

The Effect of Family Function and Classroom Climate on Learning Motivation in Grade VIII Students at Nurul Hikmah Al-Hakim Junior High School, Jonggol, West Java

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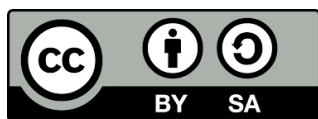
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Keywords:

family function; classroom climate; learning motivation; junior high school students; early adolescents.

Abstract

This study aims to determine the significant relationships between family function, classroom climate, and learning motivation among Grade VIII students at SMPP Nurul Hikmah Al-Hakim. The study employed a quantitative approach with a correlational design using an ex post facto method. The research population consisted of all Grade VIII students at SMPP Nurul Hikmah Al-Hakim, Jonggol, West Java, with a total of 86 students selected through a cluster random sampling technique. Data were collected using a Likert-scale questionnaire as the primary instrument and analyzed using t-tests, F-tests, and multiple linear regression analysis to examine the effects of family function (X1) and classroom climate (X2) on learning motivation (Y). The results showed that family function did not have a significant effect on learning motivation, with a regression coefficient of 0.064, indicating a positive direction but no statistical significance. Classroom climate had a positive and significant effect on learning motivation, with a t-value of 4.327, a significance value of < 0.001 , and a regression coefficient of 0.453. Simultaneously, family function and classroom climate significantly affected learning motivation, with an F-value of 14.117 and a significance value of < 0.001 . The R-square value of 0.254 indicated that the two independent variables explained 25.4% of the variance in learning motivation, while the remaining 74.6% was explained by other factors outside the research model. Further research is recommended to investigate other factors influencing students' learning motivation beyond family function and classroom climate.



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INTRODUCTION

Education plays a strategic role in shaping a generation that excels academically and demonstrates social and emotional maturity. Student success is determined not only by intellectual ability but also by internal and external factors that support the learning process, one of which is learning motivation as a driving force that encourages students to actively participate, maintain enthusiasm for learning, and achieve expected academic goals.

At the junior high school (SMP) level, particularly in Grade VIII, learning motivation is a crucial aspect because students are in the early adolescent phase, which is characterized by significant physical, emotional, social, and cognitive changes. These changes often influence students' emotional stability and learning behaviors; therefore, students require supportive environmental conditions, particularly from family and school, as the environments closest to their daily lives.

The family is the first and primary educational environment for children, where they acquire fundamental life values, behavioral patterns, character development, and emotional

support that influence their psychological growth. Friedman (2010) in Anggraini (2017) explained that family functions include affective, social, economic, reproductive, and health care functions, with affective functions serving as the foundation for establishing positive emotional relationships among family members. Maldini (2025), referring to BKKBN, stated that families have eight main functions, namely religious, socio-cultural, love, protection, reproduction, socialization and education, economic, and environmental development functions, the implementation of which serves as a foundation for shaping children's character, attitudes, and motivation. Furthermore, Santrock (2017) in Pieters & Agustina (2021) explained that parental involvement in children's education contributes significantly to improving student achievement and learning motivation, including through social support from the family environment.

In addition to family factors, classroom climate also has a significant influence on students' learning motivation. Classroom climate refers to the social and psychological atmosphere experienced by students during the learning process, characterized by positive interpersonal relationships between teachers and students, a sense of security, open communication, respect for students' opinions, and a comfortable learning environment. Conversely, a negative classroom climate may lead to boredom, anxiety, and decreased interest in learning. Moos (1987) in Hardiyanto (2016) explained that classroom climate consists of dimensions related to interpersonal relationships, personal development, and the maintenance and change systems within the classroom, indicating that each classroom has different characteristics and "personalities." Komariyah et al. (2025) added that a conducive classroom atmosphere increases student engagement in learning, thereby optimizing learning motivation, whereas low learning motivation may arise from internal factors, such as limited interest and self-confidence, as well as external factors, such as ineffective teaching methods and insufficient parental support.

Maslow's theory of needs, as explained by Novita Putri, Cherix, & Ibatiyani (2025), emphasizes the importance of family and school environments in developing learning motivation because individuals become motivated when basic needs, such as security, affection, and appreciation, are fulfilled. Similarly, Bandura's (1986) social learning theory in Lesilolo (2018) emphasizes that individual behavior is influenced by interactions between personal factors and the social environment. Therefore, family support and a positive classroom climate can serve as social models that shape students' self-confidence and learning behaviors.

The results of initial observations at SMPP Nurul Hikmah Al-Hakim indicate that Grade VIII students' learning motivation varies considerably; some students appear active and enthusiastic during learning activities, whereas others are less focused and less engaged in classroom activities. This condition is also reflected in the results of the Year-End Summative Assessment (ASAT) for the 2025/2026 Academic Year in English, Indonesian, and Natural Sciences subjects, which indicate that many students' scores remain below the Minimum Completeness Criteria (KKM), requiring them to participate in remedial programs. In addition, the rate of unexplained absenteeism is relatively high, averaging 3–4 students per class each day, or approximately 32 students from a total of eight classes, with an increasing tendency on Fridays. Differences in parental attention, family communication patterns, academic support, and classroom atmosphere during learning are suspected to influence students' enthusiasm for learning.

Based on this description, the identified problems include students with low learning motivation, suboptimal family support, a classroom climate that is not yet fully conducive, and limited empirical evidence regarding the effects of family function and classroom climate on Grade VIII students' learning motivation. These problems are formulated into three research questions: (1) does family function affect students' learning motivation; (2) does classroom climate affect students' learning motivation; and (3) do family function and classroom climate simultaneously affect the learning motivation of Grade VIII students at SMPP Nurul Hikmah Al-Hakim?

This study aims to determine the effects of family function, classroom climate, and the simultaneous effects of both variables on the learning motivation of Grade VIII students at SMPP Nurul Hikmah Al-Hakim. The novelty of this study lies in its focus on early adolescent students at the junior high school level, a population that has received comparatively less attention in previous studies on learning motivation, which have predominantly focused on high school and university students. Theoretically, this study is expected to contribute to the understanding of family function and classroom climate as the closest social environmental factors influencing academic motivation during early adolescence. Practically, the findings are expected to benefit students by encouraging positive relationships with parents, teachers, and peers; assist parents in understanding the importance of implementing family functions effectively; support teachers and guidance and counseling teachers in creating a conducive classroom climate; and provide future researchers with a reference for examining other factors that influence junior high school students' learning motivation.

METHOD

Research Design

This study employed a quantitative approach with a correlational design using an ex post facto method to examine the effects of independent variables on the dependent variable (Sugiyono, 2015 in Lestari, Fitriasia, & Ofianto, 2022). Data were collected through the distribution of research instruments to Grade VIII students as respondents and analyzed using inferential statistical techniques to test the formulated hypotheses. The research stages followed the quantitative research procedure presented in Table 1.

Table 1. Stages of Quantitative Research (adapted from Sugiyono, 2015)

Yes	Stages	Remarks
1	Problem Formulation	Identify the phenomenon of the ups and downs of student learning motivation
2	Theoretical Foundations	Theoretical study and results of previous research related to research variables
3	Hypothesis Formulation	Preparation of provisional conjectures of intervariable relationships
4	Population	Determination of all grade VIII students of SMPP Nurul Hikmah Al-Hakim
5	Sample	Determination of a sample representative of the research population
6	Instrument Development	Questionnaire preparation based on indicators of each variable

Yes	Stages	Remarks
7	Instrument Testing	Test the validity and reliability of the measuring instrument
8	Data Collection	Questionnaire distribution via Google Form
9	Data Analysis	Multiple linear regression test, t-test, F test, and determination coefficient
10	Conclusions & Suggestions	Conclusion drawing conclusions and recommendations for further research

Operational Variables and Definitions

This study involves two independent variables, namely family function (X1) and classroom climate (X2), and one bound variable, namely learning motivation (Y). Family function is defined as students' perception of the implementation of religious, socio-cultural, love, protection, socialization and education, economy, and environmental development in daily life (Maldini, 2025). Classroom climate is defined as students' perception of student-teacher relationships, relationships between students, teacher support, student involvement, cooperation, class regularity, and learning comfort during the learning process. Learning motivation is defined as students' internal and external motivation to carry out learning activities seriously, including indicators of desire and desire to succeed, learning motivation and needs, future hopes and aspirations, rewards in learning, interesting learning activities, and a conducive learning environment (Hastari, 2022). All three variables were measured using a Likert scale of 1–5 (1 = Strongly Disagree to 5 = Strongly Agree), with higher scores indicating better implementation or perception.

Research Subject and Location

The research population is all grade VIII students of SMPP Nurul Hikmah Al-Hakim located on Jalan Raya Cibucil, Sukamanah Village, Jonggol District, Bogor Regency, West Java, totaling 238 students divided into 7 classes (VIII A–VIII G) with an average of 34 students per class. The sampling technique uses cluster random sampling (Sugiyono, 2014), where all grade VIII students are designated as populations as well as research samples. Data was collected from 86 respondents who filled out a complete questionnaire. Data collection was carried out through Google Form which was distributed through the class WhatsApp group with the help of homeroom teachers, taking place from Thursday, August 6, 2026 to Sunday, August 9, 2026.

Research Framework and Paradigm

Good family function, including affection, education, socialization, supervision, and learning support, is thought to support the growth of students' learning motivation as reflected in perseverance, tenacity in facing difficulties, interest in lessons, independence, and achievement orientation. A positive classroom climate, including teacher-student relationships, student-student relationships, a sense of security and comfort, and opportunities to participate, are thought to support the learning motivation. The research framework is presented in Figure 1, while the research paradigm that describes the relationship between variables is presented in Figure 2.

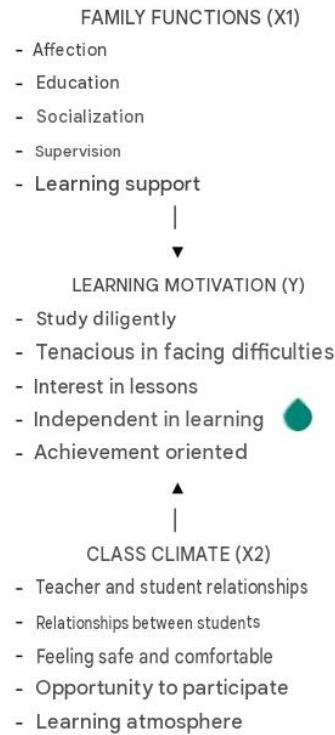


Figure 1. Research Thinking Framework Scheme

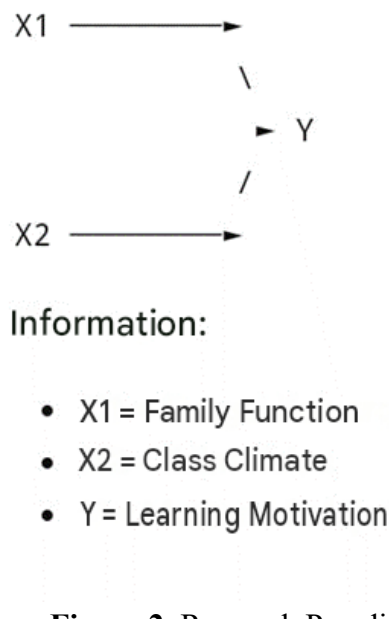


Figure 2. Research Paradigm

Research Hypothesis

Based on this framework, three research hypotheses were formulated. First, Ha1: there is a significant influence of family function on student learning motivation; H01: there is no significant influence of family function on student learning motivation. Second, Ha2: there is a significant influence of classroom climate on student learning motivation; H02: there is no significant influence of classroom climate on student learning motivation. Third, Ha3: there is

a significant influence of family function and classroom climate simultaneously on student learning motivation; H03: there is no significant influence of family function and classroom climate simultaneously on student learning motivation.

Research Instruments

The family function instrument is adapted from the Indonesian version of the Chinese Family Assessment Inventory (CFAI) compiled by Lubis et al. (2023), consisting of five dimensions, namely togetherness, harmony, communication, parental attention, and parental control, with 32 statement items (Table 2). The class climate instrument refers to the Learning Environment Inventory (LEI) summarized by Hadiyanto (2016) into 15 scales, including apathy, click, cohesiveness, satisfaction, speed, difficulty, competition, formality, democracy, disorder, direction of goals, facilities, diversity, dispute, and favoritism (Table 3). The learning motivation instrument uses the short Indonesian version of the Academic Motivation Scale (AMS) validated by Natalya (2018), including the dimensions of intrinsic motivation, extrinsic motivation, and amotivation, which are then adjusted by the researcher for the context of junior high school students without changing the meaning of the item (Table 4).

Table 2. Family Function Scale (CFAI) Blue Print

Dimensions	Item Number	Item Unfavorable
Togetherness	1, 6, 16, 19, 25, 30, 31, 33	-
Harmony	2, 7, 11, 12, 17, 22, 27, 28, 29	-
Communication	3, 8, 13, 18, 20, 21, 23, 24	3, 8, 13, 21, 24
Parental Attention	4, 9, 14	9
Parental Controls	5, 10, 15	5, 10, 15

Table 3. Climate Scale (LEI) Blue Print

Dimensions	Measurement Focus	Item Properties
Apati	Interest in classroom activities	Unfavorable
Click	Cooperation with close groups	-
Compactness	Mutual help and friendliness	-
Satisfaction	Satisfaction with classwork	-
Speed	Speed of completing tasks	-
Difficulty	Task difficulty level	-
Competition	Competition between students	-
Formalities	Implementation of formal rules	-
Democracy	Joint decision-making	-
Irregularities	Class rule clarity	-
Destination Direction	Clarity of the school's duties and objectives	-
Facilities	Availability of books/supplies	-
Diversity	Diversity of student interests	-

Dimensions	Measurement Focus	Item Properties
Discord	Responsibility for minor conflicts	-
Favouritism	Special treatment by teachers	-

Table 4. Blue Print Learning Motivation Scale (AMS)

Dimensions	Item Number	Number of Items
Intrinsic Motivation	1, 3, 5, 8, 9, 11, 14, 15	8
Extrinsic Motivation	2, 6, 7, 10, 12	5
Amotivation	4, 13	2

Data Analysis Techniques

The raw data from the questionnaire results were processed using SPSS version 22. Before hypothesis testing, a validity test was carried out using Pearson's correlation and a reliability test using Cronbach's Alpha coefficient. Hypothesis testing was carried out through a t-test to see the partial influence of each independent variable, an F test (ANOVA) to see simultaneous influences, and multiple linear regression analysis to obtain an equation of the influence of family function and classroom climate on learning motivation (Akbar, Sukmawati, & Katsirin, 2023). The adequacy of the sample number was analyzed using the G*Power 3.1.9.7 application with a priori approach and post hoc power analysis on multiple linear regression models with two predictors.

RESULTS AND DISCUSSION

Sample Sufficiency

The study population was 238 students in grade VIII, with a total of 86 respondents. Sample sufficiency analysis using G*Power 3.1.9.7 on a two-predictor multiple linear regression model showed that with effect size $f^2 = 0.15$ (medium category), $\alpha = 0.05$, and power $(1-\beta) = 0.80$, a minimum of 68 samples were needed to achieve adequate statistical strength (a priori analysis). Post hoc analysis with an actual sample count of 86 resulted in a noncentrality parameter $\lambda = 12.90$, critical $F = 3.107$, and a power $(1-\beta)$ of 0.8947 or 89.47%, exceeding the recommended minimum standard of 80% (Brydges, 2019). Thus, the number of samples in this study was declared adequate to detect the influence of intervariables and minimize Type II errors. A summary of the results of the sample power analysis is presented in Table 5.

Table 5. Sample Size and Power Analysis (G*Power)

Parameters	A Priori	Post Hoc
Effect size f^2	0.15 (medium)	0.15 (medium)
α err prob	0,05	0,05
Power $(1-\beta)$	0.80 (set)	0.8947 (reached)
Number of predictors	2	2
Noncentrality λ	10,20	12,90

Parameters	A Priori	Post Hoc
Critical F	3,132	3,107
DF Numerator	2	2
DF Denominator	65	83
Total samples	68 (minimum required)	86 (actual)

Validity and Reliability Tests

The validity test was performed by comparing the Pearson correlation value (r calculated) of each item to the total score with the table r -value at a significance level of 5% and $df = 84$, which is 0.213. The test results showed that most of the Family Function variable items had a positive and significant correlation, for example items X1.19–X1.32 with a correlation range of 0.323–0.801, and items X1.16, X1.17, and X1.18 at 0.812, 0.739, and 0.594, respectively (Messick, 1989 in Nemoto & Beglar, 2014). Some items are declared invalid, namely item X1.3 ($r = -0.271$; $sig = 0.012$) because the correlation direction is negative, item X1.8 ($r = 0.186$; $sig = 0.087$) because the calculated r value is below the r of the table, and item X1.4 which cannot be calculated to correlate because the respondent's answers are constant (not varied).

The reliability test using Cronbach's Alpha coefficient showed that the Family Function variable (32 items) obtained a value of 0.916, the Class Climate variable (15 items) obtained a value of 0.595, and the Learning Motivation variable (13 items) obtained a value of 0.770 (Table 6). The value of Family Function and Learning Motivation was above the limit of 0.70 so that it was declared reliable with internal consistency both to very high, while the Class Climate value was still below this limit so that it did not fully meet the ideal reliability criteria.

Table 6. Reliability Test Results

Variable	Cronbach's Alpha	Number of Items
Family Function (X1)	0,916	32
Climate Class (X2)	0,595	15
Learning Motivation (Y)	0,770	13

Multiple Linear Regression Analysis

The results of the summary model showed an R value of 0.504 and R Square of 0.254 (Table 7). The value showed that Family Function and Class Climate together had a positive relationship with moderate levels on Learning Motivation, and was able to explain 25.4% of the variation in Learning Motivation, while the remaining 74.6% was explained by other factors outside the research model.

Table 7. Model Summary

Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,504	0,254	0,236	5,895

Predictors: (Constant), Class climate, family function.

The results of the F test (ANOVA) in Table 8 show an F value of 14.117 with a significance of < 0.001 (< 0.05), so that H_{03} is rejected and H_{a3} is accepted. This means that Family Function and Class Climate simultaneously have a significant effect on Learning Motivation.

Table 8. Test Results F (ANOVA)

Models	Sum of Squares	df	Mean Square	F	Sig.
Regression	981,132	2	490,566	14,117	< 0.001
Residual	2884,182	83	34,749	-	-
Total	3865,314	85	-	-	-

Dependent Variables: Learning Motivation; Predictors: (Constant), Class Climate, Family Function.

The results of the t-test and regression coefficient are presented in Table 9. The t-value of the Family Function calculation was 1.769 with a significance of 0.081 (> 0.05), so that H_{01} was accepted and H_{a1} was rejected; The Family Function had no partial significant effect on Learning Motivation, although the regression coefficient of 0.064 indicated a positive direction. On the other hand, the t-value of the Class Climate calculation was 4.327 with a significance of < 0.001 , so that H_{02} was rejected and H_{a2} was accepted; Class Climate had a positive and partially significant effect on Learning Motivation with a regression coefficient of 0.453.

Table 9. Regression Coefficients and Partial Test Results (t-test)

Models	B	Std. Error	Beta	t	Sig.
(Constant)	19,537	5,815	-	3,360	0,001
Family Functions	0,064	0,036	0,175	1,769	0,081
Classroom Climate	0,453	0,105	0,427	4,327	< 0.001

Dependent Variable: Learning Motivation.

Based on the value of the unstandardized coefficients in Table 9, the following multiple linear regression equations are obtained:

$$\text{Learning Motivation} = 19.537 + 0.064 (\text{Family Function}) + 0.453 (\text{Class Climate})$$

The equation shows that every one unit increase in Family Function has the potential to increase Learning Motivation by 0.064 units assuming a fixed Class Climate, although the effect is not statistically significant. Meanwhile, each one unit increase in Class Climate has the potential to increase Learning Motivation by 0.453 units assuming a fixed Family Function, and this effect is statistically significant.

The results showed that Family Function did not have a significant effect on the Learning Motivation of grade VIII students, while the Classroom Climate had a positive and significant effect. These findings are in line with the research of Reza et al. (2022) who also found that the family environment partially did not have a significant effect on learning motivation ($\text{sig} = 0.106 > 0.05$), as well as the view that many school factors, such as learning methods,

curriculum, teacher-student relations, student-student relationships, school discipline, and learning facilities, also affect students' learning motivation. These results do not mean that family does not play a role at all; the results only show that based on the data and research model used, there is not enough statistical evidence to state the direct influence of family function on learning motivation in the respondents of this study.

One possible explanation is the role of student self-efficacy. Students who have confidence in being able to understand lessons and complete assignments tend to remain highly motivated to learn even though their family functions are less than optimal (Bandura, 1982 in Pambudi et al., 2022). The perception of family support can also be influenced by the demographic factors of the research subjects, for example, family backgrounds who do not understand the right parenting patterns (Muhibbin, 2025).

Conversely, the significant influence of Classroom Climate on Learning Motivation is in line with the meta-analysis of Juniardi, Daniel, & Rizqa (2024) who explain that classroom atmosphere has a significant influence on student learning motivation, as found by Hajerina (2017) in Juniardi et al. (2024), which is also supported by Cullingford's opinion in Juniardi et al. (2024) which states that the classroom atmosphere has a major impact on students' attitudes and enthusiasm for learning. A cheerful classroom atmosphere also supports children's learning concentration (Surakusumah, 2009, in Juniardi et al., 2024), while a supportive classroom environment includes class calm, close relationships, fair treatment, and discrimination free (Moejiarto, in Juniardi et al., 2024). Hadiyanto (2016) also emphasized that a positive, supportive, and inclusive classroom environment can trigger high motivation to learn, while an unsupportive environment can hinder it.

These findings are in line with the research of Nasution & Syaf (2018) which found a positive relationship between classroom climate and student learning motivation, where learning motivation arises from intrinsic factors such as the desire to succeed and extrinsic factors such as rewards and a conducive learning environment (Uno, 2012, in Nasution & Syaf, 2018). Teachers play an important role in shaping a good classroom climate through appropriate learning methods and active student involvement (Asrori, 2007, in Nasution & Syaf, 2018). A conducive classroom environment is described as a space free from physical bullying and emotional frustration, allowing for the free exchange of ideas, with teachers acting as respected leaders (Anteza, 2020). In addition, in adolescence, the influence of peer support is very strong; diligent and supportive friends also encourage increased learning motivation through collaborative learning activities and positive academic competitions. The way teachers teach, provide feedback, awards, and the opportunity to ask questions also strengthen students' motivation to learn in the classroom.

As many as 74.6% of the variation in Learning Motivation that was not explained by Family Function and Classroom Climate indicated that there were other factors outside of these two variables, such as self-efficacy, learning interest, learning goals, peer support, learning methods, and students' psychological conditions, which needed to be studied in the next study.

Research Limitations

This study has several limitations, including the relatively short data collection period, the in-depth background information of the respondents, the dependence of data collection on online questionnaires without paper-based questionnaire alternatives, and the use of the Class

Climate scale which has not been fully adapted optimally to the respondents' context, as reflected in the reliability value which is still below 0.70.

CONCLUSION

Based on the results of the multiple linear regression analysis involving 86 Grade VIII students at SMPP Nurul Hikmah Al-Hakim, it was concluded that family function did not have a significant partial effect on learning motivation ($t = 1.769$; $p = 0.081$), whereas classroom climate had a positive and significant effect on learning motivation ($t = 4.327$; $p < 0.001$; regression coefficient = 0.453). Simultaneously, family function and classroom climate had a significant effect on learning motivation ($F = 14.117$; $p < 0.001$), with a contribution of 25.4% ($R\text{-square} = 0.254$), while the remaining 74.6% was explained by other factors outside the research model. These findings highlight the importance of maintaining a positive, safe, and supportive classroom climate to enhance the learning motivation of early adolescent students. Therefore, schools, teachers, and other educational stakeholders need to maintain conducive classroom conditions, while parents are encouraged to optimize family functions, particularly in providing attention, emotional support, and learning assistance to children, although such effects were not statistically significant in this study. Considering that 74.6% of the variance in learning motivation was explained by factors outside the model, further research is recommended to examine other variables, such as self-efficacy, peer support, teacher teaching styles, learning interest, digital media use, and students' psychological conditions, to develop a more comprehensive model. Further studies involving early adolescents at the junior high school level should also be expanded, considering that previous research on learning motivation has predominantly focused on high school and university students. Therefore, empirical studies examining the early adolescence phase, which involves substantial physical, cognitive, emotional, and social changes, remain important to enrich the existing literature.

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