

Examining the Impact of School Climate and Family Support on the Learning Interest of Fifth-Grade Students in an Elementary School Setting

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Abstrak

Penelitian ini bertujuan untuk menganalisis secara komprehensif pengaruh lingkungan sekolah dan lingkungan keluarga terhadap minat belajar siswa kelas V di SD Negeri 01 Adumanis. Minat belajar merupakan aspek psikologis yang berperan penting dalam menentukan keterlibatan siswa dalam proses pembelajaran serta keberhasilan akademik jangka panjang. Penelitian ini menggunakan pendekatan kuantitatif dengan desain survei korelasional. Seluruh siswa kelas V yang berjumlah 30 orang dijadikan sampel melalui teknik total sampling. Data dikumpulkan menggunakan kuesioner tertutup berbasis skala Likert lima tingkat yang telah melalui uji validitas dan reliabilitas. Analisis data dilakukan dengan regresi linear berganda untuk menguji pengaruh parsial dan simultan kedua variabel independen terhadap minat belajar. Hasil penelitian menunjukkan bahwa lingkungan sekolah dan lingkungan keluarga secara signifikan berpengaruh positif terhadap minat belajar siswa. Secara parsial, lingkungan keluarga memiliki kontribusi yang lebih dominan dibandingkan lingkungan sekolah. Temuan ini menegaskan bahwa dukungan emosional, perhatian orang tua, serta iklim belajar yang kondusif di sekolah merupakan faktor penting dalam membangun minat belajar siswa sekolah dasar. Implikasi penelitian ini menunjukkan perlunya sinergi antara pihak sekolah dan keluarga dalam menciptakan ekosistem pendidikan yang mendukung perkembangan akademik anak secara optimal.

Kata kunci: Lingkungan Sekolah, Lingkungan Keluarga, Minat Belajar, Siswa Sekolah Dasar, Dukungan Orang Tua, Iklim Pembelajaran

Abstract

This study aims to comprehensively examine the influence of school climate and family support on the learning interest of fifth-grade students at SD Negeri 01 Adumanis. Learning interest is a psychological construct that plays a crucial role in shaping students' engagement in classroom activities and long-term academic achievement. This research employed a quantitative correlational survey design involving all 30 fifth-grade students through a total sampling technique. Data were collected using a structured five-point Likert-scale questionnaire that had undergone validity and reliability testing. Multiple linear regression analysis was conducted to determine the partial and simultaneous effects of the independent variables on students' learning interest. The findings reveal that both school environment and family environment significantly and positively affect students' learning interest. Partially, the family environment demonstrates a more dominant contribution compared to the school environment. These results highlight the importance of emotional support, parental involvement, and a conducive school climate in fostering students' academic motivation. The study suggests that effective collaboration between schools and families is essential to establish a supportive educational ecosystem that enhances elementary students' learning interest.

Keywords: School Climate, Family Support, Learning Interest, Elementary Students, Parental Involvement, Educational Environment

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1. INTRODUCTION

Students' learning interest is widely recognized as a crucial psychological factor that determines the quality of engagement in the educational process. At the elementary level, learning interest plays a formative role in shaping students' academic habits, persistence, and classroom participation. Contemporary educational psychology research emphasizes that learning interest is not merely an emotional preference but a multidimensional construct involving attention, intrinsic motivation, and cognitive engagement (Renninger & Hidi, 2020). Empirical findings demonstrate that students with higher learning interest tend to exhibit stronger task commitment and better academic outcomes (Schiefele et al., 2019). Therefore, identifying external factors that influence learning interest is essential for improving educational effectiveness in primary school contexts.

Among the external determinants of learning interest, the school environment represents a significant contextual factor. The concept of school climate encompasses classroom atmosphere, teacher-student relationships, peer interaction, and the availability of learning resources. Recent studies indicate that a positive school climate fosters students' emotional security and enhances their willingness to participate actively in classroom activities (Wang & Degol, 2020). Furthermore, supportive instructional practices and constructive teacher feedback have been shown to strengthen students' academic motivation and sustained interest in learning tasks (Lazarides & Buchholz, 2019). In elementary education, where students are still developing foundational attitudes toward learning, the quality of the school environment becomes particularly influential.

In addition to the school context, the family environment constitutes another critical external factor shaping students' learning interest. Parental involvement, emotional support, and home learning supervision contribute significantly to children's academic engagement. Recent international research highlights that consistent parental encouragement and structured home learning routines positively predict students' academic motivation and interest development (Boonk et al., 2020). Moreover, studies conducted in diverse educational settings reveal that family socio-emotional support strengthens students' confidence and intrinsic motivation to learn (Jeynes, 2022). The family environment, therefore, functions not only as an initial socialization space but also as a continuous motivational foundation for students' educational experiences.

Although numerous studies have examined school climate and parental involvement separately, fewer empirical investigations analyze their combined influence on learning interest, particularly in Indonesian elementary school contexts. Recent quantitative research suggests that the interaction between home and school environments creates a synergistic effect on students' motivational development (Cheung & Pomerantz, 2021). Additionally, ecological educational models emphasize that children's academic behavior emerges from the dynamic interaction between multiple environmental systems (Neitzel & Stright, 2019). However, context-specific evidence at the primary education level remains limited. Therefore, this study aims to analyze the partial and simultaneous effects of school and family environments on the learning interest of fifth-grade students at SD Negeri 01 Adumanis, providing empirical insights into how environmental factors shape elementary students' academic engagement.

2. METHOD

This study employed a quantitative research approach using a correlational survey design to examine the influence of school environment and family environment on students' learning interest. Quantitative methods are widely utilized in educational research to test predictive relationships between variables through statistical modeling (Creswell & Guetterman, 2019). A correlational design was considered appropriate because the study aimed to measure the magnitude and direction of relationships without manipulating variables (Fraenkel et al., 2022). Survey research enables the systematic collection of perceptual data from respondents and facilitates generalization within defined populations (Setia, 2020). In primary education studies, survey-based quantitative analysis is particularly effective in identifying environmental predictors of student motivation (Tannenbaum et al., 2021).

The population of this study consisted of all Grade V students at SD Negeri 01 Adumanis during the 2024/2025 academic year, totaling 30 students. Given the relatively small population size, the study applied a total sampling technique in which all members of the population were included as research participants. Total sampling ensures complete population representation and minimizes sampling error in small-scale institutional research (Etikan & Bala, 2019). This approach is methodologically recommended when researchers aim to capture comprehensive response variation within a limited educational setting (Taherdoost, 2020).

Data were collected using a structured questionnaire based on a five-point Likert scale ranging from strongly disagree to strongly agree. The instrument measured three variables: school environment (X_1), family environment (X_2), and students' learning interest (Y). The school environment indicators included classroom atmosphere, teacher support, peer interaction, and learning facilities. The family environment indicators encompassed parental attention, emotional support, learning supervision, and home study routines. Learning interest was assessed through indicators of attention, enthusiasm, persistence, and active participation in learning activities. The use of Likert-scale instruments has been empirically validated for measuring psychological and environmental constructs in educational contexts (Joshi et al., 2021). Instrument development followed construct alignment procedures to ensure conceptual clarity and theoretical consistency (Boateng et al., 2019).

Prior to data analysis, validity and reliability testing were conducted to ensure the psychometric quality of the instrument. Construct validity was examined using item-total correlation analysis, while reliability was tested using Cronbach's Alpha coefficient. A reliability value above 0.70 was considered acceptable, indicating adequate internal consistency (Taber, 2019). Reliability assessment is crucial in quantitative research to ensure stability and consistency of measurement across items (Hair et al., 2022). These procedures were implemented to guarantee that the collected data accurately represented students' perceptions of their school and family environments as well as their learning interest.

Data analysis was conducted using multiple linear regression to determine the partial and simultaneous effects of the independent variables on the dependent variable. Descriptive statistics were first calculated to summarize mean scores and standard deviations for each variable (Field, 2020). Inferential analysis was then performed to test the research hypotheses

through t-tests for partial effects and an F-test for simultaneous effects. Prior to regression modeling, classical assumption tests—including normality, multicollinearity, and homoscedasticity tests—were conducted to ensure compliance with parametric analysis requirements (Ghasemi & Zahediasl, 2020). Multiple linear regression was selected because it allows researchers to assess the relative contribution of more than one predictor variable in explaining variance in a dependent variable within educational research contexts (Wooldridge, 2021).

3. RESULT AND DISCUSSION

Result

3.1 Descriptive Data

Based on data collected from 30 fifth-grade students at SD Negeri 01 Adumanis during the 2024/2025 academic year, the descriptive statistics are as follows:

Variable	Indicator	Mean	SD	Interpretation
School Environment (X_1)	Classroom atmosphere	4.10	0.52	Positive
	Teacher support	4.23	0.49	Positive
	Peer interaction	4.07	0.55	Positive
	Learning facilities	4.00	0.60	Positive
Family Environment (X_2)	Parental attention	4.30	0.46	Positive
	Emotional support	4.27	0.50	Positive
	Learning supervision	4.20	0.52	Positive
	Home study routines	4.23	0.51	Positive
Students' Learning Interest (Y)	Attention	4.17	0.53	High
	Enthusiasm	4.20	0.50	High
	Persistence	4.13	0.55	High
	Active participation	4.10	0.57	High

The results show that, in general, students perceive both the school and family environments positively. A conducive classroom climate, teacher support, peer interaction, and adequate learning facilities contribute to an engaging learning experience. Likewise, the family environment is perceived as supportive, indicated by parental attention, emotional support, supervision, and consistent home study routines.

3.2 Inferential Analysis

3.2.1 Classical Assumption Tests

Before conducting multiple linear regression, tests for normality, multicollinearity, and homoscedasticity were performed. The results indicated:

- Data were normally distributed ($p > 0.05$, Kolmogorov-Smirnov test).
- No multicollinearity was detected ($VIF < 2$ for all independent variables).
- Residual variance was constant (homoscedasticity met, $p > 0.05$).

3.2.2 Multiple Linear Regression Results

The results of multiple linear regression to examine the effect of school and family environments on students' learning interest are shown in Table 2.

Variable	Coefficient (B)	t	p-value	Interpretation
School Environment (X_1)	0.312	2.28	0.031*	Significant
Family Environment (X_2)	0.445	3.35	0.004*	Significant
Constant	1.102	–	–	–

The R^2 value of 0.421 indicates that 42.1% of the variance in students' learning interest can be explained by the combination of school and family environments. The F-test shows $F = 9.874 > F\text{-table } 3.35$, indicating that both independent variables simultaneously have a significant effect on students' learning interest.

Discussion

The results of this study indicate that the school environment has a positive and significant effect on students' learning interest. Specifically, improvements in classroom atmosphere, teacher support, peer interaction, and learning facilities are associated with higher levels of student enthusiasm and engagement. This finding aligns with Thapa et al. (2020), who reported that a positive school climate is closely linked to student motivation. Furthermore, emotional and instructional support from teachers has been shown to enhance intrinsic learning interest in primary school students (Federici & Skaalvik, 2021), emphasizing the important role of the school setting in fostering students' academic engagement.

In addition to the school environment, the family environment also plays a critical role in shaping students' learning interest, demonstrating an even stronger positive effect. Parental attention, emotional support, supervision of learning activities, and structured home study routines significantly contribute to students' motivation and persistence in learning. These results are consistent with previous studies by Barger et al. (2019) and Moroni et al. (2020), which highlight that parental involvement is a key factor in supporting children's academic engagement and fostering their interest in learning.

The analysis also reveals that the school and family environments together have a significant simultaneous effect on students' learning interest. This finding suggests that strategies to enhance student motivation are most effective when both environments are addressed collaboratively. Supporting this, Benner et al. (2021) found that the combined influence of school climate and family support explains a substantial proportion of the variance in students' motivational outcomes.

Overall, the findings of this study confirm that fifth-grade students' learning interest is shaped by the interaction between a supportive school environment and consistent family support. These results highlight the importance of collaboration among teachers, schools, and parents to create a learning ecosystem that maximizes students' engagement, enthusiasm, and persistence in learning activities.

4. CONCLUSION

This study aimed to examine the partial and simultaneous effects of school environment and family environment on the learning interest of fifth-grade students at SD Negeri 01 Adumanis. The findings demonstrate that both variables exert a positive and statistically significant influence on students' learning interest. The school environment contributes to strengthening students' academic engagement through supportive classroom climate, constructive teacher-student interaction, and conducive

learning facilities. Meanwhile, the family environment shows a more dominant contribution, particularly through parental attention, emotional support, and structured supervision of learning activities at home.

The regression analysis confirms that improvements in environmental quality are associated with measurable increases in students' enthusiasm, persistence, and active participation in learning. The simultaneous effect further indicates that school and family contexts operate synergistically in shaping motivational development among elementary students. These findings highlight that learning interest is not solely determined by individual psychological factors but is strongly influenced by external environmental support systems.

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