



# Parental and Social Environment Support: Key Determinants of Learning Motivation and Achievement in Elementary School Physical Education

Gusti Ngurah Arya Yudaparmita<sup>1\*</sup>, L. Heny Nirmayani<sup>2</sup> 

<sup>1,2</sup> Sekolah Tinggi Agama Hindu Negeri Mpu Kuturan Singaraja, Singaraja, Indonesia

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## ABSTRAK

Rendahnya motivasi dan hasil belajar siswa dalam mata pelajaran Pendidikan Jasmani, Olahraga, dan Kesehatan (PJOK) di sekolah dasar masih menjadi masalah yang umum ditemukan, terutama karena kurangnya dukungan dari keluarga dan lingkungan sosial. Penelitian ini bertujuan untuk menganalisis peran dukungan orang tua dan lingkungan sosial terhadap motivasi belajar serta hasil belajar siswa dalam mata pelajaran PJOK di sekolah dasar. Desain penelitian yang digunakan adalah desain korelasional dengan melibatkan 161 siswa sekolah dasar sebagai sampel, yang diambil secara acak menggunakan teknik simple random sampling. Instrumen pengumpulan data berupa kuesioner untuk mengukur variabel dukungan orang tua, lingkungan sosial, dan motivasi belajar, serta data hasil belajar PJOK yang diperoleh dari dokumen sekolah. Data dianalisis menggunakan teknik analisis jalur (path analysis) untuk mengetahui hubungan kausal antarvariabel. Hasil penelitian menunjukkan bahwa terdapat hubungan positif yang signifikan antara dukungan orang tua dan lingkungan sosial dengan motivasi belajar siswa. Selain itu, motivasi belajar juga terbukti memiliki pengaruh yang signifikan terhadap hasil belajar siswa. Dukungan orang tua dan lingkungan sosial secara tidak langsung memengaruhi hasil belajar melalui motivasi belajar. Temuan ini mengindikasikan bahwa kolaborasi antara keluarga dan lingkungan sosial sangat penting dalam membentuk motivasi dan prestasi belajar siswa. Penelitian ini memberikan implikasi bahwa penguatan peran orang tua dan lingkungan sosial dapat meningkatkan motivasi dan hasil belajar siswa di bidang PJOK.

## ABSTRACT

The low motivation and academic performance of students in Physical Education, Sports, and Health (PJOK) at the elementary school level remain common issues, primarily due to a lack of support from families and social environments. This study aims to analyze the role of parental and social environment support in influencing students' learning motivation and academic achievement in PJOK. The research employed a correlational design, involving 161 elementary school students as samples, selected randomly using the simple random sampling technique. Data collection instruments included questionnaires to measure parental support, social environment, and learning motivation variables, as well as PJOK academic achievement data obtained from school documents. Data were analyzed using path analysis to identify causal relationships between variables. The results revealed a significant positive relationship between parental support, social environment, and students' learning motivation. Additionally, learning motivation significantly influenced students' academic performance. Parental support and the social environment indirectly affected academic performance through learning motivation. These findings indicate that collaboration between families and the social environment is crucial in shaping students' motivation and academic success. This study implies that strengthening the role of parents and the social environment can enhance students' motivation and academic achievement in PJOK.

## 1. INTRODUCTION

Physical Education, Sports, and Health (PJOK) in elementary schools has an important role in the physical, mental, and social development of students. Through PJOK, students are not only taught motor skills, but also values such as cooperation, discipline, and responsibility (Kesuma et al., 2021; Raibowo et al., 2019). The results of learning PJOK are the level of understanding of students in the field of PJOK after carrying out the learning process (Fikri et al., 2023). The achievement and success of a learning process can be seen from the value of learning outcomes obtained by students. The higher and better the value of learning outcomes means that the learning process has been successful. However, the low learning outcomes of students indicate that the objectives of the learning process that has been implemented have not been achieved (Kesuma et al., 2021; Wirayasa et al., 2021). One of the factors that has a close relationship to the high or low learning outcomes of students is the learning motivation they have.

\*Corresponding author.

E-mail addresses: [aryayuda562@gmail.com](mailto:aryayuda562@gmail.com) (Gusti Ngurah Arya Yudaparmita)

Motivation is the main driving force that causes someone to strive to achieve their goals which can create a desire to learn. So that learning motivation has a close relationship to student learning outcomes (Verawati et al., 2020; Wulandari et al., 2020). High motivation will increase the enthusiasm of students to learn. Motivation to learn is a mental drive that drives and directs human behavior to learn. Motivation to learn can be influenced from within (intrinsic), which is based on the need to learn, and from outside of oneself (extrinsic), namely motivation that comes from family (especially parents) and social environment (Alexander et al., 2020).

Based on the results of observations in elementary schools, it was found that there were several problems related to the learning process in the subject of PJOK. When learning was carried out, there were still many students who did not participate in teaching and learning activities as seen from the number of students who did not follow the instructions given by the teacher. The lack of participation in the teaching and learning process of students was also caused by the lack of support given by parents during learning. In addition, social interactions and communities in their social environment are also one of the causes of the decline in students' learning motivation. Children currently prefer to play online games with their peers compared to doing physical activities such as sports. This is an impact of the post-Covid-19 pandemic which adds to the reasons for children to stay in their rooms and play games rather than doing physical activities in the field which gradually causes children to be lazy to exercise (Hajeni et al., 2022; Salsabila et al., 2022). This bad habit still has an impact even though face-to-face learning is now underway. Quite a lot of students are becoming lazy to study so that assignments given by teachers are often ignored (Nengsih et al., 2022; Trisnawati et al., 2020).

Several previous studies have shown that low motivation and learning outcomes in PJOK are influenced by various factors, one of which is support from parents. Therefore, good support from parents and a positive social environment must be given to students in order to increase students' enthusiasm and motivation to learn. The role of parents in increasing children's learning motivation is parents as role models, parents as child facilitators, and parents as child motivators. The forms of motivators that can be given by parents to children are attention, gifts, awards, praise, and punishments (Harahap et al., 2021; Rizqi et al., 2019). In addition to full support from parents, interaction with the social environment is one of the factors supporting the high motivation of students to learn (Hu et al., 2021; Rasmitadila et al., 2020). By preparing the right environment, students will get better results and can enjoy the learning process that students do. The social environment is everything that is around students, both events that occur and conditions in society (Arief Kresna and Juni Ahyar, 2020; Rahiem, 2021). The environment that influences achievement motivation is divided into three dimensions, namely the physical environment, social environment and cultural environment. The social environment is the environment or other people who can influence a person either directly or indirectly (Mardiyah et al., 2020; Su et al., 2017).

The social environment that can directly influence a person is the family environment, peers, school environment, and community environment. The social environment that indirectly influences a person is through information/electronic media, radio, television, newspapers, magazines, and so on. Previous research findings stated that parenting patterns and social environment influence students' learning motivation (Taurina Rizqi et al., 2019). There is a positive influence between students' learning motivation and students' mathematics learning outcomes (Adnan, 2018; Sugiartini et al., 2019). Previous studies have confirmed the importance of the role of parental support and social environment in influencing students' motivation and learning outcomes, but are still limited to certain contexts. Therefore, this study attempts to provide a novel contribution by examining in depth the role of parental support and social environment in the context of PJOK in elementary schools. The urgency of this study lies in the importance of finding effective strategies to improve students' motivation and learning outcomes, especially in PJOK learning which plays a very important role in children's holistic development.

This study aims to analyze the relationship between parental support and social environment on learning motivation and its impact on the learning outcomes of elementary school students in Physical Education, Sports, and Health. The results of this study can provide deeper insight into the factors that can support increased motivation and student learning outcomes, as well as being a reference for teachers and parents in creating a learning environment that is more supportive of student development in the fields of sports and health.

## 2. METHOD

### *Research Method Design*

This study uses a correlational design with a causal approach, which aims to analyze the relationship between independent variables, intermediate variables, and dependent variables. This correlational design was chosen because it is appropriate for testing the causal relationship between parental support variables ( $X_1$ ) and social environment ( $X_2$ ) as independent variables (exogenous), learning motivation ( $Y$ ) as an intervening variable, and students' Physical Education, Sports, and Health

(PJOK) learning outcomes (Z) as dependent variables (endogenous). Through this design, it is expected to be known how much influence parental support and social environment have on students' learning motivation, as well as its impact on PJOK learning outcomes in elementary schools.

### **Participants/Subjects/Population and Research Samples**

This study was conducted with a population of 303 elementary school students. The research sample was determined using a simple random sampling technique, so that each member of the population has an equal chance of being selected as a sample. The number of samples of 161 people was determined using the Herry King Nomogram table with an error rate of 5%. The selection of this number of samples is expected to provide an accurate representation of the population, so that the results of the study can be generalized well to a wider population, especially in elementary schools with similar characteristics.

### **Method of collecting data**

Data collection in this study was conducted using two main methods, namely questionnaires and documentation. The questionnaire was used to measure the variables of parental support ( $X_1$ ), social environment ( $X_2$ ), and student learning motivation (Y). The questionnaire was compiled based on validated indicators for each variable. The questionnaire grid is presented in Table 1. Data on PJOK learning outcomes (Z) were obtained through documentation, namely by accessing student grades provided by PJOK subject teachers.

**Table 1.** The Data Collection Instrument Grid

<b>Variables</b>	<b>Indicator</b>	<b>Number of Statement Items</b>
Parental Support	Parents' attention to children's academic achievement	2
	Provision of learning facilities by parents	2
	Parental involvement in school activities	2
	Motivation given by parents	2
	Communication between parents and children regarding education	2
Social Environment	Peer support for learning	2
	The influence of playgroups on learning motivation	2
	Support from teachers in the learning process	2
	Students' social relationships in the school environment	2
	Social interactions that support learning activities	2
Motivation to learn	Students' interest in taking PJOK lessons	2
	Students' efforts in understanding PJOK material	2
	Student perseverance in completing PJOK assignments	2
	Students' desire to excel in PJOK	2
	Student satisfaction with their learning outcomes in PJOK	2

### **Research Data Analysis Methods**

The collected data were analyzed using path analysis techniques. This technique was chosen because it can test the magnitude of the contribution or influence of each independent variable ( $X_1$  and  $X_2$ ) on the intermediate variable (Y) and the dependent variable (Z), both directly and indirectly. Path analysis allows researchers to map the causal relationship between the variables studied through a path diagram. With this technique, researchers can identify the magnitude of the influence of parental support and the social environment on students' learning motivation, as well as how learning motivation plays a role as an intermediate variable that mediates the influence on PJOK learning outcomes.

## **3. RESULT AND DISCUSSION**

### **Result**

The results of this study provide an overview of the relationship between parental support, social environment, learning motivation, and learning outcomes of Physical Education, Sports, and Health (PJOK) of elementary school students. The results of the study in more detail are presented as follows.

**Table 2.** The Relationship between Parental Support and Learning Motivation

<b>Variables</b>	<b>Regression Coefficient</b>	<b>t-value</b>	<b>count</b>	<b>Sig.</b>	<b>Information</b>
Support person old with motivation to learn	0.363	7.240		0.000	Significant

Based on [Table 2](#), the probability value (p) of the t-test in the regression analysis is 0.000. The probability value (p) <0.05, so  $H_0$  is rejected. This shows that there is a positive relationship between parental support and elementary school students' learning motivation. The degree of the regression coefficient with a positive value of 0.363 shows that the relationship between parental support and learning motivation has a positive direction, which means that the relationship between parental support and learning motivation is in the same direction. The results of the regression analysis of the relationship between the social environment and learning motivation are presented in [Table 3](#).

**Table 3. The Relationship between Social Environment and Learning Motivation**

Variables	Regression Coefficient	t-valuecount	Sig.	Information
Environment social with motivation to learn	0.887	10.630	0.000	Significant

Based on [Table 3](#), the probability value (p) of the t-test in the regression analysis is 0.000. The probability value (p) <0.05, so  $H_0$  is rejected. This shows that there is a positive relationship between the social environment and the learning motivation of elementary school students. The degree of the regression coefficient which is positive at 0.887 shows that the relationship between the social environment and learning motivation has a positive direction, which means that the relationship between the social environment and learning motivation is in the same direction. The results of the regression analysis of the relationship between learning motivation and learning outcomes are presented in [Table 4](#).

**Table 4. The Relationship between Learning Motivation and Learning Outcomes**

Variables	Regression Coefficient	t-valuecount	Sig.	Information
Learning motivation with learning outcomes	0.168	11.838	0.000	Significant

Based on [Table 4](#), the probability value (p) of the t-test in the regression analysis is 0.000. The probability value (p) <0.05, so  $H_0$  is rejected. This shows that there is a positive relationship between learning motivation and learning outcomes of elementary school students. The degree of regression coefficient with a positive value of 0.168 shows that the relationship between learning motivation and learning outcomes has a positive direction, which means that the relationship between learning motivation and learning outcomes is in the same direction. The results of the regression analysis of the relationship between parental support, social environment, and learning motivation with learning outcomes are presented in [Table 5](#).

**Table 5. The Relationship between Parental Support, Social Environment, and Learning Motivation with Learning Outcomes**

Variables	F-valuecount	Sig.	Information
Parental support, social environment, and learning motivation with learning outcomes	63.513	0.000	Significant

Based on [Table 5](#), the probability value (p) of the F-test in the regression analysis is 0.000. The probability value (p) <0.05, so  $H_0$  is rejected. This shows that there is a positive relationship between parental support, social environment, and learning motivation with elementary school students' learning outcomes.

## Discussion

The first finding shows a significant relationship between parental support and student learning motivation. Based on the results of data analysis, it was found that parental support has a positive correlation with student learning motivation in elementary school, with a regression coefficient showing a positive direction. This means that the greater the support given by parents, the higher the student's learning motivation. One of the external factors that influences learning motivation is family conditions, where parental support is considered the main key to student academic success ([Agusriani et al., 2021](#); [Al Hakim, 2021](#)). Parental support can be in various forms, such as accompanying children while studying, fulfilling school needs, creating a conducive learning atmosphere at home, providing attention and affection, as well as providing motivation and sending children to quality schools ([Hakim et al., 2021](#); [Saputri et al., 2022](#)). Parents, as part of the family, consist of a father and mother who legally form a family through marriage, and they are the first educators in a child's life ([Adhimah, 2020](#); [Salsabila et al., 2022](#)). The role of parents in supporting children's education includes providing assistance when doing schoolwork, providing



adequate learning facilities at home, and providing sufficient food and drink, in addition to motivation that emphasizes the importance of education (Aryandani et al., 2021; Stellmacher et al., 2020). All these forms of attention have a positive impact on children's learning development.

Parental guidance and attention to children can help students stay focused when facing difficulties in their studies. Children feel more comfortable in learning because the facilities provided by their parents are complete, thus increasing their enthusiasm for learning and motivation to achieve good grades and perseverance in learning. Greater parental support has been shown to increase students' learning motivation (Pucangan, 2017; Rizqi et al., 2019). This finding is consistent with previous research showing that parental support directly influences learning motivation partially (RL, 2021; Rizqi et al., 2019). The relationship between parental support and learning motivation is seen in students in grades IV and V in elementary school, where this study shows a positive relationship. This means that the higher the support given by parents, the higher the student's learning motivation. Conversely, if parental support is low, student learning motivation also tends to be low.

The second finding shows a significant relationship between the social environment and students' learning motivation. Based on the results of the analysis, it was identified that the social environment has a positive correlation with elementary school students' learning motivation, with a regression coefficient showing a positive direction. This means that the better the quality of the student's social environment, the higher their learning motivation. The social environment is one of the external factors that influences learning motivation, including all things around the individual that can have an influence, such as interactions between family, peers, and society (Abbas et al., 2022; Mardiyah, 2020). The social environment involves various conditions and interactions between individuals, and includes groups, organizations, and systems in which a person is involved (Bray et al., 2022; Ismaniar et al., 2023).

The social environment is also a place where individuals can develop, thanks to the relationships they build with the people around them, such as peers at school or at home, teachers, family, and community members (Hiller et al., 2016; Koskulu-Sancar et al., 2023). This relationship can have a positive impact on students' learning motivation. When the social environment is conducive, students are more motivated to study diligently. For example, students who have study groups with friends to discuss or exchange ideas, live in an environment where their children go to school, and have good relationships with friends and people around them, will tend to have higher learning motivation (Koskulu-Sancar et al., 2023). This finding is reinforced by previous findings which stated that there is a significant influence between the social environment and students' learning motivation in the subject of Sociology (Indrianti et al., 2018). There is a significant influence between the social environment and achievement motivation (Mwebu et al., 2020; Schunk et al., 2020).

The third finding shows a positive relationship between learning motivation and student learning outcomes. The results of data analysis show that the higher the student's learning motivation, the better the learning outcomes, as indicated by a positive regression coefficient. Learning motivation is one of the internal factors that plays an important role in influencing student learning outcomes. Learning motivation can be interpreted as a drive that triggers learning activities, maintains the continuity of the learning process, and provides clear direction to achieve the desired goals (Agustina et al., 2021; Dewi et al., 2018). The role of motivation is very significant in supporting the learning process (Ari et al., 2019; Saputri et al., 2022; Sulfemi, 2018), because motivation is one of the keys to student success in achieving optimal learning outcomes (Saputri et al., 2022; Vadia et al., 2020). Learning motivation functions to create optimal learning conditions, increase students' enthusiasm and attention, and help them choose behavior that supports the achievement of learning goals and long-term life goals (Nengsih et al., 2022). Therefore, learning motivation is an essential factor that students must have because it directly affects their learning outcomes. The greater the learning motivation that students have, the better the learning outcomes they will get. Conversely, when students' learning motivation is weak or non-existent, learning activities will decrease, and this will have an impact on the low quality of achievement achieved (Moè et al., 2018; Stellmacher et al., 2020). With low motivation, the learning outcomes achieved by students also tend to be low.

This study provides several important implications, both in practical and theoretical contexts. In practical terms, the findings on the positive relationship between parental support, social environment, learning motivation, and elementary school students' learning outcomes provide direct contributions to the development of more effective educational strategies. These findings emphasize the importance of the role of parental support and social environment as significant external factors in enhancing students' learning motivation. Therefore, schools and educators need to adopt a collaborative approach that involves families and communities in creating a conducive learning environment. Strengthening the role of parents in supporting students' learning processes at home and improving a positive social environment can play a key role in enhancing students' motivation and learning outcomes.

Theoretically, this study adds insight into the relationship between external and internal factors in the learning process. The concept of motivation as an intervening variable that mediates the influence of parental support and social environment on learning outcomes strengthens the understanding of the importance of motivation as a crucial component in education. This finding supports theories of motivation

in education that emphasize that motivation acts as a bridge connecting external factors and students' academic achievement. In addition, this study strengthens the theory of educational ecology that emphasizes the importance of interaction between students and their environment, including family, peers, and the wider community.

Another contribution of this study is the provision of empirical evidence on the importance of a holistic approach in education. By considering external factors such as parental support and social environment, as well as internal factors such as learning motivation, the results of this study can be a reference for the development of more comprehensive education policies. This approach does not only focus on academic aspects, but also on the environment and emotional support received by students, which ultimately contributes to the achievement of better learning outcomes.

#### 4. CONCLUSION

The results of the study showed that there was a significant positive relationship between parental support and social environment with learning motivation, as well as between learning motivation and learning outcomes of elementary school students. Parental support contributes directly to increasing students' learning motivation, where the higher the support given, the higher the learning motivation shown. In addition, a good social environment has also been shown to play an important role in encouraging students' learning motivation. Learning motivation functions as an intervening variable that mediates the influence of parental support and social environment on learning outcomes, which means that motivated students tend to achieve better learning outcomes. These findings emphasize the importance of collaboration between parents and the social environment in creating optimal learning conditions, as well as the need for more attention to external factors that influence students' motivation and academic achievement in elementary schools.

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