The Effect of Family Social Support and School Climate on Students' Learning Motivation

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Abstract

This study is intended 1) to determine the effect of family social support on students' motivation to learn Islamic education, 2) to determine the effect of school climate on students' motivation to learn Islamic education, 3) to find out the effect of family social support and school climate on students' motivation to learn Islamic education. This study uses a quantitative approach through correlation research design. The subject of this study is the eighth grade students of SMP Negeri 1 Ngadiluwih. The sample used is 175 students using simple random sampling technique. The data are analyzed by using simple and multiple linier regression analysis. The results of the study show that 1) there is an influence of family social support on student motivation to learn Islamic education which has an effect of 18.2 %, and the remaining 81.8 % is influenced by other factors; 2) there is an influence of school climate on students' motivation to learn Islamic education which has an effect of 17.4%, and the remaining 82.6 % is influenced by other factors; 3) there is an influence of family social support and school climate on students' motivation to learn Islamic education which has an effect of 23.2 %, and the remaining 76.8 % is influenced by other factors.

Keywords: family social support; school climate; students' learning motivation

Abstrak

Penelitian ini dimaksudkan 1) untuk mengetahui pengaruh dukungan sosial keluarga terhadap motivasi belajar pendidikan agama Islam, 2) untuk mengetahui pengaruh iklim sekolah terhadap motivasi belajar pendidikan agama Islam. 3) untuk mengetahui pengaruh dukungan sosial keluarga dan iklim sekolah terhadap motivasi belajar pendidikan agama Islam. Penelitian ini menggunakan pendekatan kuantitatif desain korelasi. Subjek penelitian ini siswa kelas VIII SMP Negeri 1 Ngadiluwih. Sampel yang digunakan berjumlah 175 siswa menggunakan teknik simple random sampling. Analisis data menggunakan analisis regresi linier sederhana dan berganda. Hasil penelitian menunjukkan 1) ada pengaruh dukungan sosial keluarga terhadap motivasi belajar pendidikan agama Islam yang berpengaruh sebesar 18,2% dan sisanya yaitu 81,8% dipengaruhi faktor lain; 2) ada pengaruh iklim sekolah terhadap motivasi belajar pendidikan agama Islam yang berpengaruh sebesar 17,4% dan sisanya yaitu 82,6% dipengaruhi faktor lain; 3) ada pengaruh dukungan sosial keluarga dan iklim sekolah terhadap motivasi belajar pendidikan agama Islam yang berpengaruh sebesar 23,2% dan sisanya yaitu 76,8% dipengaruhi faktor lain.

1. Pendahuluan

Education is a process of changing attitudes and behavior in an effort to mature a person by means of teaching and training, processes, actions, and ways of educating (Team for Compiling a Dictionary of the Center for Language Development and Development of the Ministry of Education and Culture, 1990). One of the important factors that can make quality humans and can produce high quality is education (Salahuddin et al., 2018). Education can make people who do not know become know. Through this educational process, students can study hard and be able to compete in a sporting manner so that they can achieve satisfactory learning outcomes.

Every student in the learning process would want to get good learning outcomes. Learning activities carried out by students will be successful if they are motivated by encouragement from within and from outside (Sukirman, 2011). This encouragement is what is meant by motivation. Motivation is very important because someone will be more successful than someone who has no motivation. Thus, motivation must be developed according to the consideration of individual differences. In the world of education, this motivation is called learning motivation.

According to John W. Santrock, motivation is the process of providing energy, directing and sustaining behavior (Santrock, 2011). According to Uno, learning motivation is an impulse that comes from internal and also external to certain individuals who are carrying out learning activities that can make the individual change his behavior (Uno, 2008). This learning motivation is very necessary for students, because a success obtained by students depends on the enthusiasm of students in learning. Learning motivation is included in one of the things that can determine the success or failure of a learning process. The higher the student's motivation, the better the learning process will be, so it is important for students to have high motivation in learning (Zulhafizah et al., 2013).

Based on the results of interviews conducted by researchers with PAI teachers, it was found that the learning motivation of class VIII students at SMP Negeri 1 Ngadiluwih was still lacking, because there were still students who were less enthusiastic in learning and were not on time in collecting assignments (N, 2021).

In theory, motivation comes from internal and external. Internal comes from needs while external comes from goals (Petri & Govern, 2013). This goal can be achieved because there is an environment that can affect motivation. One of the external factors contributing to student learning motivation is family social support and school climate.

Dimyati and Mudjiono explained that there are several factors that can affect students' learning motivation including goals and aspirations, abilities, student conditions and also the student's environment (Dimyati & Mudjiono, 2010). Based on the factors that can affect students' learning motivation that has been stated by Dimyati and Mudjiono, there are factors in the student's environmental conditions, one of which is the environment that comes from the family in the form of family social support. Family social support is a force that can encourage students to be active in doing something, especially in terms of learning.

According to Sarafino, social support (social support) is assistance given by others in terms of comfort, concern, and availability in providing assistance (Sarafino & Smith, 2011). The support or assistance that has been provided by the family will result in emotional benefits or can affect the subject's behavior. The family can provide experience to the subject in various areas of life so that the subject has a lot of information as a tool for thinking. Family social support is a support or assistance from the family that is given to the individual so that the individual feels cared for, valued and loved. Family social support is one of the important elements related to student learning motivation, because with high family social support it will show students' learning motivation to increase (Prasetyo & Rahmasari, 2016).

Based on the results of interviews conducted by researchers with PAI teachers that family social support for class VIII at SMP Negeri 1 Ngadiluwih, the current condition of family social support is that there are families who are less concerned about children's learning activities, because families don't care about their children's tasks or learning activities, The family can find out when the school or teacher calls and comes to their house. There are also families who do not provide assistance to children when they cannot do schoolwork, children are left to do their own work as best they can, families do not provide assistance and do not provide support or permission for children to take tutoring.

The importance of family social support with learning motivation can be seen when students learn more quickly and easily in mastering the material

they have learned if the conditions and the environment they live in can support the learning process. A safe, comfortable environment, and also always cared for by the family can increase students' learning motivation. It can be categorized that learning motivation is also influenced by several factors, one of which is the family environment. The family environment is one of the important factors to influence student learning motivation, because the family is the first person who is responsible for the life and education taken by the child. So that the family must help and encourage everything that the child does and also provide formal education that can help the development and growth of the child (Dwiyanti & Ediati, 2020).

This study is in accordance with research conducted by Dwiyanti and Ediati in their study investigating the relationship between family social support and student motivation at SMAN 1 Batangan Pati Regency". There were 119 students joining this study. The result shows that the significance value was 0.001<0.05 which means that there is a significant positive relationship between family social support and learning motivation in class X and XI students of SMAN 1 Batangan (Dwiyanti & Ediati, 2020).

In addition to family social support factors, factors that influence student learning motivation are environmental conditions originating from schools in the form of climate school. According to Cohen et al, school climate refers to the quality and character of school life. School climate is based on the pattern of community experience regarding life in schools that reflect norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structure (Cohen et al., 2009). School climate is one of the important elements related to student learning motivation, because a good school climate will increase student learning motivation (Ferdianto & Mudjiran, 2019).

Based on the results of interviews conducted by researchers with PAI teachers, it was found the description of social support of class VIII families at SMP Negeri 1 Ngadiluwih and the current school climate condition. There is a lack of relationship between teachers and students. The relationship between students and students is lacking due to limited time that can be done together while at school during this pandemic. The rules at school are known by all students in which students are not allowed to be late for school, but there are still students who are late for school.

The importance of a school climate with learning motivation can be seen when the school climate is safe, school residents feel safe, comfortable in

participating in all activities or learning processes, feel protected and feel they get justice. The school climate is maintained as seen from the rules that apply in the school. The rules that apply must be notified to all school members, not only that but also communication between school members must also be good in order to create a conducive school climate (Irwan, 2016). A conducive school climate can increase student learning motivation, because students do not feel disturbed.

In accordance with the research that has been conducted by Ferdianto and Mudjiran in their study investigating the relationship between school climate and student learning motivation of SMP S PSM Bukittinggi. The research subject were 102 students. The results showed that the correlation coefficient was 0.665 and the significance value was 0.000<0.01 which indicates a significant positive relationship between school climate and student motivation at SMP S PSM Bukittinggi (Ferdianto & Mudjiran, 2019).

Departing from the problem that has been presented, there is something interesting and needs to be observed further, therefore the researcher is interested in investigating "The Effect of Family Social Support and School Climate on PAI Learning Motivation for Class VIII Students at SMP Negeri 1 Ngadiluwih". The research problems are formulated as follow: 1) Is there any effect of family social support on students' motivation to learn Islamic education?; 2) Is there any effect of school climate on students' motivation to learn Islamic education?; 3) Is there any effect of family social support and school climate on students' motivation to learn Islamic education?

2. Metode

This study uses a quantitative approach. According to Sugiyono, the quantitative method is a method in which research data is in the form of numbers and uses statistical analysis (Sugiyono, 2016). This research uses a multiple correlation design research. The design of the research is presented in Figure 1.
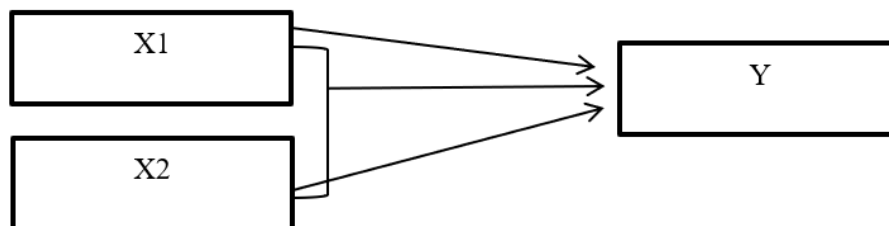
Figure 1. The Research Design

Note:

X1   : Independent Variable (Family social support)

X2   : Independent Variable (school climate)

Y   : Dependent Variable (learning motivation)

The population of this study was all students of class VIII SMP Negeri 1 Ngadiluwih. There are 11 classes with a total of 350 students. There are 5 students who are not Muslim, so the population in this study is 345 students. Sampling in this study is using the Simple Random Sampling technique through the formula proposed by Isaac and Michael using an error rate of 5% obtained 174.77 rounded up to 175 students. The sampling procedure in this study was done by lottery. This lottery method is to be fair in the selection because it is done randomly. This random sampling was carried out in the following way: 1) The researcher wrote the serial number of the students based on the student attendance list on a small piece of paper and then the paper was rolled up. 2) Put the roll into the container. 3) Shake the container and then take one roll of paper, each number that comes out is recorded and used as a sample in the study. 4) Roll up the paper that has already come out, save it in a different place so that it can be used in the next class. 5) Do this until a sample of 175 students is obtained.

This study uses a Likert scale in the form of a checklist. Data collection techniques in this study used questionnaires. The first questionnaire is used to collect the data on family social support. The questionnaire is adapted from A'yun (2018) study. It is developed based House's theory cited in Smet (1994) in which there are four dimensions of family social support (emotional, reward, instrumental, and informative supports). The blueprint of the questionnaire is presented in Table 1.

Table 1. Blue Print of Family Social Support Questionnaire

Variable	Dimension	Indicators	Items	
			Favorable	Unfavorable
Family Social Support (X1)	Emotional support	Empathy feeling	1,2	17,18
		Giving attention	3,4	19,20
	Reward support	Positive assessment	5,6	21,22
		Encourage-ment to forward	7,8	23,24
	Instrumental support	Direct support in the form of material	9,10	25,26
		Direct support in the form of action	11,12	27,28
	Informative support	Giving advise	13,14	29,30
		Giving direction	15,16	31,32

The second questionnaire is to collect the data on school climate. It is adapted from Amanah's study (2019). The questionnaire is developed based on Cohen's theory which consists of four dimensions. Those are dimension of safety, teaching and learning, interpersonal relationship, and institutional environment. The blueprint of the questionnaire is presented in Table 2.

The last questionnaire is used to collect the data on students' learning motivation. It is adapted from Nisa's study (2020). It is developed based on Marx dan Tombuch's theory cited by Riduwan (2013) which consists of five dimensions. Those are cleverness in learning, toughness in facing difficulties, interest and concentration in learning, learning achievement, and learning independency. The blueprint of the questionnaire is presented in Table 3.

Table 2. Blue Print of School Climate Questionnaire

Variable	Dimension	Indicators	Items	
			Favorable	Unfavorable
School Climate (X2)	Safety	Rules and norm	1,2	21,22
		Physics safety	3,4	23,24
		Social and emotional safety	5,6	25,26
	Teaching and Learning	Learning support	7,8	27,28
		Social and citizenship learning	9,10	29,30
	Interpersonal Relationship	Respect to differences	11,12	31,32
		Adult social support	13,14	33,34
		Students' social support	15,16	35,36
	Institutional Environment	Relationship/involvement of school	17,18	37,38
		Physics environment	19,20	39,40

Table 3. Blue Print of Learning Motivation Questionnaire

Variable	Dimension	Indicators	Items	
			Favorable	Unfavorable
Learning Motivation (Y)	cleverness in learning	Presence in school	1,2	23,24
		Joining teaching and learning process	3,4	25,26
		Learning at home	5,6	27,28
	toughness in facing difficulties	Attitude in facing difficulties	7,8	29,30
		Effort in solving the difficulties	9,10	31,32
	interest and concentration in learning	Habit in joining teaching and learning process	11,12	33,34
		Spirit in joining teaching and learning process	13,14	35,36
	learning achievement	Eagerness to have good achievement	15,16	37,38
		Achievement qualification	17,18	39,40
	learning independency	Finishing duties or homework	19,20	41,42
		Learning opportunities to have independent study	21,22	43,44

The data analysis technique uses SPSS version 25 software. First, test the validity by comparing the value of r count with r table for degree of freedom (df) = n-2 where n is the number of samples and reliable research by comparing Cornbach Alpha with 0.60 then the item is said to be reliable. The normality test of the data used the Kolmogorov Smirnov test. The data is declared normally distributed if the significance value is greater than 0.05 or 5%. Test for linearity by comparing the significance values on SPSS 25, assuming that the deviation from linearity significance value is > 0.05. Heteroscedasticity test compares the significance value on SPSS 25, assuming that the sig. > alpha 0.05. Hypothesis testing using simple linear regression analysis and multiple linear regression analysis.

All questionnaires are tried out and analyzed their validity and reliability. The result of validity analysis for family social support questionnaire shows that from 32 items, 30 items are valid, and 2 items are invalid. The invalid items are discarded or will not be used to collect the data. Then the result of reliability analysis shows the questionnaire is reliable. The Cronbach alpha result is 0.914 (higher than 0.6). Next, the validity analysis result for school climate questionnaire shows that from 40 items, 34 items are valid, and 6 items are invalid. The invalid items are discarded or will not be used to collect the data. Then the result of reliability analysis shows the questionnaire is reliable. The Cronbach alpha result is 0.938 (higher than 0.6). Last, the result of validity analysis for learning motivation questionnaire shows that from 44 items, 41 items are valid, and 3 items are invalid. The invalid items are discarded or will not be used to collect the data. Then the result of reliability analysis shows the questionnaire is reliable. The Cronbach alpha result is 0.956 (higher than 0.6).

3. Hasil dan Pembahasan

The results of this study indicate that family social support in SMP Negeri 1 Ngadiluwih is in the good category. In accordance with the interpretation of the true score with an average of 123.13. The school climate at SMP Negeri 1 Ngadiluwih is in a good category. In accordance with the interpretation of the true score with an average of 136.12. And the motivation to learn PAI at SMP Negeri 1 Ngadiluwih at SMP Negeri 1 Ngadiluwih is in the good category.

The results of the first hypothesis testing which states that there is an effect of family social support on students' motivation in learning Islamic education is presented in Table 4.

**Table 4. Determination coefficient of effect of family social support on students'
motivation in learning Islamic education**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.427[a]	0.182	0.177	12.53271

Table 4 shows that the results of the correlation coefficient (R) is 0.427, while the coefficient of determination R is 0.182. So that the percentage of the influence of family social support on students' motivation in learning Islamic education is 18.2%, and the remaining 81.8% is influenced by other factors. The correlation coefficient between family social support and learning motivation is 0.427 in the medium category. The result of ANOVA test is presented in Table 5. Based on the results of the ANOVA test of f_{count} of 38.549. while for f_{table} with degrees of freedom df1=1 and degrees of freedom df2=173, which is 3.90, then $f_{count} > F_{table}$ or sig. (0.000) < alpha (0.05). So, it can be said that H0 is rejected and Ha is accepted, so it can be concluded that the variable of family social support can be used to predict learning motivation.

**Table 5. The Result of ANOVA Testing on the Effect of Family Social Support on
Students' Motivation**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6054.847	1	6054.847	38.549	.000[b]
	Residual	2717.,90	173	157.0690		
	Total	33227.75	174			

The results of the simple linear regression hypothesis test between the variables of family social support and learning motivation is presented in Table 6. From the table above, the formula of family social support effect on learning motivation is presented as follows Y = 102.367+ 0.480.X1.

The model can be interpreted that if family social support is equal to zero, then learning motivation is 102.367. If family social support is increased by one unit, then learning motivation increases by 0.480. Family social support variable has sig. (0.000) < alpha (0.05) and tcount value is 6.209 > ttable (1.97377), then H0 is rejected and Ha is accepted. Therefore, it can be

concluded that there is an influence between family social support on students' motivation in learning Islamic education.

Table 6. The Result of Hypothesis Testing using Simple Linier Regression

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	102.367	9.571		10.696	.000
1	Family Social Support	0.480	0.077	0.427	6.209	.000

The finding of this study is in line with Sarafino's study (2011). According to Sarafino, social support is assistance given by others in terms of comfort, concern, and availability in providing assistance (Sarafino & Smith, 2011). Family social support in question is the support provided by the family of students. Based on the theory of House as quoted by Bart Smet with dimensions of emotional support, appreciation, instrumental, and informational (Smet, 1994).

It is important that family social support is given to children (students), because children tend to be unstable with their emotions. So they need a family who can provide support, advice, advice and direction to make a decision (Aristya & Rahayu, 2018). The support given by the family to the child in learning activities will make the child have a better motivation to learn.

Furthermore, it is strengthened by the results of research showing a significant relationship between family social support and learning motivation, namely the research conducted by Yulia (2018). She investigated the effect of family social support on students' learning motivation in Civics Education Subjects at SMK Negeri 1 Indralaya Utara". The results of this study indicate that there is a significant effect of family social support on students' learning motivation in PPKN subjects at SMK Negeri 1 Indralaya Utara (Yulia, 2018).

The results of the second hypothesis research which states that there is an influence of school climate on students' motivation in learning Islamic education as evidenced by the results of the correlation coefficient (R) is 0.417.

While the coefficient of determination R is 0.174. So that the percentage of the influence of school climate on students' motivation in learning Islamic education is 17.4% and the remaining 82.6% is influenced by other factors. The magnitude of the correlation coefficient between school climate and learning motivation is 0.417, which means that there is an influence between school climate on student learning motivation at the moderate level or category. Based on the results of the ANOVA test, the calculation of f_{count} is 36.415. As for the f_{table} with degrees of freedom df1=1 and degrees of freedom df2=173 which is 3.90, then f_{count} > F_{table} which is 36.415 > 3.90 or with sig. (0.000) < alpha (0.05). So it can be said that H0 is rejected and Ha is accepted, so it can be concluded that the school climate variable can be used to predict learning motivation.

Based on the results of simple linear regression hypothesis testing between school climate variables on learning motivation, the formula is presented as follows:

$$Y = 91.259 + 0.516.X1$$

The model can be interpreted that if the school climate is equal to zero, then the learning motivation is 91.259. If the school climate is increased by one unit, the learning motivation will increase by 0,516. Based on the table above, it can also be seen that the influence of the school climate variable is significant or not on the variable of learning motivation. The school climate variable has a sig. (0.000) < alpha (0.05) and the tcount value is 6.035 > ttable is 1.97377, then H0 is rejected and Ha is accepted so that it can be concluded that there is an influence between school climate on students' motivation in learning Islamic education.

According to Cohen et al, school climate refers to the quality and character of school life. School climate is based on patterns of community experience regarding life in schools that reflect norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures (Cohen et al., 2009). School climate can affect student learning where students feel comfortable, safe and do not feel anxious when they are at school, they will be able to focus on learning, and vice versa (Irwan, 2016).

Furthermore, it is strengthened by the results of research which show a significant relationship between school climate and learning motivation. The research was conducted by Hamidah investigating the effect of school climate

on student learning motivation at SMAN 1 Tirtayasa. The results of this study indicate that there is an influence between school climate on student motivation at SMAN 1 Tirtayasa (Hamidah, 2020).

The results of the third hypothesis research which states that there is an effect of family social support and school climate on students' motivation in learning Islamic education. The results of the correlation coefficient (R) is 0.482, while the coefficient of determination R is 0.232. So that the percentage of the influence of family social support and school climate on students' motivation in learning Islamic education is 23.2% and the remaining 76.8% is influenced by other factors. The magnitude of the correlation coefficient between family social support and learning motivation is 0.482, which means that there is an influence between family social support and school climate on students' learning motivation at the moderate level or category.

Furthermore, to measure the real level of influence of family social support and school climate on learning motivation, the F test was carried out. The results can be seen that f_{count} is 26.049. Meanwhile, for f_{table} with degrees of freedom df1=2 and degrees of freedom df2=172, which is 3.05, then f_{count} > F_{table}, which is 26.049 > 3.05 or with sig. (0.000) < alpha (0.05). It can be said that H0 is rejected and Ha is accepted. It can be concluded that the variables of family social support and school climate can be used together to predict learning motivation significantly.

Based on the results of the multiple linear regression hypothesis test between the variables of family social support and school climate on learning motivation, they arethe formula is formulated as follows:

$$Y = 77.287+ 0.322+0.328.X2.$$

The model can be interpreted that if the family social support variable (X1) and school climate variable (X2) or equal to zero, then the learning motivation variable (Y) is 77.287. If family social support (X1) is increased by one unit, then learning motivation (Y) increases by 0.322 with the assumption that the school climate variable (X2) remains. If the school climate variable (X2) is increased by one unit, the learning motivation (Y) will increase by 0.328 with the assumption that the family social support variable (X1) remains.

Based on the results of the t test, it is known that the tcount value is 6.479, which means it is greater than ttable, which is 1.97385 and the sig value (0.000 < alpha 0.05). So, it can be concluded that Ha is accepted and H0 is

rejected. Thus, there is an influence between family social support and school climate on the students' motivation to learn Islamic education.

Learning motivation is all the power that can move the psyche that is in a person that can bring up learning activities, can guarantee the continuity of learning activities, and provide direction for learning activities that have been carried out to achieve the goals that have been set (Emerelda & Kristiana, 2017).

According to Dimyati and Mudjiyono, one of the factors that influence learning motivation is the condition of the student's environment, the environmental condition here is the student's environment which includes natural conditions, living environment, peer relationships, and social life. A healthy, safe, peaceful, orderly, and beautiful school environment will increase enthusiasm and motivate students in their learning (Dimyati & Mudjiono, 2010). If the family's social support in learning is good, then the motivation of students in learning will increase and if the school climate is good, the motivation in student learning will also increase so as to achieve learning goals as desired.

4. Simpulan

Based on the finding and discussion above, there some conclusion can be drawn. First, there is an effect of family social support on students' motivation in learning Islamic education. Second, there is an influence of school climate on students; motivation in learning Islamic education. And third, there is an effect of family social support and school climate on the students' motivation to learn Islamic education. All of the significant values obtained is smaller than significant level 0.05. Therefore, it is suggested to consider the family social support and school climate in improving students' learning motivation.

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