

The Influence Of The School Environment, Parental And Peer Support On Increasing The Learning Motivation Of Students Of Insan Islamic Junior High School Kamil An-Nahdliyah Wonoayu Sidoarjo

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Abstract

Problems in the education system make the low quality of education in Indonesia less than optimal. The low quality of education in junior high school can be seen from the lack of motivated students in learning activities. A student of SMP Islam Insan Kamil An-Nahdliyah Wonoayu Sidoarjo gave a little overview of the influence of problems that befall the quality of education in Indonesia that is not optimal. Factors that cause imbalances in education in Indonesia result in an uneven education system and learning objectives that cannot be achieved optimally. The importance of support from various parties is expected to be able to help in achieving the learning goals that have been made. This study aims to determine the significant influence of the school environment, parental support, and peers on increasing student learning motivation SMP Islam Insan Kamil An-Nahdliyah Wonoayu Sidoarjo. This study uses a quantitative survey method with a population of seventy five students and is used as a sample as a whole. The sampling technique uses nonprobability sampling with the total sampling method. Data analysis techniques through data quality tests, classical assumption tests and multiple linear regression tests. The results of this study found that the school environment did not have a significant effect on increasing student learning motivation, parental support have a significant positive effect on increasing students' motivation to learn, and peers do not have a significant effect on increasing students' motivation.

Keywords : Learning Motivation, School Environment, Parental Support, Peers.

Introduction

The quality of learning in Indonesia lately looks concerning, this matter is intertwined because there are some problems in the learning system that give rise to the low quality of learning in Indonesia. For example, weaknesses in the learning management zone, encouragement from weak rulers, gaps in learning infrastructure tools in cities and hamlets, and low quality of teachers' base (Fadia & Fitri, 2021). The existence of quality is very meaningful in recognizing something about whether it has achieved success or not. The quality of learning is needed to recognize how the application of learning runs in accordance with the goals that have been determined (Fitriah, 2022).

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Law Number 20 of 2003 concerning the National Education System Article 1 number 21 states that "Education evaluation is an activity of control, guarantee, and determination of the quality of education for various components of education in each path, level, and type of education as a form of accountability for the implementation of education." (Gusti & Maduki, 2022). The management of the education system that is not optimal, causes the low quality of learning in Indonesia. An important problem of learning in Indonesia that has been established until now is the low quality of learning, especially in primary and secondary learning (Tune Sumar, 2020). At this time, many junior high school students are less motivated in learning activities. This can be observed from the actions of students who are not enthusiastic in learning activities, do not pay attention to the teacher at the time of delivering the material and do not carry out the obligations that have been given by the teacher (Jainiyah et al., 2023). This opinion is in line with the research that has been conducted by (Aswidar & Saragih, 2022), the level of awareness in discipline regarding learning at school in junior high school (SMP) children is still relatively low.

The condition at the Insan Kamil An-Nahdliyah Islamic Junior High School Wonoayu Sidoarjo, gives an idea that students' learning motivation can decrease and increase depending on something that affects them. This school is not only used as a teaching and learning place like schools in general but also in it there are Islamic boarding school activities where these activities are quite dense. The activities of this Islamic boarding school include arranging room picket schedules, class pickets, pickets in the pesantren environment, night guard pickets, Friday sermon schedules, cooperatives, arts, recitations, congregational prayers, preparation of school needs, cleaning rooms and meals prepared by the students themselves, there are early classes after asar and reciting together are carried out after maghrib prayers, other activities including lectures with the caretakers of the Islamic boarding school are also carried out routinely every one week. Once, extracurricular activities for the development of students' potential were also carried out routinely every Saturday during school hours. These activities affect the level of learning motivation during learning activities at school. The condition of learning motivation in students can decrease through the school environment, family environment or relationships with peers, lack of attention from parents, and an uncomfortable learning environment can all be obstacles to learning in school (Sidik, 2021).

Inequality that occurs in education in Indonesia can also lead to unequal quality of education. Education inequality in Indonesia is caused by two factors, namely internal and external factors (Yaniariza et al., 2022). Internal factors are derived from the low quality of facilities and infrastructure, this is reinforced by the number of school buildings that are not suitable, the use of inadequate learning media, incomplete libraries, and not many schools that have not been able to take advantage of the technology that is developing at this time (Sakia et al., 2022). External factors are the relationship between teacher and student, the relationship between students and students, and a curriculum that is too dense (Dewi & Yuniarsih, 2020). In line with research (Sihite et al., 2023), provides an affirmation that the increase in learning motivation is influenced by the educational environment. Students will be more motivated to learn in an appropriate learning environment, which will allow them to meet learning objectives as effectively as possible.

Efforts to realize the achievement of learning goals optimally, support from various parties, namely teachers, the government, infrastructure, and parents, is needed. One of the most important things is related to parental support (Saputri et al., 2022). Children's learning activities are greatly influenced by the help they receive from their parents. When parents start helping their children, children become more engaged and driven learners because they understand that parents and themselves want to progress (Usman et al., 2021). Findings from previous research confirm that parental support has a positive contribution in building children's

motivation to learn so that it is able to produce maximum learning outcomes (Subrata, 2023). The results of the research conducted by (Mahmuda et al., 2022) shows that parental support is very important in increasing learning motivation and fostering children's mental models.

The impact of the school environment and the contribution of parental support, improving the form of association with peers is an effort that can be made to increase learning motivation. By improving social relationships with peers, it is hoped that they will be able to increase each other's motivation to learn (Rosa et al., 2023). Peer groups typically allow for a certain degree of freedom in how members express their ideas and opinions. Students also strive to influence each other, so that when one youth shows creativity, the other youth takes inspiration from their friendship (Kusumawati et al., 2023). Previous research findings state that a person's motivation to learn increases with the level of their social relationships with peers (Prastika Damayanti et al., 2021).

Insan Kamil An-Nahdliyah Islamic Junior High School Wonoayu Sidoarjo is a school that was established from the Insan Kamil An-Nahdliyah Islamic boarding school which is part of the Sabilul Ulum Al-Hidayah Wonoayu Sidoarjo Foundation. This school is located in Karangpuri Village, Wonoayu District, Sidoarjo Regency which currently has 75 junior high school students. The results of observations that have been carried out show that most of the students who attend SMP Insan Kamil An-Nahdliyah Wonoayu Sidoarjo are students of the Insan Kamil An-Nahdliyah Wonoayu Sidoarjo Islamic Boarding School. Students who attend Islamic boarding schools have a different background from the previous environment, because they are in the process of adapting to the Islamic boarding school environment (Fitriani et al., 2020). The dense schedule of activities in Islamic boarding schools makes students experience a decrease in interest and enthusiasm during learning activities at school. Not a few students feel a lack of support from parents and peers which makes students not motivated to learn. This statement is evidenced by the results of observations, the presence of students who do not pay attention to the explanation from the teacher, the lack of order of students in learning due to uncomfortable classrooms, and students who are negligent in working on assignments given by teachers. Students can get motivation to learn from both internal and external sources. One of the main motivators of students is an innate curiosity and drive to learn. Teachers, communities, and the school environment are sources of external encouragement (Sufani *et al.*, 2020). Support from parents, school environment and peers is needed so that students remain motivated to learn.

Based on the problems that have been described, the existence of problems in the education system makes the low quality of education in Indonesia less than optimal. The low quality of education in junior high school can be seen from the lack of motivated students in learning activities. A student of Insan Insan An-Nahdliyah Islamic Junior High School Wonoayu Sidoarjo gave a little overview of the influence of problems that befall the quality of education in Indonesia that is not optimal. The factors that cause inequality in education in Indonesia make the education system uneven and learning goals cannot be achieved optimally. The importance of support from various parties is expected to be able to help in achieving the learning goals that have been made. For this reason, the author is interested in taking the research title "The Influence of School Environment, Parental Support, and Peer on Increasing the Learning Motivation of Students of SMP Islam Insan Kamil An-Nahdliyah Wonoayu Sidoarjo".

Method

1. Types of Research

This study uses a quantitative approach with a survey method. The quantitative survey approach is a research method that uses a sample of a population with the main instrument

in the form of a questionnaire to obtain research data in a systematic and measurable manner (Santoso & Madiistriyatno, 2021). The survey research aims to collect and analyze data from respondents to determine the relationship between the empirically researched variables (Syahrizal & Jailani, 2023).

This research focuses on the influence of the school environment, parental support, and peers on student learning motivation at SMP Islam Insan Kamil An-Nahdliyah Wonoayu Sidoarjo for the 2024/2025 Academic Year.

2. Population and Research Sample

The population in this study is all students in grades VII, VIII, and IX of SMP Islam Insan Kamil An-Nahdliyah Wonoayu Sidoarjo which totals 75 students. The population details consist of 24 grade VII students, 23 grade VIII students, and 28 grade IX students.

The sampling technique uses nonprobability sampling with the total sampling method, which is a sample determination technique by taking all members of the population as a research sample (Sugiyono, 2016). Thus, the number of samples in this study is 75 respondents.

3. Variable Operational Definition

This study consists of three independent variables and one dependent variable. Independent variables include school environment (X1), parental support (X2), and peers (X3), while dependent variables are learning motivation (Y).

The school environment is defined as all conditions and elements in the school that affect the student learning process, including learning facilities, teacher-student relationships, teaching materials, and the involvement of school residents in decision-making (King'olina et al., 2017).

Parental support is a form of emotional and material support provided by parents to children in supporting the educational process, such as support for learning achievement, assistance in dealing with learning difficulties, and efforts to build children's confidence (Coban, 2020).

Peers are defined as a group of individuals of the same age who have social relationships and influence each other in the process of interaction, cooperation, and friendship (Filade et al., 2019).

Learning motivation is an internal and external drive that influences students to study seriously to achieve certain learning goals. Indicators of learning motivation include expectations of external rewards, the drive to achieve certain standards, and the desire to avoid punishment (Ryan & Deci, 2000).

4. Data Collection Sources and Techniques

This study uses primary data and secondary data. Primary data was obtained directly from students in grades VII, VIII, and IX through the distribution of questionnaires. Meanwhile, secondary data were obtained from school documents, literature, and references relevant to the research (Ishtiaq, 2019).

Data collection techniques are carried out through:

- a. Observation, which is direct observation of the condition of the school environment and learning activities.
- b. Questionnaire, which is a research instrument in the form of a list of written questions that are compiled based on research variable indicators and given to respondents.

5. Data Analysis Techniques

a. Data Quality Test

Data quality tests are carried out through validity tests and reliability tests. The validity test is used to determine the level of accuracy of the research instrument in

measuring the variables being studied. The instrument is declared valid if the corrected item-total correlation value is greater than the r-value of the table and has a positive value (Riyanto & Hatmawan, 2020).

Reliability tests were carried out to determine the consistency of the research instruments. A variable is declared reliable if it has a Cronbach's Alpha value > 0.60 (Arifin, 2017).

b. Classic Assumption Test

This study uses several classical assumption tests which include:

- 1) Normality Test, to find out if the data is normally distributed through the analysis of the Normal P-Plot graph.
- 2) The Autocorrelation test, using the Durbin-Watson value provided that the value is in the range of -2 to $+2$, so that the model is declared auto-free
- 3) The Multicollinearity test was carried out by looking at the tolerance value and the Variance Inflation Factor (VIF). The model is declared free of multicollinearity if the tolerance value is > 0.10 and VIF is < 10 (Ghozali, 2018).
- 4) The Heteroscedasticity test was carried out through a scatterplot graph to determine whether there is an inequality of residual variance in the regression model.

6. Multiple Linear Regression Analysis

Data analysis in this study used multiple linear regression to determine the influence of school environment, parental support, and peer support on student learning motivation (April, 2020). The regression equation model used is:

$$Y = a + B_1X_1 + B_2X_2 + B_3X_3 + e$$

Description:

Y	= Motivation to learn
A	= Constant
X_1	= School environment
X_2	= Parental support
X_3	= Peer
$\beta_1\beta_2\beta_3$	= Regression coefficient
e	= Error term

a. Hypothesis Test

The hypothesis test is carried out through the t-test and the F test. The t-test is used to determine the influence of each independent variable partially on the dependent variable. The hypothesis is accepted if the significance value < 0.05 .

The F test is used to determine the influence of all independent variables simultaneously on dependent variables. The regression model is declared feasible if the significance value of the F test result is < 0.05 .

b. Coefficient of Determination

The determination coefficient (R^2) is used to determine the amount of contribution of independent variables in explaining the variation of dependent variables. The greater the R^2 value, the greater the ability of independent variables to explain the dependent variables in the research model.

Results And Discussion

1. Research Results

This study aims to analyze the influence of the school environment, parental support, and peers on increasing the learning motivation of students of SMP Islam Insan Kamil An-Nahdliyah Wonoayu Sidoarjo. The study was conducted on 75 respondents consisting of

students in grades VII, VIII, and IX using total sampling techniques. The research data was analyzed using the help of the SPSS version 26 program through data quality tests, classical assumption tests, and multiple linear regression analysis.

a. Data Quality Test

Table 1 Results of the Validity and Reliability Test of Research Instruments

<i>Variable</i>	<i>Validity Test</i>	<i>Cronbach's Alpha Values</i>	<i>Criteria Limits</i>	<i>Conclusion</i>
<i>School Environment</i>	r calculate > r table	0,782	> 0.60	Valid and Reliable
<i>Parent Support</i>	r calculate > r table	0,831	> 0.60	Valid and Reliable
<i>Peers</i>	r calculate > r table	0,722	> 0.60	Valid and Reliable
<i>Learning Motivation</i>	r calculate > r table	0,682	> 0.60	Valid and Reliable

Based on the results of the validity test, all statement items on the variables of school environment, parental support, peers, and learning motivation have a corrected item-total correlation value greater than the r table so that all items are declared valid and suitable for use as research instruments.

Furthermore, the results of the reliability test showed that all research variables had a Cronbach's Alpha value above 0.60, namely the school environment of 0.782, parental support of 0.831, peers of 0.722, and learning motivation of 0.682. Thus, all research variables are declared reliable and consistent in measuring research constructs.

b. Classic Assumption Test

Table 2 Results of the Classical Assumption Test

<i>Test Type</i>	<i>Variable / Indicator</i>	<i>Results</i>	<i>Criteria</i>	<i>Conclusion</i>
<i>Normality</i>	Normal P-Plot	The point spreads around the diagonal line	Normal data	Normal distribution
<i>Autocorrelation</i>	Durbin-Watson	1,703	-2 to +2	No autocorrelation occurs
<i>Multicollinearity (X1)</i>	School Environment	Tolerance = 0.712; LIFE = 1,405	T > 0.10; VIVID < 10	Multicollinearity does not occur
<i>Multicollinearity (X2)</i>	Parent Support	Tolerance = 0.726; LIFE = 1,378	T > 0.10; VIVID < 10	Multicollinearity does not occur
<i>Multicollinearities (X3)</i>	Peers	Tolerance = 0.804; ACTIVE = 1,244		

The results of the normality test showed that the research data was spread around the diagonal line on the Normal P-Plot graph so that the data was declared to be normally distributed.

In the autocorrelation test, the Durbin-Watson value was obtained at 1.703. The value is in the range of -2 to +2 so that the regression model is declared free of autocorrelation symptoms.

The results of the multicollinearity test showed that the school environment variable had a tolerance value of 0.712 and VIF of 1.405, the parent support variable had a tolerance value of 0.726 and VIF of 1.378, while the peer variable had a tolerance value

of 0.804 and VIF of 1.244. The tolerance value of all variables is greater than 0.10 and the VIF value is less than 10, so it can be concluded that the regression model does not experience multicollinearity. In addition, the results of the heteroscedasticity test showed that the dots on the scatterplot were randomly spread above and below zero without forming a specific pattern. This shows that the regression model is free of the symptoms of heteroscedasticity.

c. Multiple Linear Regression Analysis

The results of multiple linear regression analysis obtained the following equations:

$$Y = 12.848 + 0.117X_1 + 0.309X_2 + 0.034X_3$$

The regression equation shows that:

- 1) The constant of 12.848 means that if the variables of the school environment, parental support, and peers are considered constant, then the student's learning motivation is worth 12.848.
- 2) The regression coefficient of the school environment of 0.117 indicates that any improvement in the school environment will increase learning motivation by 0.117.
- 3) The regression coefficient of parental support of 0.309 indicates that an increase in parental support will increase learning motivation by 0.309.
- 4) The peer regression coefficient of 0.034 indicates that an increase in peers will increase learning motivation by 0.034.

Table 3. Multiple Linear Regression Analysis Results

<i>Variable</i>	<i>Coefficient (B)</i>	<i>Direction of Influence</i>	<i>Interpretation</i>
<i>Constant</i>	12,848	-	Learning motivation value when X1, X2, X3 is constant
<i>School Environment (X1)s</i>	0,117	Positive	Every 1 unit increase in learning motivation
<i>Parental Support (X2)</i>	0,309	Positive (strongest)	The most dominant influence on learning motivation
<i>Peer (X3)</i>	0,034	Positive (weakest)	Small influence on learning motivation

Based on the results of multiple linear regression analysis, an equation was obtained that showed the relationship between independent variables (school environment, parental support, and peers) on student learning motivation.

The constant value of 12.848 indicates that if the variables of the school environment, parental support, and peers are considered constant or unchanged, then the student's learning motivation is at a value of 12.848.

The regression coefficient of the school environment of 0.117 indicates that every improvement in the quality of the school environment will increase student learning motivation by 0.117 units.

The regression coefficient of parental support of 0.309 shows that this variable has the greatest influence on student learning motivation, where every increase in parental support will increase learning motivation by 0.309 units.

Meanwhile, a peer regression coefficient of 0.034 showed that the influence of this variable on students' learning motivation was relatively small compared to other variables. Overall, these results show that all independent variables have a positive influence on students' learning motivation, with parental support as the most dominant factor.

d. T test (Partial)

The results of the t-test showed that:

- 1) The school environment variable has a significance value of $0.065 > 0.05$ so that the school environment does not have a significant effect on student learning motivation.
- 2) The parental support variable has a significance value of $0.000 < 0.05$ so that parental support has a positive and significant effect on student learning motivation.
- 3) The peer variable has a significance value of $0.795 > 0.05$ so that peers do not have a significant effect on student learning motivation.

Table 4 Results of the t-test (partial)

<i>Variable</i>	<i>Coefficient (B)</i>	<i>Sig.</i>	<i>a (0,05)</i>	<i>Verdict</i>	<i>Influence</i>
<i>School Environment (X1)</i>	0,117	0,065	0,05	H0 accepted	Insignificant
<i>Parental Support (X2)</i>	0,309	0,000	0,05	H0 rejected	Significant positive
<i>Peer (X3)</i>	0,034	0,795	0,05	H0 accepted	Insignificant

The results of the (partial) t-test show that not all independent variables have a significant influence on students' learning motivation.

The school environment variable has a significance value of 0.065 which is greater than 0.05, so it can be concluded that the school environment does not have a significant effect on students' learning motivation. Thus, the first hypothesis is rejected.

The parental support variable has a significance value of 0.000 which is smaller than 0.05. This shows that parental support has a positive and significant effect on students' motivation to learn, so the second hypothesis is accepted. This variable is also the most dominant factor in the study.

Meanwhile, the peer variable has a significance value of 0.795 which is greater than 0.05, so it does not have a significant effect on student learning motivation. Thus, the third hypothesis is also rejected.

Overall, the t-test results showed that only parental support had a partially significant effect on students' motivation to learn, while the school environment and peers did not have a significant influence.

e. F Test (Simultaneous)

Table 5 F Test Results (Simultaneous)

<i>Models</i>	<i>F Calculate</i>	<i>Sig.</i>	<i>a (0,05)</i>	<i>Verdict</i>	<i>Conclusion</i>
<i>Regression</i>	15,317	0,000	0,05	H0 rejected	Significant effect

The results of the F test showed that the F value was calculated as 15.317 with a significance level of 0.000 less than 0.05. This means that simultaneously the variables of the school environment, parental support, and peers have a significant effect on students' learning motivation. Thus, the regression model used in this study is declared fit to explain the relationship between variables.

f. Coefficient of Determination (R Square)

Table 6 Determination Coefficient Results

<i>Models</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Interpretation</i>
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<i>Regression</i>	-	0,393	-	39,3%
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The results of the determination coefficient test showed an R Square value of 0.393. This indicates that the variables of school environment, parental support, and peers were able to explain the variation in student learning motivation by 39.3%.

Meanwhile, the remaining 60.7% were influenced by other variables that were not included in this research model, such as internal factors of students (interests, talents, and psychological conditions), learning methods, and other social environments outside the research variables.

Thus, it can be concluded that the contribution of the research model is in the medium category, so there is still room for further research to add other more comprehensive variables.

2. Discussion

a. The Influence of School Environment on Student Learning Motivation

The results of the study showed that the school environment did not have a significant effect on students' learning motivation. This is evidenced by a significance value of 0.065 which is greater than 0.05. Thus, the hypothesis that the school environment has an effect on students' learning motivation is rejected.

These findings show that the condition of the school environment has not been fully able to increase student learning motivation optimally. Based on the results of observations, some learning facilities are considered to be less supportive of the teaching and learning process, such as uncomfortable classroom conditions and learning methods that have not fully attracted students' attention. In addition, most of the students are students of Islamic boarding schools who have a fairly dense activity schedule that affects the students' enthusiasm for learning at school.

The results of this study are different from several previous studies that stated that the school environment has a significant influence on student learning motivation. However, in the context of this study, students' motivation to learn is more influenced by internal factors and family support than by the condition of the school environment.

b. The Influence of Parental Support on Student Learning Motivation

The results showed that parental support had a positive and significant effect on students' learning motivation with a significance value of $0.000 < 0.05$ and a regression coefficient of 0.309. This shows that the higher the support of parents, the higher the student's motivation to learn.

Parental support is the most dominant factor in increasing student learning motivation compared to other variables. This support can be in the form of attention, emotional encouragement, assistance in the learning process, appreciation for children's achievements, and parents' efforts in building student confidence.

The findings of this study are in line with the research of Mahmuda et al. (2022) and Subrata (2023) who stated that parental support has a great contribution to building children's motivation to learn so that they can improve learning outcomes optimally.

In the context of SMP Islam Insan Kamil An-Nahdliyah Wonoayu Sidoarjo, students who receive more attention and support from their parents tend to have a higher enthusiasm for learning than students who receive less family support. Therefore, parental involvement in the educational process is an important factor in increasing students' motivation to learn.

c. Peer Influence on Student Learning Motivation

The results showed that peers did not have a significant effect on students' learning motivation with a significance value of $0.795 > 0.05$. Thus, the hypothesis that peers have an effect on students' learning motivation is rejected.

Although the interaction between peers at school is relatively good, the friendship that is established has not been able to have a great influence on increasing students' motivation to learn. This is because students focus more on personal activities and activities of Islamic boarding schools so that the influence of peers on the learning process is relatively small.

This finding is different from the research of Damayanti et al. (2021) which stated that social relationships with peers can increase students' motivation to learn. However, in this study, the peer factor has not been the main factor that affects students' learning motivation compared to parental support.

Overall, the results of the study show that parental support is the most dominant factor in increasing students' motivation to learn, while the school environment and peers have not provided a significant influence partially. However, these three variables simultaneously still have an influence on the learning motivation of students of Insan Kamil An-Nahdliyah Wonoayu Sidoarjo Islamic Junior High School.

Conclusion

Based on the results of data analysis and discussion on the influence of the school environment, parental support, and peers on the learning motivation of students of SMP Islam Insan Kamil An-Nahdliyah Wonoayu Sidoarjo, it can be concluded that the school environment does not have a significant effect on student learning motivation. This is shown by a significance value of 0.065 which is greater than 0.05, so it can be interpreted that the condition of the school environment has not been the main factor in increasing student learning motivation.

Furthermore, parental support has been proven to have a positive and significant effect on students' learning motivation. This is evidenced by a significance value of 0.000 which is smaller than 0.05 and the largest regression coefficient compared to other variables. Thus, parental support is the most dominant factor in increasing students' motivation to learn, which includes parental attention, motivation, and involvement in the child's education process.

Meanwhile, peers do not have a significant effect on students' motivation to learn. This is shown by a significance value of 0.795 which is greater than 0.05, so it can be concluded that peer interaction has not been able to make a meaningful contribution to increasing student learning motivation in the context of this study.

Although not all variables have a significant effect, simultaneously the school environment, parental support, and peers have been shown to have a significant effect on students' learning motivation, as shown by the F-value of 15.317 with a significance of 0.000. In addition, the value of the determination coefficient (R Square) of 0.393 showed that the three variables were able to explain students' learning motivation by 39.3 percent, while the remaining 60.7 percent was influenced by other variables outside this study.

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