' LEARNING MOTIVATION: CASE STUDY AT PUBLIC VOCATIONAL SCHOOL

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ABSTRACT

The purpose of this assessment is to determine the impact of family and school environments on students' learning motivation at SMKN 51 Jakarta. This study uses a descriptive correlation research design. A sample of 152 students from Public Vocational High School 51 Jakarta was obtained through proportional random sampling techniques. By distributing questionnaires using a Likert scale. The data analysis technique used multiple linear regression using SPSS (Statistical Product for Service Solutions) as a tool. The results of the study indicate that, (1) there is a simultaneous influence between the School Environment and Family Environment on Learning Motivation, (2) there is a positive and significant influence of the School Environment on Learning Motivation, and (3) there is a positive and significant influence of the Family Environment on Learning Motivation. The study highlights the importance of collaborative support for a conducive school and family environment to increase students' learning motivation.

Keywords: Learning motivation, School environment, Family environment

ABSTRAK

Tujuan dari penilaian ini adalah untuk mengetahui dampak dari lingkungan keluarga dan sekolah terhadap motivasi belajar siswa di SMKN 51 Jakarta. Penelitian ini menggunakan desain penelitian korelasi deskriptif. Sampel sebanyak 152 siswa dari SMK Negeri 51 Jakarta diperoleh melalui teknik proporsional random sampling. Dengan menyebarkan kuesioner menggunakan skala Likert. Teknik analisis data menggunakan multiple linear regression menggunakan alat bantu berupa SPSS (*Statistical Product for Service Solutions*). Hasil penelitian menunjukkan bahwa, (1) terdapat pengaruh secara bersamaan antara Lingkungan Sekolah dan Lingkungan Keluarga terhadap Motivasi Belajar, (2) terdapat pengaruh positif dan signifikan Lingkungan Sekolah terhadap Motivasi Belajar, dan (3) terdapat pengaruh positif dan signifikan Lingkungan Keluarga terhadap Motivasi Belajar. Penelitian menyoroti pentingnya kolaborasi dukungan lingkungan sekolah dan keluarga yang kondusif untuk meningkatkan motivasi belajar siswa.

Kata kunci: Motivasi belajar, Lingkungan sekolah, Lingkungan keluarga

INTRODUCTION

Vocational High Schools (SMK) play a crucial role in enhancing the value of human resources. Vocational schools aim to equip students with the necessary skills to enter the

workforce effectively and produce high-quality outcomes (Haasler, 2020). SMK organizes education with a focus on competence by the established vocational curriculum. In addition, SMK aim to equip students with skills, perseverance, and a professional demeanor within the area of expertise of interest. SMK also provide knowledge and technology to enable students to advance in higher education and develop themselves further in the future.

The motivation of students to learn is a crucial factor affecting their academic success (Rahayu & Trisnawati, 2021). Motivation can inspire students to actively participate in the educational progression at school. When students' learning motivation is high, they will be more enthusiastic and actively involved in learning activities. On the other hand, when students' motivation to learn is low, their enthusiasm for knowledge diminishes, potentially obstructing the attainment of optimal learning outcomes. Therefore, learning motivation is an essential aspect to consider improving the quality of education (Kew et al., 2018).

This study was conducted at Public Vocational High Schools 51 Jakarta. Based on, pre-research, there are low student motivation in the school. The lack of motivation is evident through various signs, including irregular attendance, incomplete or late submission of assignments, and passive participation in educational activities. These indicators indicate that there is a serious problem with student motivation at Public Vocational High Schools 51 Jakarta.

To get a clearer picture of students learning motivation problem at Public Vocational High Schools 51 Jakarta, preliminary study is conducted. Based preliminary study, the information showed that Public Vocational High Schools 51 Jakarta has sufficient facilities and infrastructure, including well-maintained classrooms, libraries, laboratories, and other necessary amenities. In addition, researchers also conducted pre-research on 36 students of class XI Office Management and Business Services (MPLB) using a questionnaire to determine students' level of motivation to learn. The preliminary findings indicated that 44.4% of students in class XI MPLB at SMK N 51 Jakarta demonstrated strong motivation to learn, whereas 55.6% of students exhibited low motivation to learn. Factors believed to enhance students' motivation to learn include both the school environment and family environment. On the other hand, an unsupportive school environment, a less conducive family environment, and Insufficient learning facilities are identified as the primary factors that diminish students' motivation to learn.

The educational setting greatly influences students' motivation to learn (Dewi & Yuniarsih, 2020). Elements such as the school infrastructure, teacher-student relationships, peer interactions, and available facilities can impact students' motivation and eagerness to learn (Ramli, 2021). The provision of comfortable learning spaces, a well-stocked library, and adequate technology facilities are examples of school environments that can provide a positive boost to students' desire to learn. In addition, good relationships between teachers and students and support from peers also contribute to creating conditions that motivate students to be active in learning. In supplement to the school environment, family environment likewise has a crucial part in influencing students' motivation to learn (Avandri et al., 2023). Parents have the responsibility of providing education that supports children's development. Through the environment created by parents, children are encouraged to develop and achieve their life goals with high enthusiasm. Learning motivation can be formed from the emotional support and encouragement provided by parents (Hartanti, 2023). Therefore, a positive and supportive family environment is very important to increase children's learning motivation.

The objective of this study is to examine how the school environment then family environment impact students' motivation to learn at Public Vocational High Schools 51 Jakarta. By comprehending the factors affecting learning motivation, this is anticipated that effective approaches can be identified to enhance students' motivation and academic performance.

Given this context, authors are intrigued to explore how both the school and family environments influence student motivation to learn at Vocational High Schools.

LITERATURE REVIEW

Motivation to Learn

Learning motivation is the internal force that compels an individual to seek new knowledge in pursuit of specific objectives. Learning motivation is a person's internal state in which there is an urge to achieve goals by doing something (Saputro et al., 2021). According to Harapan et al., (2021) motivation involves a shift in personal energy characterized by the emergence of emotional drives and responses aimed at achieving objectives. Saputri et al. (2023) also present a viewpoint on learning motivation, defining it as encompassing all psychological motivations in students that stimulate learning activities and sustain learning towards achieving goals. As stated by Puspitasari et al., (2018) motivation to learn refers to an internal motivation that stimulates individuals to participate in the learning process and enhance their learning abilities. Then according to Tohari et al., (2019) learning motivation functions as a driver, driver, and guidance for students during the learning process.

Moreover Uno (2023) defines learning motivation as the amalgamation of intrinsic and extrinsic stimuli that students receive during their learning process, aiming to stimulate changes in student behavior. Motivation for learning can be assessed using indicators that include having a strong desire to succeed, receiving encouragement and support in learning, harboring future aspirations and goals, experiencing rewards in learning, engaging in interesting learning activities, and benefiting from an environment conducive to learning (Santoso et al., 2020; and Yenni & Sukmawati, 2020).

School Environment

The school environment encompasses all components, both living and non-living, as well as the overall conditions within formal educational institutions that systematically carry out learning programs and contribute to the development of students' potential. Based on Nopandri (2022), the school environment is all elements or parts that exist in the school environment that have an impact and performance a role in supporting the achievement of educational goals at school. Meanwhile, according to Wahid et al. (2020), school environment refers to the space within a formal educational institution that shapes students' attitudes and fosters the development of their potential. It is essential to create a supportive atmosphere in this space so that students feel comfortable and can freely express their talents.

Tapia-Fonllem et al. (2020) stated that school environment involves the relationships and dynamics among members of the school community, influenced by the personal, structural, and operational characteristics of educational institutions, which contribute to the unique identity of the school. The same thing was also conveyed by Dewi and Yuniarsih (2020), that the school environment is an interaction between students and educational institutions through structural frameworks and personal interactions, in which students and members of the school community participate according to strictly defined and implemented rules. Then Nurfirdaus and Sutisna (2021) state that the school environment is all elements, including alive and lifeless things, as well as the overall circumstances in formal educational institutions that regularly organize learning programs and support the development of student potential. The school environment can be measured using indicators consisting of school buildings, teacher-student relationships, relationships between students, and school rules (Tapia-Fonllem et al., 2020).

Family Environment

The family setting is the initial environment where individuals start to socialize, learn to working together, helping, paying attention to the needs of others, and developing social

skills and compliance with rules. Then according to Karyantini and Rochmawati, (2021), the family environment is an environment recognized from birth and is the main foundation for social, emotional, and intellectual development. Meanwhile, Wahid et al. (2020) say the family environment represents the primary informative setting for children, while educational institutes share similar responsibilities with parents in safeguarding, nurturing, and educating children to ensure their proper growth and development.

The family serves as the fundamental educational institute for a child, as it is within family environment that individuals grow and develop interested in adulthood. In addition, the family is likewise the initial public unit in a person's life, where every child can learn about cooperation, mutual assistance, and understanding the needs of others (Rachmah et al., 2019). The family environment has a great influence on how children learn, interact with others, and develop emotionally and intellectually. Similarly, Jeslin et al. (2020) that families is considered earliest in addition most important learning institution. Then according to Aini and Oktafani (2020), the family environment is pivotal in influencing children's behavior and growth. The family environment can be measured using indicators which encompass parental educational practices, family dynamics, home environment, economic status, parental support, and cultural heritage (Slameto, 2010; and Muhsin & Rozi, 2019).

METHOD

This study utilizes a quantitative research approach, employing numerical data analysis to examine how independent variables such as the school environment (X1) and family environment (X2) affect the dependent variable, namely learning motivation (Y). The aim is to understand the relationships and effects among these variables, the research model in this study can be seen in Figure 1. The population consisted of grade XI students from Public Vocational High Schools 51 Jakarta across all skill competencies, totaling 246 students. This sampling method employs probability sampling. According to Sahir and Koryati (2021) probability sampling ensures every member of the population has an equal chance of being selected. The technique used is the proportional random sampling method using the Slovin formula, with a sample size of 152 students.

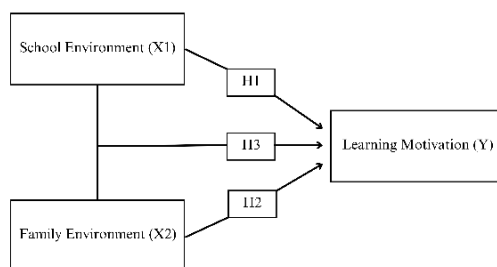


Figure 1. Research Model

In this study, researchers utilized quantitative research methods involving survey data collection. Surveys are effective for gathering information, and in this instance, questionnaires were employed. Data gathering included presenting statements to participants through a questionnaire utilizing a five-point Likert scale for responses, by using the indicators used in compiling the instrument which have been explained in the previous literature review. There are 18 statements regarding learning motivation variables, with an calculated r-value exceeding the critical r-table value of 0.334, indicating that 2 statements were excluded and 16 statements remained valid. The Cronbach's Alpha for the learning motivation variable was 0.898, exceeding the threshold of 0.6, confirming its reliability. The school environment variable comprised 12 statement items, with a calculated r-value greater than the critical r-table value of 0.334, resulting in 1 statement being excluded and 11 statements remaining valid. The

Cronbach's Alpha for the school environment variable was 0.813, also exceeding the threshold of 0.6, indicating its reliability. For the family environment variable, there were 15 statement items, with a calculated r-value greater than the critical r-table value of 0.334, resulting in 2 statements being excluded and 13 statements remaining valid. The Cronbach's Alpha for the family environment variable was 0.905, exceeding the threshold of 0.6, confirming its reliability.

The data analysis technique in this study used multiple linear regression using the SPSS program. The analysis included tests for normality and linearity, classical assumptions (heteroscedasticity then multicollinearity), and hypothesis testing (including the F-test for simultaneous regression coefficients, t-tests for partial regression coefficients, and R^2 for determination coefficient).

RESULTS AND DISCUSSION

Results of Test for Normality

Common methods for normality testing include the Kolmogorov-Smirnov test then analysis using Normal Probability Plots. The significance level determines how these tests should be interpreted: if the value is greater than 0.05, the data is thought to be normally distributed. The variables pertaining to the family environment, learning motivation, and school environment have a significance level of 0.200, as indicated by Table 1 of the results of the Kolmogorov-Smirnov normalcy test calculation above. This means that for all three variables, a normal distribution is suggested by the significance threshold of $0.200 > 0.05$.

Table 1. Results of Test for Normality

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		152
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.54277372
Most Extreme Differences	Absolute	.060
	Positive	.054
	Negative	-.060
Test Statistic		.060
Asymp. Sig. (2-tailed)		.200 ^{c,d}

The Normality Probability Plot also shows the results of the computations for the normality test. The plot's points are dispersed throughout and closely adhere to the diagonal line. Based on Figure 2, it can be interpreted that the data has a normal distribution and that the regression model satisfies the normalcy assumption, which permits the running of additional analytical tests.

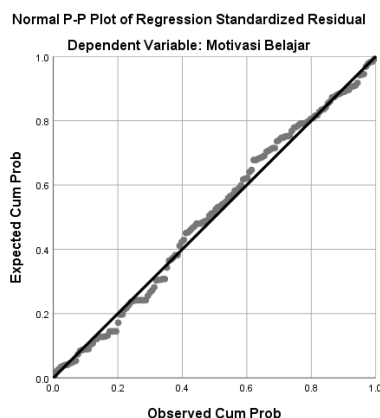


Figure 2. The Normality Test using a Probability Plot

Results of Test for Linearity

The goal of the linearity test is to determine if there is a substantial or insignificant linear connection between variables X and Y. To assess linearity, the Test of Linearity results were employed, using a significance level of 0.05. A linear relationship is assumed if the significance value is less than 0.05. The linearity test findings, computed with SPSS 25 software, indicate that the deviation from linearity value is $0.076 > 0.05$, while the linearity value is $0.000 < 0.05$, suggesting a linear relationship between the characteristics of the school environment and learning motivation. Similarly, the deviation from linearity value is $0.107 > 0.05$, and the linearity value is $0.000 < 0.05$, indicating a linear relationship between the characteristics of the family environment and learning motivation.

Results of Multicollinearity Test

The purpose of the multicollinearity test is to ascertain if the independent variables are related. The tolerance and VIF (Variance Inflation Factor) values in coefficient table demonstrate this. In the event where the tolerance value is more than 0.01 and the VIF value is less than 10, multicollinearity issues with the independent variable are absent. The tolerance value for the family and school environments is $0.567 > 0.1$ and the VIF value is $1.763 < 10$ based on the results in Table 2. Therefore, it can be said that there are no issues with multicollinearity with the independent variables. The regression model has therefore passed the traditional multicollinearity assumption test.

Table 2. Results of Multicollinearity Test

		Coefficients ^a				Collinearity Statistics		
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
		B	Std. Error	Beta				
1	(Constant)	23.129	2.575		8.981	.000		
	School Environment	.302	.092	.239	3.282	.001	.567	1.763
	Family Environment	.490	.063	.564	7.758	.000	.567	1.763

Results of Heteroscedasticity Test

To ascertain if the residual variance in the regression model is unbalanced, the heteroscedasticity test is performed. Symptoms of heteroscedasticity indicate that the regression model is not optimal. Heteroscedasticity testing uses Scatterplot and Spearman's rho test. Decision making criteria based on significance value of the Spearman's rho test > 0.05 which indicates the absence of heteroscedasticity symptoms. The significant values for the family environment (X2) and the school environment (X1) are $0.735 > 0.05$ and $0.530 > 0.05$, respectively, according to the results in Table 3. Therefore, it can be said that this study's regression model does not exhibit heteroscedasticity symptoms.

Table 3. Results of Heteroscedasticity Test

			Correlations		
			School Environment	Family Environment	Unstandardized Residual
Spearman's rho	School Environment	Correlation	1.000	.651**	.051
		Coefficient			
		Sig. (2-tailed)		.000	.530
		N	152	152	152
	Family Environment	Correlation	.651**	1.000	.028
		Coefficient			
		Sig. (2-tailed)	.000	.	.735
		N	152	152	152
	Unstandardized Residual	Correlation	.051	.028	1.000
		Coefficient			
		Sig. (2-tailed)	.530	.735	.
		N	152	152	152

Apart from using Spearman's rho test, in this research also tested heteroscedasticity through scatterplots. When the distribution of points widens out and does not follow a certain pattern, heteroscedasticity is present; otherwise, it is not. Figure 3, shows that the dots are dispersed without clearly establishing a pattern above and below the number 0 on the Y axis. This suggests that the regression model does not exhibit any heteroscedasticity symptoms. Therefore, the heteroscedasticity assumption test has been satisfied by the regression model.

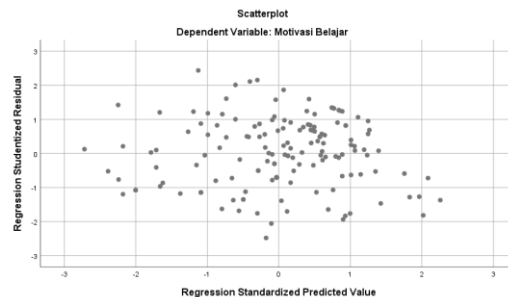


Figure 3. Results of Heteroscedasticity Test Scatterplot

Results of Multiple Linear Regression Test

To determine the influence between the independent and dependent variables, multiple regression analysis is employed. Based on Table 4, the multiple regression equation = $23.129 + 0,302 + 0,490$. Based on this, it can be inferred that there is a relationship between the family and school environments, and that the higher these environments are, the more motivated students are to learn. This is indicated by the positive coefficients of X1 and X2.

Table 4. Results of Multiple Linear Regression Test

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	23.129	2.575		8.981	.000		
	School Environment	.302	.092	.239	3.282	.001	.567	1.763
	Family Environment	.490	.063	.564	7.758	.000	.567	1.763

a. Dependent Variable: Learning Motivation

Results of F-Test

The F-test seeks to ascertain how each independent variable affects the dependent variable either jointly or concurrently. The F_{count} value in the ANOVA table and the sig value < 0.05 , which indicates significant or different, are used to determine the choice criterion. Referring to the Table 5, the F_{count} value is 92.089, indicating that learning motivation (Y) is influenced by both the family environment (X2) and the school environment (X1). This is predicated on the value of the $F_{count} > F_{table}$, or $92.089 > 3.06$.

Table 5. Results of F Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5734.339	2	2867.169	92.089	.000 ^b
	Residual	4639.073	149	31.135		
	Total	10373.412	151			

a. Dependent Variable: Learning Motivation

b. Predictors: (Constant), Family Environment, School Environment

Results of t-Test

Finding the independent variable's significance with respect to the dependent variable is the goal of the T test. In order to determine the choice criterion, the T_{count} in the coefficients

output and the sig value < 0.05 (which indicates a significant influence) are examined. It may be concluded that each independent variable significantly affects the dependent variable on its own if the significance value of T_{count} is more than 1.97601. Referring to the Table 6, the family environment variable has $7.758 > 1.97601$, indicating that there is an influence of the family environment variable (X2) on learning motivation (Y) or the hypothesis is accepted, and the school environment variable has $3.282 > 1.97601$, indicating that there is an influence of the school environment variable (X1) on learning motivation (Y).

Table 6. Findings from the T-Test

		Coefficients ^a					Collinearity Statistics	
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Tolerance	VIF
		B	Std. Error	Beta				
1	(Constant)	23.129	2.575		8.981	.000		
	School Environment	.302	.092	.239	3.282	.001	.567	1.763
	Family Environment	.490	.063	.564	7.758	.000	.567	1.763

a. Dependent Variable: Learning Motivation

Results of Determination Coefficient Test

The coefficient of determination (R^2) can be used to measure how much the model's ability to explain the variation in the independent variable explains the dependent variable. The coefficient of determination variable is between 0 and 1. Referring to the Table 7 above indicates that the R square (R^2) is 0.553. It may be inferred that 55% of the explanations are shared by the family environment (X2) and school environment (X1), with the other 45% being impacted by variables that the researchers did not investigate.

Table 7. Findings from Determination Coefficient Test

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.743 ^a	.553	.547	5.580	

a. Predictors: (Constant), Family Environment, School Environment

b. Dependent Variable: Learning Motivation

Discussion

A one-unit rise in the school environment is correlated with a 0.302 increase in learning motivation, according to the regression coefficient for the school environment variable (X1). The positive coefficient of X1 indicates a favorable relationship between learning motivation (Y) and the educational environment (X1). This shows that students' motivation to learn grows with the quality of the educational environment. These findings align with research suggested by Wati (2020) that the school environment positively impacts and significantly enhances learning motivation. This aligns with findings from Kusumawati et al. (2023) which states that a good school environment will foster encouragement or motivation for good student learning as well, and vice versa if the school environment is not good, it will cut down student learning inspiration. Additionally, in line with the findings of Dewi and Yuniarsih (2020), students' motivation to learn is positively and significantly impacted by their educational environment. Next, it is explained that, in line with research by Monika and Rahmayana (2023), the school environment has a positive and significant impact on students' motivation to learn. It is also thought to be able to spark students' interests and motivate them to apply what they have learned. Additionally, it supports Ramli (2021), which found that learning motivation is influenced by the educational environment.

A one-unit rise in the family environment is correlated with a 0.409 increase in learning motivation, according to the regression coefficient for the family environment variable (X2).

The positive coefficient of X2 indicates a direct relationship between the family environment (X2) and learning motivation (Y). This indicates that as the quality of the family environment improves, so does the student's motivation to learn. These findings align with research suggested by Priani and Ismiyati (2020) that the family environment positively impacts and significantly enhances learning motivation. This aligns with findings from Hartanti (2023) that the impact of the family unit environment on education then its effect on knowledge motivation then if parents apply good values and provide a calm then calm environment for students to study, next students want be more eager toward learn. Furthermore, the home environment has a good and considerable influence on students' motivation to learn, according to research by Avandri et al. (2023). Furthermore, it is consistent with Sáinz and Müller (2017), which found that family environments significantly and favorably affect students' willingness to learn. Additionally, Fitriyana (2020) indicates that learning motivation is significantly influenced by the home environment.

H0 is rejected while Ha is approved because, according to the F-test, the F-count is more than the F count and F table, with a value of 92,089, while the F table is 3.06. This reasoning leads to the conclusion that learning motivation (Y) is concurrently and jointly influenced by the family environment (X2) and the school environment (X1). Like what was conveyed by Permata et al. (2021) argues that a conducive family environment and a harmonious family atmosphere can foster learning motivation so that students can learn well, apart from the family environment, the school atmosphere is another external aspect that has a big impact on students' learning. The educational setting has a significant impact on students' motivation to learn as well (Krisna et al., 2020). Decreased learning motivation can be attributed to an uncomfortable learning environment in the classroom, while increased learning motivation might result from a calm and comfortable learning environment.

CONCLUSIONS AND RECOMMENDATION

Conclusions

Based on the research conducted, empirical conclusions can be derived from the statistical data analysis, and discussions presented. There exists a significant and positive influence between the school environment and students' motivation to learn. Enhanced school environments correlate with increased learning motivation among students. Conversely, a substandard school environment may diminish student motivation to learn. There exists a significant and positive relationship between family environment and students' motivation to learn. Improved family environments contribute positively to students' learning motivation. Conversely, a less supportive family environment may diminish student motivation to learn. There is a concurrent positive and significant impact of both the school environment and family environment on motivation to learn. This indicates that when both the school and family environments improve, student learning motivation increases as well. Conversely, if both environments are lacking, student learning motivation tends to decrease.

Recommendation

Based on the result study, several recommendations were formulated for schools, including: (1) In order to improve student learning motivation and foster a strong drive-in student to learn in order to achieve good outcomes, schools should mentor and inspire students more frequently; (2) For the school, should be improved or strengthened to create a more orderly and organized environment; and (3) For schools to counsel parents on how their children are progressing in their academic pursuits. Further suggestions for future researchers are: (1) Future researchers are advised to broaden the research scope beyond a single school and include multiple schools to achieve more comprehensive findings; and (2) For future researchers, it is

advisable to utilize a larger sample size and explore additional factors that could impact learning motivation, alongside the school and family environments.

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