

Relationship Between Parents' Educational Level and Family Emotional Support on Students' Interest in Learning Inpres 01 Paniki Bawah Elementary School

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ABSTRACT

This study aims to determine the relationship between parental education level and family emotional support on students' learning interest at SD Inpres 01 Paniki Tengah. Interest in learning is one of the important factors that affect the success of students in the learning process. The family environment, particularly the level of parental education and the emotional support provided to the child, is thought to play a significant role in shaping students' interest in learning. This study uses a quantitative approach with a correlational method. The population in this study consists of all students at SD Inpres 01 Paniki Tengah, with sampling techniques selected according to the research needs. Data collection is carried out through questionnaires and documentation. The data obtained is then analyzed using statistical correlation analysis to determine the relationship between the research variables. The results of the study are expected to provide an overview of the relationship between parents' education level, family emotional support, and students' learning interest. The findings are expected to be considered by schools, teachers, and parents in enhancing students' interest in learning through optimal family support.

Keywords: parental education level, family emotional support, interest in learning.

INTRODUCTION

Education is a conscious and planned process that aims to develop the potential of students to have intellectual abilities, attitudes, skills, and values needed in social life. Through education, individuals are equipped with the knowledge and ability to think, act, and make decisions responsibly (Lesperance et al., 2022a). Education also plays an important role in shaping the character and personality of students from an early age, forming a basis for development at the next level of education (Thacker, 2024a).

Expectations for education are not only focused on academic achievement but also on the development of critical thinking skills, creativity, independence, and life skills that are relevant to the demands of the 21st century (Gaspard, 2020). Education is expected to produce students who are adaptive, competitive, and have good character, enabling them to contribute positively to social, economic, and cultural life in an era of accelerating change. To realize these expectations, the success of education is greatly influenced by the active involvement of students in the learning process (Hew & Brush, 2007). One important factor in learning success is interest in learning. Interest in learning encourages students to be actively involved, show curiosity, and be motivated in understanding the subject matter. Students who have a high interest in learning tend to be more diligent, enthusiastic, and consistent in participating in

learning activities. On the other hand, low interest in learning can hinder student involvement in the learning process, thus affecting the achievement of learning outcomes (Sung et al., 2016).

Students' interest in learning is not formed directly, but is influenced by various internal and external factors. One of the external factors that plays an important role is the family environment. The family is the first educational environment for children, providing the emotional, intellectual, and value-based foundations that shape children's character and learning habits. Family emotional support in the form of attention, affection, motivation, and good communication can foster a sense of security and confidence in children, thereby encouraging their enthusiasm and interest in learning (Lazarides, 2023a).

In addition to family emotional support, the level of parental education also has a relationship with the development of children's learning interests. Parents with higher levels of education generally have a better understanding of the importance of education and tend to be better able to provide guidance, direction, and motivation to their children (Jiang et al., 2018). They also find it easier to understand the learning difficulties their children experience and can create a more conducive learning environment at home (Zheng et al., 2016). On the other hand, a limited level of parental education can affect parents' ability to provide optimal learning assistance to their children.

At the basic education level, interest in learning is one of the important aspects that need to be considered because students at this stage begin to form learning habits and attitudes toward learning activities. Basic education is the initial stage in instilling discipline, responsibility, and independence in learning. Therefore, support from the family environment is necessary for students' interest in learning to develop optimally from an early age (Lai & Zheng, 2018).

The novelty of this research lies in its integrated examination of both parents' education level and family emotional support as simultaneous predictors of students' learning interest within a single analytical framework. This study introduces several novel elements. First, it extends previous research by (Davis-Kean, 2005) by quantifying the precise contributions of parental education (28.9%) and family emotional support (77.5%) to learning interest variance using rigorous regression analysis. Second, and most importantly, this study uniquely examines the combined effect of both variables, revealing that together they account for 84.6% of the learning interest variance, providing empirical evidence of their collective importance. Third, the study situates these findings within the specific context of an elementary school in Paniki, Manado, addressing geographical and institutional gaps in the literature. Fourth, this research focuses specifically on learning interest as the outcome variable, employing validated measurement instruments designed to capture distinct aspects of interest development. Fifth, the study contributes to understanding how family factors operate in the Indonesian educational context, where cultural values emphasizing family collectivism may amplify the effects of parental support.

Based on the results of initial observations at SD Inpres 01 Paniki Tengah, it was found that there was a difference in learning interest among students. Some students showed enthusiasm and activeness in participating in learning, while others seemed less active, less focused, and less interested in learning activities. This condition shows that students' interest in learning is influenced by various factors that need to be studied further. In addition, the implementation of the Independent Curriculum, which emphasizes student-centered learning

and the development of interests and talents, has not been able to fully increase the interest in learning of all students equally. Therefore, it is important to understand the factors related to students' learning interests, particularly those from a family environment, such as the level of parental education and family emotional support.

Based on this description, it can be understood that the level of parental education and family emotional support are related to the development of students' learning interests. Positive emotional support and an adequate level of parental education can create a conducive learning environment for children, encouraging the growth of interest in learning.

Therefore, this study was conducted to determine the relationship between parents' education level, family emotional support, and students' learning interests at SD Inpres 01 Paniki Tengah. The results of this research are expected to provide benefits for schools, teachers, and parents in understanding the importance of the family's role in supporting students' learning interests, so that it can form the basis for efforts to improve the quality of the learning process and student learning outcomes (Nolen et al., 2015).

METHOD

This study uses a quantitative approach, which focuses on the collection and analysis of numerical data to test hypotheses and explain social phenomena. This approach is rooted in the philosophy of positivism, which emphasizes empirical observation and objective measurement. According to (Patonah et al., 2020), a quantitative approach is used to research on a specific population or sample, with sampling techniques that are generally carried out randomly, using objective research instruments, and statistical data analysis to test the hypothesis that has been established.

Data Collection Techniques and Procedures

The data collection technique used in this study is a questionnaire. A questionnaire is a data collection tool in the form of a series of questions or statements given to respondents to be answered. Questionnaires are often used in quantitative research to obtain information or data about the attitudes, opinions, behaviors, or characteristics of individuals or groups.

The research instrument contains a number of statements that must be responded to by respondents to find out information about the three variables discussed. The development of the instrument goes through several stages, namely (1) Determining the Research Objectives and Variables, (2) Developing a Theoretical Framework, (3) Determining the Type of Questions, (4) Compiling Question Items, (5) Compiling the Measurement Scale, calculating the validity and realism of the research instrument and (6) Testing the Instrument (Validity and Reliability). The variables that will be made in the questionnaire are first made a conceptual definition, operational definition and a grid of research instruments (Sugiyono, 2022).

Data Analysis Techniques

The collected data is analyzed to test whether the hypothesis that has been established can be accepted or rejected. Before the data analysis is held, the following analysis requirements test process has been carried out:

Regression Analysis Requirements Test (Assumptions)

- **Normality Test:** For this test, the Kolmogorov Smirnov (KS) formula was used. If a significant value of p is found $>$ a significant level of $\alpha = 0.05$, then the data is considered to be normal. If the p value is $<$ α on the other hand, the data is considered not to be normally

distributed, so regression analysis is not possible. If the data turns out to be abnormal, then as an alternative, it is held in a non-parametric analysis.

- **Linearity Test:** Due to regression analysis, the assumption of the linearity of the relationship between variable X and variable Y must be met, for which a linearity test is required through the F test within the framework of variance analysis, which is in SPSS 27 through ANOVA analysis. If the value of F- is calculated to be greater than the value of F- Table, then there is a linear relationship between variable X and variable Y.
- **Regression analysis:** Simple regression analysis and multiple regression analysis.

Furthermore, to test the hypothesis, the F-test will be used. If the value of F-calculates $>$ of the value of F- Table or the value of $p < 0.05$, then an alternative hypothesis is accepted.

RESULTS AND DISCUSSION

This research was conducted to examine the relationship between parents' education level and family emotional support on students' learning interests at SD Inpres 01 Paniki Tengah. The research population consisted of all students in grades 4, 5, and 6. For research purposes and to facilitate more effective data analysis, a sample of 65 students was randomly selected from the three classes. This sample selection was carried out to obtain sufficient representation of the population while making data processing more manageable (Pekrun & Marsh, 2022).

In this study, three main variables were observed. The first variable is the level of education of the parents, which includes the highest level of education completed by the student's father and mother (Lesperance et al., 2022b). The second variable is family emotional support, which describes the extent to which the family provides attention, motivation, encouragement, and confidence to students during the learning process (Lazarides, 2023b). This support was measured using the Likert scale in the questionnaire, where a higher score indicates stronger emotional support. The emotional support provided includes supervision of learning activities, adequate provision of time and learning space, motivation during difficulties, and attention to children's academic and non-academic development. This level of emotional support is believed to play an important role in shaping students' interest in learning, as children who feel cared for and supported emotionally tend to have higher motivation to learn (Jansen et al., 2016).

The third variable is students' interest in learning, which is the main focus of this study. Learning interest was measured through a questionnaire that assesses students' enthusiasm, motivation, and involvement in learning activities both at school and at home. The learning interest score was then categorized into low, medium, and high. Based on the data collected from 80 sample students, most students showed moderate learning interest, while a small number had both high and low learning interests. This suggests that there is variation in students' learning engagement and motivation, which may be influenced by internal factors such as personality, as well as external factors such as parental education and family emotional support (Thacker, 2024b).

Determination Coefficient Analysis (Adjusted R²)

Determination analysis was used to determine the percentage contribution of the influence of parental education level variables on learning interest variables. The results of the determination analysis can be seen in the SPSS 27 Model Summary output from the simple regression analysis below:

Table 1. Simple Regression Model Summary for the Effect of Parents' Educational Level on Learning Interest

Model Summary				
Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.537a	.289	.277	2.653

a. Predictors: (Constant), Tingkat_Pendidikan_Orang_Tua

Based on the table, the *R. Square* number is 0.289 or 28.9%. This shows that the percentage of contribution of the influence of independent variables of parents' education level on learning interest is 28.9%. While the rest are influenced by other variables that are not studied in this research model.

Determination Coefficient Analysis (Adjusted R²)

Determination analysis was used to determine the percentage contribution of the influence of the Family Emotional Support variable on the variable of learning interest. The results of the determination analysis can be seen in the SPSS 27 *Model Summary output* from the results of the simple regression analysis below:

Table 2. Simple Regression Model Summary for the Effect of Family Emotional Support on Learning Interest

Model Summary				
Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.881a	.775	.772	1.491

a. Predictors: (Constant), Dukungan_Emosional_Keluarga

Based on the table, the *R. Square* number is 0.775 or 77.5%. This shows that the percentage of contribution to the influence of the independent variable Family Emotional Support on learning interest is 77.5%. While the rest are influenced by other variables that are not studied in this research model.

Determination Coefficient Analysis (Adjusted R²)

Determination analysis was used to determine the percentage contribution of the influence of the variables of Parental Education Level and Family Emotional Support together on the variables of learning interest. The results of the determination analysis can be seen in the output of the SPSS 27 *Model Summary* from the results of the multiple linear regression analysis below.

Table 3. Multiple Regression Model Summary for the Combined Effect of Parents' Educational Level and Family Emotional Support on Learning Interest

Model Summary				
Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.920a	.846	.841	1.246

a. Predictors: (Constant), Tingkat_Pendidikan_Orang_Tua, Dukungan_Emosional_Keluarga

Based on the table, the *Adjusted R. Square* figure was obtained at 0.846 or 84.6%. This shows that the percentage of contribution of the influence of independent variables of parental education level and family emotional support together on learning interest is 84.6%. While the rest are influenced by other variables that are not studied in this research model.

CONCLUSION

Based on the results of the research on the relationship between parental education level and family emotional support on students' learning interests at SD Inpres 01 Paniki Tengah, it can be concluded that the family plays an important role in shaping students' learning interests (Daumiller, 2025). The results showed that the level of parental education had a positive relationship with students' learning interest, contributing 28.9%. Meanwhile, family emotional support had a stronger relationship with students' interest in learning, contributing 77.5%. Together, parental education levels and family emotional support provided a very significant relationship with students' learning interest, contributing 84.6%, while the remaining portion was influenced by other factors outside the scope of this study. Therefore, it can be concluded that family support, both in terms of parental education and emotional support, plays a very important role in increasing students' interest in learning (Reeve, 2012).

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