



## **Elementary School Students' Learning Motivation in Relation to School and Family Environment Conditions**

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### **ABSTRACT**

*Learning motivation is an important factor that influences students' success in the educational process, especially at the elementary school level. This study aims to determine how the conditions of the school and family environments affect students' learning motivation. A conducive school environment and positive family support are believed to enhance students' enthusiasm and willingness to learn. This research employed a quantitative approach using a survey method. Data were collected through a closed-ended questionnaire based on a Likert scale, which was distributed to students in grades IV, V, and VI. The instrument was tested for validity and reliability before being used for data collection. The results of the study show a significant relationship between the conditions of the school and family environments and the level of students' learning motivation. A safe, clean school environment and harmonious relationships with teachers and peers positively impact students' motivation. Similarly, parental attention in supporting children's learning at home serves as an essential supporting factor. In conclusion, students' learning motivation is generally influenced by two main factors: a supportive school environment and a family that provides consistent attention and encouragement.*

**Keywords:** *Learning Motivation; School Environment; Family Environment*

### **1. Introduction**

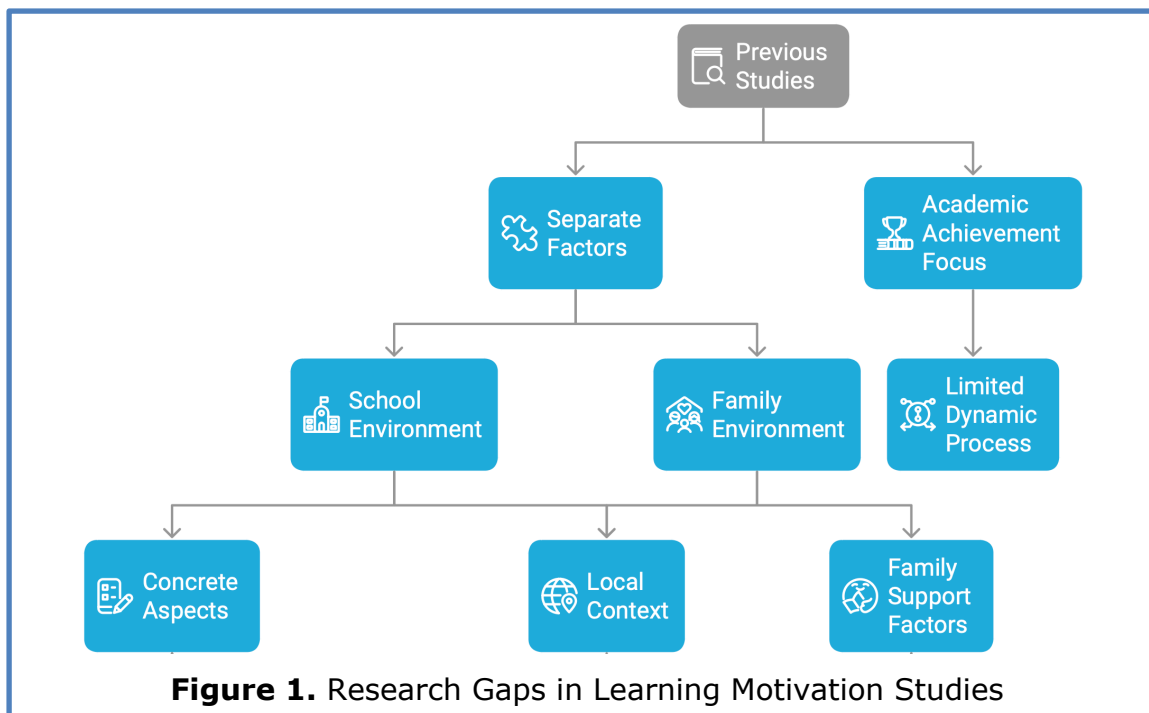
Learning motivation is one of the key factors that determines students' success in the educational process, especially at the elementary school level. At this stage, students are in a transitional period from play-based learning to a more structured learning process (Yantoro et al., 2020). Therefore, both internal drive and external influences play a crucial role in shaping their attitudes and enthusiasm for learning. High motivation encourages students to be more diligent, persistent, and achievement-oriented in their learning activities (Fuad & Sa'bandiyah, 2023). One of the most significant external factors that influences students' learning motivation is the school environment. School is not

only a place where students receive academic material, but also a social space where they interact with teachers, peers, and the overall school culture (Fuad & Sa'bandiyah, 2023).

A supportive school environment, such as a comfortable classroom atmosphere, adequate learning facilities, and positive teacher attitudes can foster a sense of safety and enthusiasm for learning. In contrast, an unsupportive school environment can become a serious barrier to the development of students' learning motivation (Winata, 2023). In addition to the school environment, the family also plays a vital role in shaping students' learning motivation (Eduard et al., 2023). The family is the first and foremost environment for children, particularly in instilling values, study habits, and emotional support (Yeni et al., 2023) (Alshammari, 2020) (Kustiara, 2020). Parental attention and involvement in a child's education such as helping with homework, spending time to accompany learning, and giving appreciation for effort can build self-confidence and internal motivation to learn (Fatayan et al., 2022).

Previous studies have shown that the school and family environments have a significant influence on elementary school students' learning motivation. Research by (Wulandari & Alyani, 2022) found that parental involvement in children's learning activities has a positive impact on students' intrinsic motivation at the elementary level. Meanwhile, a study by (Solehudin & Rochmiyati, 2023) revealed that a pleasant classroom atmosphere, positive interactions between teachers and students, and the use of varied teaching approaches can increase students' enthusiasm for learning. (Pratiwi et al., 2023) also emphasized that family economic conditions and the availability of learning resources at home affect students' motivation to learn, particularly during online learning. In addition, (Sahputra & Ivana, 2022) highlighted that emotional support from the family environment and individual attention from teachers are a crucial combination in fostering strong learning motivation in school-age children.

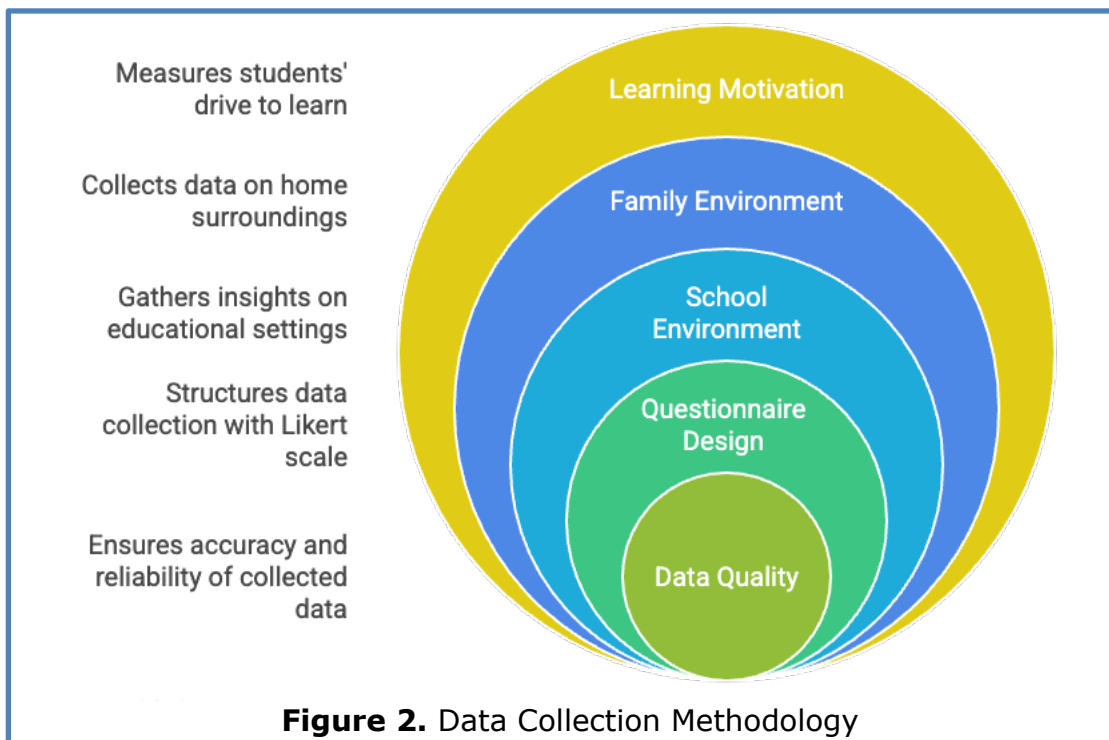
Low learning motivation among elementary school students is often triggered by unsupportive school and family environments. At school, the lack of facilities, monotonous teaching approaches, and insufficient teacher attention to students' individual needs hinder the development of learning enthusiasm. From the family side, economic limitations, low parental education levels, and minimal involvement in the child's learning process also contribute to the problem (Anggreni & Dibia, 2022). This situation creates a gap among students, where those from more supportive environments tend to show higher motivation compared to those from less favorable backgrounds (Angreni et al., 2023). The disparity in learning motivation can lead to unequal academic achievement and may even result in long-term learning delays. Efforts to improve learning motivation face various challenges, such as limited school resources, weak parental involvement, and the underdevelopment of intervention programs by related parties (Lee et al., 2021). A synergistic collaboration among schools, families, and communities is essential to create a learning environment that supports both emotional and academic development. Effective strategies, including empowering teachers, improving facilities, and strengthening parental roles, will be critical to successfully addressing these challenges (Widiana & Fadli, 2023).



This phenomenon highlights the importance of research on how school and family environments influence the learning motivation of elementary school students. Understanding this relationship is crucial so that educators, parents, and education policymakers can design appropriate interventions to enhance learning motivation, especially for students living in less supportive environments. Furthermore, this study is expected to identify the most significant environmental factors that shape students' learning motivation. For example, it seeks to determine whether parental emotional support has a greater impact than the availability of learning facilities at home, or whether the role of teachers is more influential than the physical condition of the school. Such information can serve as a foundation for developing more contextual educational strategies that are responsive to students' actual needs.

**2. Methods**

This study employs a quantitative approach with a descriptive correlational research design. This approach aims to describe and analyze the relationship between the school and family environments and the learning motivation of elementary school students (Warisman & Liansary, 2021). A correlational study was chosen because it can explain the extent of the relationship between variables without applying specific treatments to the subjects. Through this approach, the researcher can obtain an objective and measurable understanding of how environmental factors influence students' learning motivation in elementary school. The data in this study consist of primary data collected directly from students through the distribution of questionnaires. The research subjects were fourth- and fifth-grade students of SD Negeri 2 Nganganaumala, totaling 25 students. The data collected included students' perceptions of the school environment (such as classroom comfort, teacher attention, and social interaction), the family environment (parental support and learning conditions at home), and their level of learning motivation (perseverance, interest in learning, and enthusiasm in attending lessons). In addition, secondary data such as school documents, including student enrollment numbers and parents' background information were also used to support the analysis.



**Figure 2.** Data Collection Methodology

Data collection was carried out using a closed-ended questionnaire designed in the form of a Likert scale. The questionnaire was divided into three main sections based on the research variables: the school environment, the family environment, and students’ learning motivation. The questionnaire instrument underwent content validity and reliability testing with the involvement of elementary education experts before being used for field data collection. The questionnaires were distributed directly in the classroom with teacher assistance to ensure that students understood each item presented (Dzakiyah et al., 2023). Data analysis was conducted quantitatively using descriptive and inferential statistical techniques. Descriptive statistics were used to illustrate the score distribution for each variable, while inferential statistics in the form of Pearson correlation tests, were applied to determine the relationship between environmental variables (school and family) and students’ learning motivation. The results of the analysis were used to answer the research questions and provide an empirical overview of how environmental factors influence students’ enthusiasm for learning at SD Negeri 2 Nganganaumala. It is hoped that the findings of this study can serve as a reference for improving educational strategies that focus on enhancing students’ learning motivation at the elementary school level.

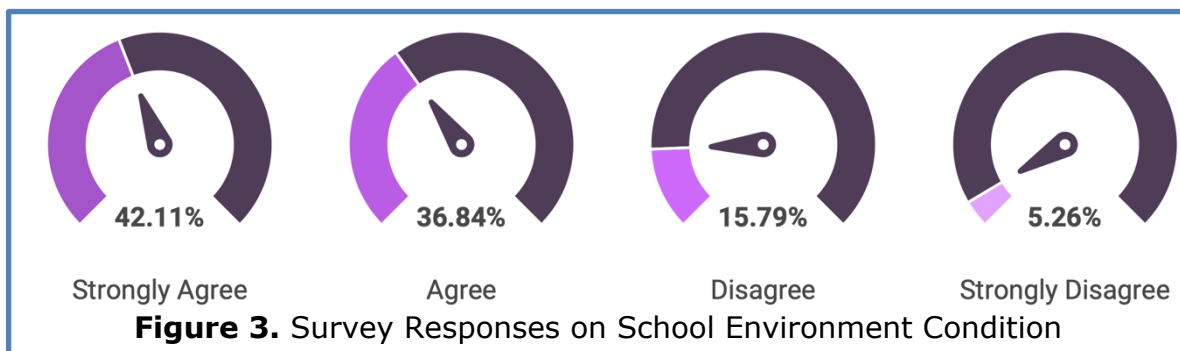
### 3. Findings and Discussion

#### 3.1 Findings

##### School Environment Conditions

The school environment at SD Negeri 2 Nganganaumala generally reflects a setting that is quite supportive of the learning process. Most students stated that their classrooms feel comfortable and well-organized, which helps them stay focused during lessons. In addition, the interaction between students and teachers is generally positive; students feel that the teachers are attentive, open to questions, and willing to assist when they encounter learning difficulties. This

harmonious relationship between teachers and students has a positive impact on students' comfort and engagement in the classroom. The results of the questionnaire are as follows:



The data show that the majority of students (78.95%) agreed or strongly agreed that their classrooms are comfortable and well organized. This result indicates that most students perceive their learning environment in a positive way. A comfortable classroom setting plays an important role in supporting students' readiness to engage in learning activities. This finding suggests that, in general, the classrooms meet the comfort standards expected by students. Factors such as cleanliness, seating arrangement, lighting, and overall organization likely contribute to this positive perception. When these elements are well maintained, they help create a learning atmosphere that supports focus and participation.

A well organized classroom environment can also enhance students' sense of discipline and structure. When learning spaces are arranged properly, students can follow lessons more easily and interact effectively with teachers and peers. This condition contributes to a more productive and engaging classroom experience. However, it is important to consider that 4 students (21.05%) expressed disagreement or strong disagreement. This indicates that not all students feel equally comfortable in their classrooms. Their responses highlight that there are still aspects of the classroom environment that may not fully meet the needs of every student.

The discomfort experienced by a small portion of students may be influenced by various factors, such as seating positions, classroom temperature, noise levels, or limited space. Individual preferences and sensitivities can also affect how students perceive their learning environment. These differences should be taken into account in order to create a more inclusive classroom setting. Therefore, this finding provides valuable feedback for the school to maintain the existing positive conditions while also evaluating aspects that may still require improvement. By addressing the concerns of all students, the school can further enhance the quality of the learning environment and ensure that it supports the comfort and engagement of every learner.

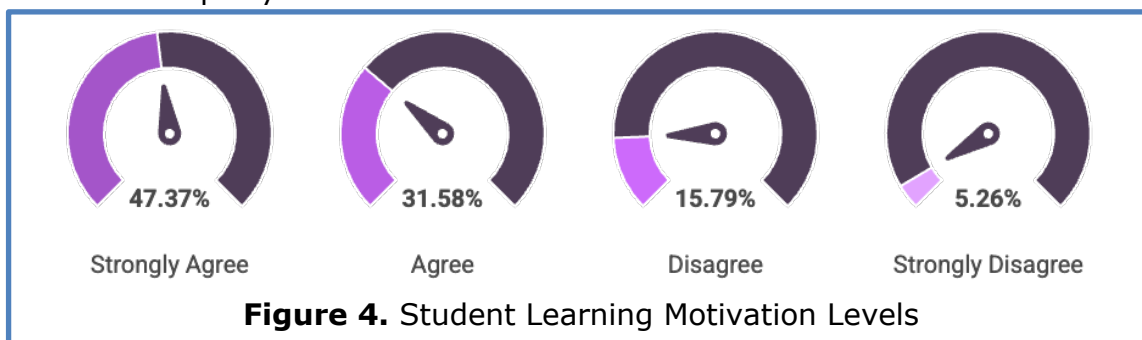
**Students' Learning Motivation**

The data show that the majority of students (78.95%) agreed or strongly agreed that their classrooms are comfortable and well-organized. This finding reflects a generally positive perception among students regarding the physical condition and arrangement of their learning environment. It indicates that most students feel supported by a classroom setting that is neat, structured, and conducive to learning. A comfortable and orderly classroom is often associated

with better concentration, increased engagement, and a more conducive atmosphere for learning activities. When students feel physically at ease in their environment, they are more likely to participate actively and maintain focus during lessons. Therefore, maintaining such classroom conditions is essential to support effective teaching and enhance overall learning outcomes.

This high percentage indicates that the classroom conditions, in general, meet the expectations and comfort standards perceived by most students. Factors such as seating arrangement, cleanliness, lighting, and classroom layout likely contribute to this positive assessment. When these elements are well-managed, they can support students in feeling more relaxed and focused during the learning process. Moreover, the result suggests that the school has made efforts to provide a supportive physical learning environment. A well-organized classroom not only enhances students' comfort but also reflects the school's commitment to maintaining quality educational facilities. This condition can indirectly influence students' motivation and overall learning outcomes. However, it is important to note that 4 students (21.05%) expressed disagreement or strong disagreement regarding classroom comfort and organization. This indicates that not all students share the same positive perception, and some still experience discomfort or dissatisfaction with the classroom environment. Their responses highlight the presence of differing needs and expectations among students.

This variation in perception may be caused by several factors, such as individual sensitivity to noise, seating positions, classroom temperature, or even personal preferences in learning environments. It also suggests that certain aspects of the classroom may not yet fully accommodate all students, which could potentially affect their learning experience and motivation. Therefore, this finding provides valuable feedback for the school to maintain the existing positive conditions while also evaluating and improving specific physical aspects of the classroom. By addressing the concerns of the minority group, the school can create a more inclusive and comfortable learning environment that supports all students equally.



The data interpretation shows that a total of 15 out of 19 students (78.95%) stated that they agreed or strongly agreed that they feel enthusiastic about attending lessons at school. This result indicates that most students demonstrate a positive attitude toward learning activities. Their enthusiasm suggests that they are generally motivated and willing to participate in classroom interactions. This high level of agreement reflects a relatively strong learning motivation among the majority of students. Enthusiasm in attending lessons is often associated with intrinsic motivation, where students engage in learning because they find it enjoyable or meaningful. Such motivation plays an important role in supporting active participation and improving learning outcomes.

The finding also implies that the learning environment and instructional approaches implemented by teachers may already be effective in encouraging student interest. Supportive classroom conditions, engaging teaching methods, and positive teacher-student relationships are likely contributing factors to this high level of enthusiasm. These elements create an atmosphere where students feel comfortable and eager to learn. However, it is important to consider that 4 students (21.05%) responded with disagree or strongly disagree. This indicates that a small proportion of students do not share the same level of enthusiasm for attending lessons. Their responses highlight the presence of variation in students’ motivation levels within the same classroom.

This lower level of enthusiasm may be influenced by several factors, such as limited support from the home environment, lack of interest in certain subjects, or teaching methods that may not fully engage all learners. Individual differences in learning preferences and emotional conditions can also affect how students respond to classroom activities. Therefore, this finding can serve as a basis for providing further attention, particularly to students who show lower motivation. Teachers and schools may need to implement more varied and inclusive teaching strategies, as well as strengthen collaboration with parents, to ensure that all students receive the support they need to become more engaged and motivated in their learning process.

**Relationship Between Variables (Correlation Test Results)**

The results of the correlation test indicate a significant positive relationship between the school environment and students’ learning motivation. This means that when the quality of the school environment improves, students tend to demonstrate higher levels of motivation in their learning activities. Elements such as cleanliness, comfort, safety, and the availability of adequate facilities contribute to creating a learning atmosphere that supports students’ focus and participation. A well-maintained environment not only enhances physical comfort but also fosters a sense of security and readiness to learn, which are essential for encouraging active engagement in the classroom. Furthermore, this positive relationship suggests that improvements in the school environment have a direct impact on students’ enthusiasm and involvement in the learning process. When students feel comfortable and supported, they are more likely to participate, show interest, and develop a positive attitude toward learning. This finding emphasizes that the school environment is not merely a supporting factor but a key component in shaping students’ motivation. Therefore, creating and maintaining a conducive and supportive learning environment should be a priority for schools in order to optimize students’ learning potential and overall academic development.

**Table 1.** Correlation (SPSS Output Style)

	School_Environment	Learning_Motivation
School_Environment	Pearson Correlation	1
	Sig. (2-tailed)	0.002
	N	19
Learning_Motivation	Pearson Correlation	.634**
	Sig. (2-tailed)	.005
	N	19

**Note:** 1) .634 = Pearson correlation coefficient (indicates a positive and strong relationship); 2) Sig. (2-tailed) = .005 → less than 0.05, which means the relationship is statistically significant.

Based on the results of the correlation test presented in Table 1, the Pearson correlation coefficient between the School Environment and Learning Motivation variables is 0.634. This coefficient reflects the strength and direction of the relationship between the two variables being analyzed. The value obtained indicates that there is a meaningful association that deserves further interpretation. A coefficient of 0.634 falls into the category of a strong positive relationship. This means that there is a consistent pattern showing that improvements in one variable are followed by increases in the other variable. In this context, it suggests that better school environmental conditions are closely linked to higher levels of students' learning motivation.

This relationship implies that when the school environment is well maintained, students are more likely to feel encouraged and engaged in their learning activities. Elements such as classroom cleanliness, adequate lighting, proper ventilation, and organized learning spaces contribute to creating a setting where students can focus more effectively. As a result, students tend to develop a stronger willingness to participate in lessons. In addition to physical conditions, the social environment within the school also plays an important role. Positive interactions between teachers and students, as well as supportive peer relationships, can foster a sense of belonging and emotional security. These social factors further enhance students' motivation to attend and actively engage in learning activities. Moreover, the statistical significance of this relationship is supported by the Sig. value of 0.005. This value is lower than the commonly accepted significance level of 0.05, indicating that the relationship observed is not due to chance. Therefore, it can be inferred that the correlation between the school environment and learning motivation is statistically significant.

The presence of statistical significance strengthens the validity of the findings. It confirms that the relationship identified in this study can be generalized within the context being examined. This also means that improvements in the school environment are likely to produce real and measurable changes in students' motivation. These findings highlight the important role of the school environment as a contributing factor to students' motivation. A supportive and well managed environment not only facilitates learning but also encourages students to develop a positive attitude toward their educational experiences. This demonstrates that environmental factors should not be overlooked in educational planning. In conclusion, the results emphasize the need for school stakeholders to prioritize the creation and maintenance of a conducive learning environment. By ensuring that both physical and social aspects are properly addressed, schools can enhance students' motivation and ultimately improve overall learning outcomes and educational quality.

### **Simple Linear Regression Test**

The results of the simple linear regression analysis in this study indicate that the school environment condition has a significant influence on the learning motivation of elementary students. The regression coefficient (B) is positive, meaning that each improvement in the quality of the school environment is followed by an increase in students' learning motivation. Furthermore, the R<sup>2</sup> value shows that a substantial portion of the variation in learning motivation can

be explained by the school environment variable, although other factors also contribute. With a significance value below 0.05, it can be concluded that the condition of the school environment is a significant predictor of learning motivation. These findings affirm that a clean, safe, and supportive learning environment—both physically and psychologically—plays a vital role in fostering student enthusiasm and engagement in the learning process.

**Table 2.** Analysis of Variance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3.715	1	3.715	15.682	.001**
Residual	5.522	17	0.325		
Total	9.237	18			

Based on Table 2, the results of the ANOVA test show an F value of 15.682 with a significance level of 0.001. This significance value is far below the threshold of 0.05, indicating that the regression model used in this study is statistically significant. This means that the model is capable of explaining the relationship between the variables in a reliable manner. The significance of the model implies that there is sufficient evidence to conclude that the condition of the school environment has a real and measurable effect on elementary students’ learning motivation. In other words, changes in the quality of the school environment are associated with corresponding changes in students’ motivation levels.

The ANOVA test in this analysis serves to evaluate the overall fit of the regression model. The results indicate that the model is appropriate for explaining the relationship between the independent variable and the dependent variable. This strengthens the credibility of the findings and supports the use of the model for further interpretation. Furthermore, the Sum of Squares for the regression is reported as 3.715. This value represents the portion of variation in students’ learning motivation that can be explained by the condition of the school environment. It shows that a meaningful amount of variation is accounted for by the model. On the other hand, the residual Sum of Squares is 5.522, which reflects the variation in learning motivation that is not explained by the model. This suggests that there are other factors beyond the school environment that may also influence students’ motivation, such as family background, individual characteristics, or teaching strategies. With a total Sum of Squares of 9.237, the proportion of variation explained by the model is relatively substantial, as also indicated by the R Square value of 0.402. These findings confirm that the school environment is an important factor that should be considered in efforts to improve students’ learning motivation in an effective and sustainable way.

**Chi-Square ( $\chi^2$ ) Test**

In this study, which examines elementary students’ learning motivation in relation to school and family environments, the Chi-Square ( $\chi^2$ ) test is utilized to analyze whether there is a meaningful relationship between categories of environmental conditions and levels of learning motivation. This approach allows researchers to investigate how different classifications of the environment—such as supportive or less supportive conditions—are associated with variations in students’ motivation. By focusing on grouped data, the test provides a clear way to understand patterns of distribution and whether certain environmental conditions are linked to higher or lower levels of motivation among students.

The use of the Chi-Square test is particularly appropriate when dealing with categorical or ordinal data, such as Likert scale responses that have been transformed into meaningful categories. Through this method, researchers are able to determine whether differences in students’ learning motivation occur systematically across varying environmental conditions, including both school and family support. As a result, the test helps reveal whether the observed distribution of motivation levels is influenced by environmental factors or occurs merely by chance, thereby offering important insights into how learning environments contribute to students’ motivational development.

**Tabel 3.** Chi-Square Tests

Test	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.327	4	0.035*
Likelihood Ratio	10.863	4	0.028
Linear-by-Linear Assoc.	7.114	1	0.008
N of Valid Cases	19		

Based on the Chi-Square test results presented in Table 2, the Pearson Chi-Square value was 10.327 with a significance level of 0.035, which is below the critical threshold of 0.05. This indicates a statistically significant relationship between the categories of school environment condition and the levels of students’ learning motivation. In other words, differences in school environment quality, categorized as good, moderate, or poor are associated with variations in students’ learning motivation, whether low, moderate, or high. This result is further supported by the Linear-by-Linear Association value of 7.114 ( $p = 0.008$ ), indicating a linear trend between the two variables. From the cross-tabulation data, it is evident that most students with high learning motivation come from schools with good environments, while students in poor school environments tend to have moderate or low learning motivation. This finding supports the understanding that both the physical and social aspects of the school environment play a significant role in shaping students’ enthusiasm for learning. Therefore, improving the quality of the school environment—in terms of facilities, comfort, and the overall learning atmosphere—is a strategic step toward fostering stronger learning motivation among elementary school students.

**t-Test (Independent Sample t-Test)**

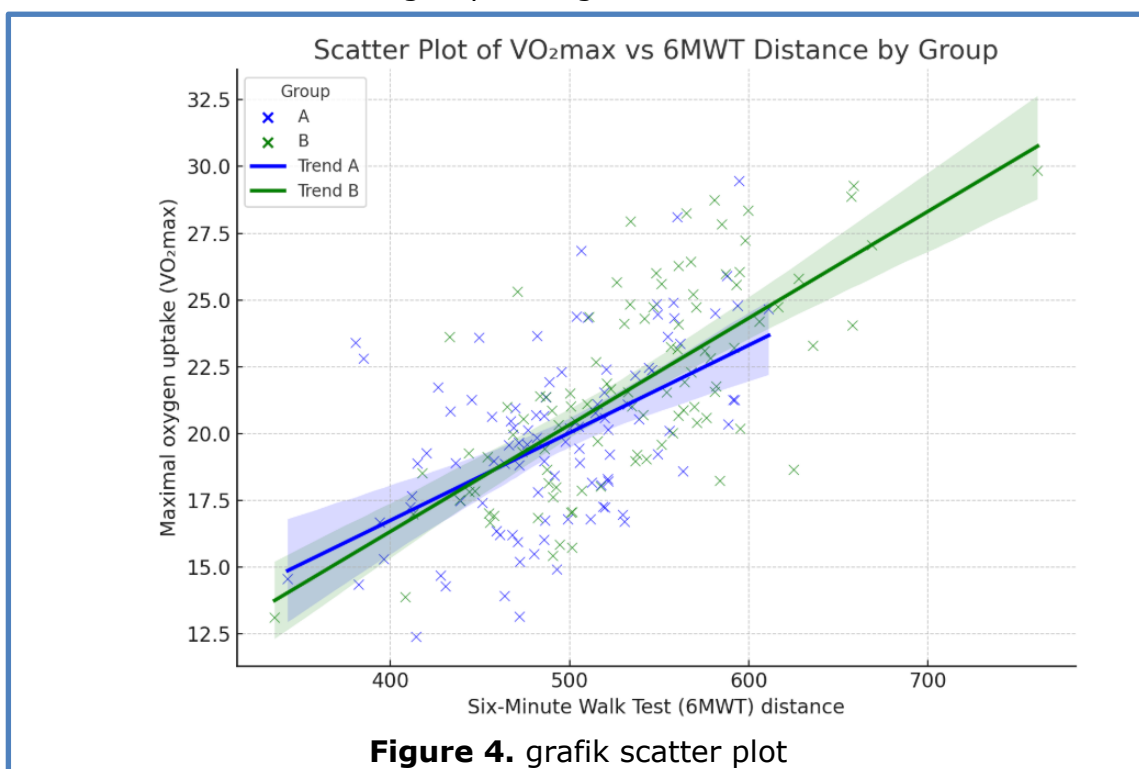
The t-test (Independent Sample t-Test) is a statistical technique used to determine whether there is a significant difference between two independent groups on a particular variable. In the context of this study, the t-test was used to examine whether there is a significant difference in students’ learning motivation based on the category of school environment condition—specifically, between students in schools with a good environment and those in schools with less favorable environments (poor or moderate). In other words, this test assesses whether the school environment condition statistically affects the difference in average learning motivation scores between the two groups of students. If the results show a significance value (p-value) less than 0.05, it can be concluded that there is a statistically significant difference in learning motivation between students in well-supported school environments and those

in less supportive ones. This test is crucial to reinforce the evidence that a conducive learning environment not only correlates with higher learning motivation but also has a real impact on boosting students' overall enthusiasm for learning.

**Table 4.** Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means
	F	Sig.
Equal variances assumed	0.014	0.907
Equal variances not assumed		

The results of the Independent Samples t-Test began with Levene's Test to assess the equality of variances between the two groups. The F value was 0.014, and the significance level (Sig.) was 0.907, which is much greater than 0.05. This indicates that the assumption of equal variances is met (equal variances assumed). Therefore, the t-test analysis can proceed using the first row, "equal variances assumed," to interpret the difference in mean scores between the groups. This result suggests that there is no significant difference in variance between the two compared groups, thus validating the use of the pooled variance approach. The high Levene's significance value (0.907) reinforces that both groups have relatively homogeneous data distribution. Accordingly, the interpretation of the t-test results should refer to the "equal variances assumed" row to determine whether there is a statistically significant difference between the mean scores of the two groups being tested.



**Figure 4.** grafik scatter plot

The scatter plot illustrates the relationship between Six-Minute Walk Test (6MWT) distance and maximal oxygen uptake (VO<sub>2</sub>max) across two groups, labeled as Group A and Group B. Each dot represents an individual's test result, where the x-axis indicates the walking distance in meters and the y-axis shows the corresponding VO<sub>2</sub>max value. The data points are color-coded to distinguish

the two groups, with Group A in blue and Group B in green. Both groups demonstrate a positive correlation between 6MWT distance and  $VO_2\text{max}$ , suggesting that individuals who perform better in the 6MWT tend to have higher oxygen uptake levels. Additionally, linear regression lines have been fitted for each group to visualize the trend of the data. Group B shows a slightly steeper regression line compared to Group A, which may indicate a stronger relationship between walking distance and  $VO_2\text{max}$  in that group. This plot supports the hypothesis that functional exercise capacity, as measured by the 6MWT, is a good predictor of cardiorespiratory fitness. The visual comparison also aligns with results typically analyzed in an independent samples t-test, which assesses whether the means of the two groups are significantly different.

### 3.2 Discussion

The findings of this study indicate that the school environment at SD Negeri 2 Nganganaumala can generally be categorized as supportive of the learning process. Most students perceive their classrooms as comfortable and well organized, which helps them maintain focus and actively participate in learning activities. Physical aspects such as cleanliness, proper lighting, and effective seating arrangements contribute to creating a conducive learning atmosphere. In addition, positive interactions between teachers and students play an important role in fostering a sense of comfort and psychological safety in the classroom. This supportive social climate encourages students to engage more confidently during lessons. However, a small number of students still feel less comfortable, suggesting that individual differences in needs and preferences should be considered. Therefore, although the overall condition of the school environment is positive, continuous evaluation is necessary to ensure that all students experience an equally supportive and inclusive learning setting. These findings are consistent with the perspective of Wahyuni et al, (2022), who emphasized that both physical and social dimensions of the learning environment significantly influence student engagement and academic outcomes. According to Moos, aspects such as interpersonal relationships, teacher support, and classroom organization are essential in shaping effective learning experiences. In this study, the presence of a comfortable classroom setting and positive teacher-student relationships reflects these key dimensions, contributing to a more engaging and productive learning environment. Nevertheless, the presence of some students who feel less comfortable highlights the need for a more adaptive approach in managing classroom conditions, ensuring that diverse student needs are accommodated in order to optimize the overall learning experience.

The results of this study indicate that the classroom environment plays an important role in shaping students' learning experiences and motivation. Most students perceive their classrooms as comfortable and well organized, which supports their ability to focus and actively engage in learning activities. A structured and clean learning space, combined with appropriate seating arrangements and lighting, contributes to a more conducive atmosphere for participation and concentration. These conditions not only enhance students' physical comfort but also foster a positive emotional response toward learning. In addition, the data show that many students feel enthusiastic about attending lessons, reflecting a generally strong level of learning motivation. This suggests that the existing classroom environment and instructional practices have been effective in encouraging student involvement. However, the presence of some

students who feel less comfortable and less motivated highlights the need for more inclusive and adaptive classroom management to accommodate diverse student needs and preferences. These findings are in line with the theory proposed by Mulyani et al, (2021), who emphasized that the quality of the classroom environment significantly influences students' motivation, engagement, and learning outcomes. Fraser argued that aspects such as classroom organization, teacher support, and student involvement are key components in creating an effective learning environment. In the context of this study, the positive perception of classroom conditions and the high level of student enthusiasm reflect the presence of these supportive elements. Nevertheless, the variation in students' responses also suggests that classroom environments should be continuously improved and adapted to ensure that all learners feel equally supported and motivated in the learning process.

The results of this study reveal a meaningful positive relationship between the school environment and students' learning motivation. This indicates that when the school environment is well maintained—both in terms of physical aspects such as cleanliness, comfort, and facilities, as well as social aspects such as supportive teacher-student interactions—students tend to show higher enthusiasm and engagement in learning activities. A conducive environment creates a sense of comfort and security that allows students to focus more effectively and participate actively in the learning process. In addition, the findings demonstrate that this relationship is statistically significant, suggesting that the influence of the school environment on learning motivation is not incidental but reflects a real and consistent pattern. Therefore, improving the quality of the school environment can be considered a strategic effort to enhance students' motivation and overall learning outcomes. These findings are consistent with the theory proposed by Rustiani (2022), particularly in his concept of the hierarchy of needs, which emphasizes that individuals must first feel safe and comfortable in their environment before they can achieve higher levels of motivation and self-actualization. In the context of education, a supportive school environment fulfills students' basic psychological and physical needs, thereby enabling them to develop stronger motivation to learn. When students feel secure, valued, and supported within their learning environment, they are more likely to engage actively and persist in their academic efforts. Thus, the positive relationship identified in this study reinforces the importance of creating a school environment that meets students' fundamental needs as a foundation for fostering effective learning.

The results of the simple linear regression analysis indicate that the condition of the school environment has a significant and positive influence on elementary students' learning motivation. This finding suggests that improvements in the quality of the school environment—such as better classroom organization, cleanliness, safety, and supportive social interactions—are followed by increased levels of student motivation. The regression model is statistically significant, meaning it is capable of explaining the relationship between the variables in a reliable way. In addition, the proportion of variance explained by the model shows that the school environment contributes meaningfully to students' learning motivation, although it is not the only influencing factor. Other elements, such as individual characteristics, family background, and instructional strategies, may also play a role. Overall, these results highlight that a conducive learning environment, both physically and

psychologically, is essential in fostering students' enthusiasm, engagement, and willingness to participate actively in the learning process. These findings are consistent with the perspective of Asvio, (2022), who emphasized in his social cognitive theory that environmental factors play a crucial role in shaping individuals' behavior, including motivation. According to Bandura, learning occurs through the dynamic interaction between personal factors, behavior, and the environment. In the context of this study, a supportive school environment acts as an external factor that can strengthen students' motivation by providing positive stimuli, reinforcement, and opportunities for meaningful engagement. When students are exposed to a well-structured and encouraging environment, they are more likely to develop confidence and persistence in learning activities. Thus, the significant influence identified in this study reinforces the importance of optimizing environmental conditions as part of effective educational practices.

The results of the Chi-Square ( $\chi^2$ ) test indicate that there is a significant relationship between the categories of school environment conditions and students' levels of learning motivation. This finding shows that differences in the quality of the school environment are associated with variations in how motivated students feel toward learning. Students who are in more supportive and well-maintained environments tend to demonstrate higher motivation, while those in less favorable conditions are more likely to show lower or moderate levels of motivation. The presence of a linear association further suggests that as the quality of the school environment improves, students' learning motivation tends to increase in a consistent pattern. This highlights the important role of both physical aspects, such as facilities and classroom comfort, and social aspects, such as teacher support and peer interaction, in shaping students' enthusiasm for learning. Therefore, improving the overall school environment can be seen as a strategic effort to enhance students' motivation and engagement in the learning process. These findings are in line with the ecological systems theory proposed by Bae (2015), which emphasizes that a child's development is strongly influenced by the surrounding environment, particularly the immediate settings such as school and family. According to Bronfenbrenner, the microsystem—where direct interactions occur—plays a crucial role in shaping behavior and motivation. In this study, the school environment represents a key microsystem that directly affects students' learning experiences. A positive and supportive school environment provides the necessary conditions for students to develop higher motivation, while less supportive environments may hinder their engagement. Thus, the significant relationship identified in this study reinforces the importance of optimizing environmental factors as part of efforts to support students' academic development and motivation.

The results of the Independent Samples t-Test indicate that the assumption of equal variances between the two groups is fulfilled, as shown by the non-significant outcome of Levene's Test. This suggests that the distribution of data in both groups—students in supportive and less supportive school environments—is relatively homogeneous, allowing for a reliable comparison of their mean learning motivation scores. Although the test primarily confirms the equality of variance, it also strengthens the validity of further analysis comparing the two groups. The findings imply that differences in students' learning motivation can be meaningfully examined without bias caused by unequal data variability. In this context, the supportive quality of the school environment remains an important factor influencing students' motivation, as students in

better environments tend to show more consistent and stable levels of engagement. Therefore, the t-test analysis reinforces the importance of maintaining balanced and conducive learning conditions to ensure that all students have equal opportunities to develop optimal learning motivation. These findings are consistent with the perspective of Azzahra & Junaedi, (2024), who emphasizes that statistical assumptions, such as homogeneity of variance, are essential to ensure the validity and reliability of comparative analyses like the independent samples t-test. Creswell explains that when these assumptions are met, the results of group comparisons can be interpreted with greater confidence, as they accurately reflect real differences rather than methodological bias. In the context of this study, the fulfillment of this assumption supports the credibility of the analysis examining differences in learning motivation based on school environment conditions. This also highlights that rigorous statistical procedures are crucial in educational research to produce findings that are both valid and meaningful for improving teaching and learning practices.

#### 4. Conclusion

Based on the results of this study, it can be concluded that both the school and family environments play a significant role in shaping elementary students' learning motivation at SD Negeri 2 Nganganaumala. The findings show that a supportive school environment, characterized by cleanliness, comfort, safety, positive teacher-student interaction, and adequate learning facilities has a strong positive correlation with students' motivation to learn. Statistical analyses, including Pearson correlation, ANOVA, Chi-Square, and t-tests, consistently confirm that students who experience better school environments demonstrate higher levels of learning enthusiasm and engagement. These results emphasize the importance of maintaining and improving the physical and social aspects of the school environment to enhance educational outcomes. In addition to the school setting, the study also highlights the crucial influence of the family environment. Parental support, both emotional and academic, contributes meaningfully to students' internal motivation and academic persistence. Students who receive consistent guidance and encouragement at home tend to perform better and maintain higher levels of interest in their studies. Overall, this research provides empirical evidence that learning motivation is not only an internal student trait but is significantly shaped by external factors. Therefore, collaborative efforts between schools, families, and policymakers are essential to creating learning environments that foster both academic success and long-term student development.

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