

THE INFLUENCE OF PARENTAL SUPPORT AND LEARNING ENVIRONMENT ON STUDENT LEARNING ENTHUSIASM THROUGH LEARNING MOTIVATION AS AN INTERVENING VARIABLE (STUDY ON FEB UNJ STUDENTS)

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Abstract. This study aims to examine the direct and indirect effects of parental support and the learning environment on student's learning enthusiasm, with learning motivation as a mediating variable. The research was conducted among students of the Faculty of Economics and Business, Universitas Negeri Jakarta (UNJ), using a quantitative approach with survey methods. A total of 100 respondents were selected through purposive sampling. Data were analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS). The findings suggest that parental support and the learning environment do not significantly impact learning motivation, nor do they directly influence student's learning enthusiasm. However, learning motivation has a strong and significant direct effect on learning enthusiasm. Furthermore, the indirect effect of parental support and the learning environment on learning enthusiasm through learning motivation is also not significant. These results highlight the dominant role of internal student motivation in fostering enthusiasm for learning, while external factors such as parental support and learning environment serve as supporting elements rather than primary drivers. Beyond academic insights, this study contributes to the broader understanding of human capital development, especially in the context of modern HRM, where motivation and support systems are essential in shaping productive and engaged individuals.

Keywords: parental support, learning environment, learning motivation, learning enthusiasm, human capital

Introduction

In the context of higher education, student enthusiasm for learning is recognized as a vital emotional and psychological component that reflects one's engagement, energy, and determination to pursue academic success. This enthusiasm is typically manifested in student's willingness to participate in learning activities, complete assignments diligently, and persevere despite academic difficulties. A high level of learning enthusiasm often correlates with stronger academic performance and a more proactive learning attitude.

One of the key elements influencing student enthusiasm is the support they receive from their parents. Parental support can take various forms, including emotional reinforcement, financial assistance, the provision of study tools, and recognition for academic achievements. Such support helps build a solid foundation for student's confidence and sense of responsibility in learning. When parents are actively involved in their children's educational journey, students are more likely to feel motivated and valued, which can enhance their enthusiasm to engage with academic tasks.

Aside from parental influence, the learning environment also plays a significant role in shaping student enthusiasm. A conducive environment characterized by a quiet, organized, and resourceful setting — allows students to focus better and feel comfortable while studying. Whether at home or in educational institutions, the presence of minimal distractions, access to learning resources, and a sense of psychological safety contribute to student's concentration and motivation.

Despite the importance of these external factors, learning enthusiasm also stems from within.

Motivation is an internal psychological force that drives a student to pursue educational goals. It influences how students perceive challenges, manage their time, and engage with academic material. Motivation is often shaped by prior experiences, self-belief, personal goals, and external stimuli such as support from family or a supportive environment. The presence of strong motivation can amplify the impact of external support, transforming it into meaningful and sustained learning efforts.

However, previous studies have reported mixed findings on the extent to which external factors like parental support and the learning environment influence student motivation and enthusiasm. While some research confirms positive correlations, others argue that internal characteristics such as self-discipline or socioeconomic background play a more dominant role. These inconsistencies indicate a need for further investigation into how these variables interact, particularly within the context of university students.

In response to this research gap, the present study focuses on students in the Faculty of Economics and Business at Universitas Negeri Jakarta (UNJ). It aims to examine how parental support and the learning environment, both directly and through the mediating role of learning motivation, influence student's enthusiasm for learning. The findings of this study are expected to provide meaningful contributions to academic discourse and offer practical insights that can inform efforts to create educational environments that nurture student enthusiasm and success.

Literature Review

The theoretical foundation of this research is grounded in several core concepts that explain how external and internal factors shape a student's drive and enthusiasm toward academic learning. Parental support refers to the ongoing role of parents in offering both emotional and material assistance to help their children succeed academically. According to Santrock (Yuliya, 2019), the active involvement of parents can significantly enhance learning outcomes by increasing a student's confidence and sense of value in education. (Nurrohmatulloh, 2016) categorizes this support into four key dimensions: emotional, instrumental, informational, and appraisal.

Emotional support reflects empathy and encouragement, instrumental support includes financial help and access to learning tools, informational support involves advice and academic guidance, and appraisal support is demonstrated through praise and recognition. Meanwhile, the learning environment encompasses all the physical and social settings in which students study. A conducive learning environment—be it at home, school, or within the community helps students concentrate and stay motivated. (Mahdalina n.d.) and Aqib (2002) suggest that a structured, supportive, and peaceful environment can significantly enhance a student's focus, learning capacity, and discipline. The family setting, in particular, plays a central role as it often serves as the student's first learning environment. When well-facilitated, it encourages the development of positive behaviors and a disciplined approach to study.

Motivation, as defined by Winkel (in Avissina, 2015), is the internal drive that pushes an individual to achieve specific learning goals. It is influenced by both intrinsic elements—such as curiosity and self-satisfaction—and extrinsic factors—such as rewards or praise. (in Avissina, 2015) argues that motivation is the psychological energy behind effort, persistence, and engagement in learning tasks. Enthusiasm for learning, then, is the outward expression of that motivation, marked by consistency, energy, and positivity toward academic responsibilities. (Khumairoh, 2023) adds that enthusiasm leads to deeper cognitive engagement and better academic performance. Integrating these perspectives, the theoretical constellation in this study posits that parental support and the learning environment both directly affect learning motivation, which in turn significantly influences learning enthusiasm.

Additionally, these external factors are also assumed to have a direct effect on enthusiasm, without mediation. However, prior studies have offered mixed results. For instance, while some research supports the significance of the external variables, others find internal psychological factors like resilience or self-discipline more influential. To synthesize these findings into an empirical model, a conceptual framework was developed showing the hypothesized relationships among the variables. Parental support and learning environment are positioned as independent variables, learning motivation serves as a mediating variable, and learning enthusiasm is the dependent outcome. The model is visualized using directional arrows to demonstrate both direct and indirect influences and provides a comprehensive structure that underpins the six hypotheses tested in this study.

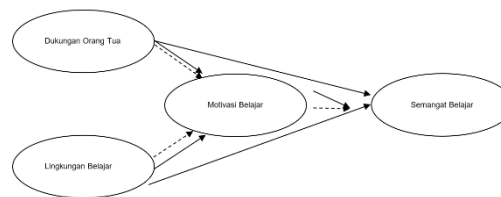


Figure 10. Conceptual framework of the research model.

Methods

This survey-based quantitative study examined parental support, learning environment, motivation, and enthusiasm. This study included Universitas Negeri Jakarta (UNJ), Faculty of Economics and Business students from various academic years. This criterion ensured that participants had enough academic experience and parental and learning environment contact.

This study included all Faculty of Economics and Business Department students throughout the academic years. Purposive sampling selected 100 students who had completed at least two semesters of study. Data was collected using a closed-ended online questionnaire. Responses were on a five-point Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The instrument measured student's opinions on the study's four primary variables.

The variables measured in this study consisted of four main constructs: parental support (X1), learning environment (X2), learning motivation (Z), and learning enthusiasm (Y). Parental support was defined as the encouragement and assistance provided by parents and was categorized into two key dimensions, namely emotional support and financial support. The learning environment variable represented the physical and social conditions that support the learning process, encompassing the conduciveness of the learning atmosphere and the social support within the environment. Learning motivation, as the mediating variable, was understood as the psychological drive that pushes students to learn, and it was divided into internal and external motivations. Lastly, learning enthusiasm refers to the observable energy and persistence of students in engaging with academic tasks, particularly in terms of their consistency and perseverance throughout the learning process. Composite dependability, AVE from SmartPLS. PLS-SEM was used to evaluate variable relationships. This method was used for prediction models for testing direct and indirect effects, including mediation.

SEM-PLS was used to analyze the data with SmartPLS 3.0. This technique was chosen for predictive models and complex connection analysis, including mediation analysis. The measurement model (outer model) assessed validity and reliability, whereas the structural model (inner model) investigated variable relationships.

Result and Discussion

A total of 100 students participated as respondents in this study from the Faculty of Economics and Business at Universitas Negeri Jakarta (UNJ), were selected through purposive sampling. The demographic breakdown revealed that 57% were male and 43% were female. Age-wise, the sample was divided into three separate clusters: 34% were aged 18–20, 32% were aged 21–23, and another 34% were above 24 years old. The sampling process ensured balanced representation across student programs and academic years, particularly those from 2022 to 2024 cohorts.

Centered on undergraduate students at the Faculty of Economics and Business, Universitas Negeri Jakarta (UNJ), this study thoroughly examines the role of learning motivation in mediating the relationship between parental support, learning environment, and learning enthusiasm. The data analysis was conducted using quantitative methods with SmartPLS software, incorporating descriptive and inferential statistics to validate the research model and test hypotheses. The sample included 100 students selected through purposive sampling based on criteria such as active academic status and experience in utilizing learning support systems from parents and their environment.

Data analysis began with measurement instrument reliability and validity testing. Parental Support

(X1), Learning Environment (X2), Learning Motivation (Z), and Learning Enthusiasm (Y). These have strong internal consistency since Cronbach's Alpha values exceeded 0.700. Parental support was 0.929, learning environment 0.918, motivation 0.922, and enthusiasm 0.917. This suggests great dependability across all constructs. The composite reliability (CR) values were above 0.900 and the average variance extracted (AVE) for each construct exceeded 0.500, proving convergent validity. In the Fornell-Larcker test, the square roots of the AVE values for each construct were bigger than their correlations with other constructs, showing that each variable was statistically distinct and reflected different model dimensions.

Furthermore, multicollinearity testing using Variance Inflation Factor (VIF) showed that all items had VIF values well below 5.0, ranging between 2.001 and 2.975. This implies that there were no collinearity problems among indicators, ensuring the stability and robustness of the regression coefficients in the structural model. An R^2 value of 0.875 was obtained for learning enthusiasm (Y), suggesting that the model's three predictors; parental support, learning environment, and learning motivation collectively explained 87.5% of the variance in student's learning enthusiasm. Meanwhile, the R^2 value for the mediating variable, learning motivation (Z), was 0.056, indicating a relatively weak explanatory power by the independent variables (X1 and X2) toward the mediating construct.

Table 1: Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STD)	T Statistics (O/STDEV)	P Values
X1 -> Y	0.151	0.134	0.098	1.536	0.124
X1 -> Z	0.215	0.237	0.316	0.681	0.496
X2 -> Y	-0.130	-0.122	0.097	1.332	0.183
X2 -> Z	0.022	0.020	0.320	0.069	0.945
Z -> Y	0.928	0.943	0.018	52.708	0.000

The path coefficient analysis, which tested both direct and indirect relationships, revealed several interesting findings. For the direct effect, the path from learning motivation (Z) to learning enthusiasm (Y) showed a significant positive relationship supported by statistical values showing $t > 1.960$ and $p < 0.050$, validating that students who are internally and externally motivated exhibit higher learning enthusiasm. This supports existing literature that emphasizes the role of motivation in sustaining educational effort and resilience. However, contrary to expectations and several supporting studies, the indirect effect of parental support (X1) on learning enthusiasm (Y) through learning motivation (Z) was found to be statistically insignificant. The coefficient was 0.200, but the p-value was 0.502, exceeding the significance threshold. Similarly, the influence through a mediating variable of the learning environment (X2) on learning enthusiasm through learning motivation also showed insignificant results, with a coefficient of 0.021 and a p-value of 0.946. These findings suggest that learning motivation did not act as a significant mediator regarding the relationship of the independent variables to learning enthusiasm. Nevertheless, the direct impact of motivation (Z) on study spirit (Y) was found to be statistically significant, highlighting the importance of intrinsic and extrinsic drive in sustaining academic enthusiasm. Thus, while parental support and environment alone do not strongly predict study spirit through motivation, motivation independently plays a vital role in influencing student's learning vigor.

Table 2: Specific Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STD)	T Statistics (O/STDEV)	P Values
X1 -> Z -> Y	0.200	0.223	0.297	0.672	0.502
X2 -> Z -> Y	0.021	0.020	0.302	0.068	0.946

This contrasts with several earlier studies that argued that parental involvement and conducive learning environments foster motivation, which in turn fuels learning passion. The absence of a significant mediating role in this study could be attributed to contextual variables such as student independence, differences in motivation types (intrinsic vs. extrinsic), or differing socio-economic backgrounds which moderate the perceived importance of support or environment. Additionally, students at the tertiary level may perceive support from parents and their learning environment more as background factors, with internal factors such as self-efficacy and personal goals playing a more dominant role in shaping their motivation and enthusiasm.

From a practical standpoint, this implies that merely providing support, whether emotional, financial,

or through facilities might not be sufficient to guarantee high learning motivation or enthusiasm. It highlights the importance of integrating support systems with personal development strategies that foster self-determined motivation. Educational institutions, therefore, should not only ensure that students have access to supportive environments but also implement programs that cultivate intrinsic motivation, such as mentoring, goal-setting workshops, and peer engagement initiatives.

In conclusion, the results demonstrate that while students acknowledge parental support and the learning environment, their impact on learning enthusiasm through learning motivation is statistically limited in this study. Nevertheless, learning motivation remains a crucial direct predictor of enthusiasm, underlining its essential role in student academic engagement. These findings contribute to the growing body of research emphasizing the nuanced and context-sensitive nature of educational motivation and behavior, highlighting the need for more targeted interventions that directly address motivational dynamics rather than relying solely on external support systems.

Conclusion, Implementation, and Recommendation

Based on the results of this study, it can be concluded that learning motivation significantly influences students' learning enthusiasm, while parental support and the learning environment show no significant direct or indirect effects on learning enthusiasm through motivation. These findings imply that students' inner drive plays a more dominant role than external factors in sustaining their enthusiasm for academic engagement. While external supports such as family encouragement and learning facilities remain relevant, their impact may only be meaningful when aligned with a student's intrinsic willingness to learn.

The results of this research have practical implications, especially for parents, educators, and institutions that aim to enhance student enthusiasm. Stakeholders should consider developing initiatives that focus not only on providing resources and support but also on cultivating students' internal motivation. For example, guidance programs and mentorship systems may help students discover their own academic goals and develop a deeper connection with learning.

This study also offers recommendations for future strategies. Parents are encouraged to maintain involvement in their children's education, not just materially but also emotionally, by recognizing their efforts and encouraging self-directed learning. Educational institutions should strive to create a learning environment that nurtures autonomy, creativity, and engagement, making students feel psychologically safe and academically empowered. Additionally, curriculum designers and academic counselors may find it beneficial to integrate motivational development strategies into course delivery or student support systems.

Suggestions

1. Parents should balance material support with emotional encouragement, ensuring students feel acknowledged and motivated.
2. Schools and universities need to prioritize student-centered environments that foster independence and academic confidence.
3. Future research could explore other internal variables such as resilience, grit, or self-efficacy that might play a stronger role in influencing enthusiasm.
4. Educators should consider integrating motivational enhancement techniques within learning activities to further engage students.
5. Institutions may benefit from implementing programs that align both external support and personal motivation, encouraging sustainable enthusiasm for learning.

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BINUANG 4 DAN SDN BINUANG 8 DI KECAMATAN BINUANG KABUPATEN TAPIN DALAM PELAJARAN IPA).

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