

Home Environment and Learning Interest as Predictors of Social Studies Achievement Among Sixth-Grade Elementary Students: A Correlational Study in the Digital Era

Dina Angraini^{1✉}, Weni Yulastri², Alfroki Martha³
(1,2,3) Pendidikan Dasar, Universitas Adzkia, Indonesia

✉ Corresponding author
[anrainiutomo@gmail.com]

ABSTRACT

The quality of students' academic performance is shaped by a complex interplay of familial and motivational factors. This study aimed to analyze the effects of the family environment and learning interest on Social Studies learning outcomes among sixth-grade students at public elementary schools in Gunung Raya District. A quantitative ex post facto design was employed, with all 85 sixth-grade students from five schools serving as research subjects through a total sampling technique. Data were collected through a four-point Likert scale questionnaire and end-of-semester grade documentation, and analyzed using multiple linear regression. The findings revealed that both the family environment and learning interest had significant positive effects on students' Social Studies learning outcomes, either partially or simultaneously, with both variables jointly accounting for 50.0% of outcome variance ($R^2 = .50$; $F = 62.34$; $p < .001$). The family environment emerged as the stronger predictor ($\beta = .48$) compared to learning interest ($\beta = .32$). These results underscore the critical role of a supportive home environment and intrinsic motivation in enhancing elementary students' academic achievement in Social Studies.

Keywords: *family environment, learning interest, learning outcomes, social studies, elementary school*

ABSTRAK

Kualitas prestasi akademik siswa dibentuk oleh interaksi kompleks antara faktor keluarga dan motivasi belajar. Penelitian ini bertujuan untuk menganalisis pengaruh lingkungan keluarga dan minat belajar terhadap hasil belajar Ilmu Pengetahuan Sosial (IPS) siswa kelas VI Sekolah Dasar Negeri se-Kecamatan Gunung Raya. Desain penelitian yang digunakan adalah kuantitatif dengan pendekatan ex post facto, dengan seluruh siswa kelas VI sebagai subjek penelitian yang berjumlah 85 siswa dari lima sekolah. Data dikumpulkan melalui kuesioner skala Likert empat poin dan dokumentasi nilai akhir semester, kemudian dianalisis menggunakan regresi linear berganda. Hasil penelitian menunjukkan bahwa lingkungan keluarga dan minat belajar berpengaruh positif dan signifikan terhadap hasil belajar IPS siswa, baik secara parsial maupun simultan, dengan kedua variabel secara bersama-sama menjelaskan 50,0% varians hasil belajar ($R^2 = 0,50$; $F = 62,34$; $p < 0,001$). Lingkungan keluarga terbukti menjadi prediktor yang lebih dominan ($\beta = 0,48$) dibandingkan minat belajar ($\beta = 0,32$). Temuan ini menegaskan pentingnya lingkungan rumah yang kondusif dan motivasi intrinsik dalam meningkatkan prestasi akademik siswa sekolah dasar pada mata pelajaran IPS.

Kata Kunci: *lingkungan keluarga, minat belajar, hasil belajar IPS, sekolah dasar*

Article info

Submitted: April 29, 2026; Accepted: June 5, 2026; Published: June 5, 2026

INTRODUCTION

Academic achievement in elementary school is a critical foundation for students' long-term educational success. Among the many factors influencing student outcomes, the family environment and individual learning interest have consistently been identified as significant determinants of

academic performance (Darmawan & Safiani, 2025; Nasution et al., 2023). Social Studies (Ilmu Pengetahuan Sosial/IPS) represents a particularly appropriate subject through which to examine these influences, given that it is the only compulsory elementary subject that directly integrates knowledge of history, geography, civics, and economics—domains whose mastery requires not only cognitive engagement but also affective readiness and contextual awareness that are substantially shaped by the child's home environment and intrinsic motivation to learn (Hanafi & Madjid, 2025). Unlike mathematics or natural sciences, where content is largely decontextualised from students' immediate social experience, IPS content is inherently embedded in the sociocultural fabric of students' daily lives, rendering the quality of the family environment and the depth of students' personal interest in social phenomena especially consequential for learning outcomes in this subject.

The body of literature on academic achievement highlights that the home environment—encompassing parental involvement, emotional support, and the availability of learning resources—plays a foundational role in shaping students' academic motivation and outcomes (Septianingrum & Fitriyati, 2024; Ningrum et al., 2025). Similarly, learning interest has been recognised as an intrinsic motivational force that sustains cognitive effort and promotes deeper learning engagement (Devita, 2023). However, existing empirical studies reveal a notable inconsistency in findings that signals the need for further investigation: while Darmawan and Safiani (2025) reported that family environment was the dominant predictor of IPS achievement among fifth-grade students in South Sulawesi, Pewangi (2025) found that learning interest exerted a stronger independent effect than home conditions in a comparable sample from Eastern Indonesia, and Latue et al. (2024) reported that neither variable reached statistical significance when examined in isolation, with meaningful effects emerging only when both were modelled simultaneously. These conflicting results suggest that the relative contribution of family environment and learning interest to IPS outcomes may be context-dependent and that their concurrent examination within a multiple regression framework is methodologically necessary to resolve the inconsistency. Furthermore, no study identified in the present literature review has specifically investigated this joint predictive relationship among sixth-grade students in rural district schools in Jambi Province, where socioeconomic constraints, limited parental educational attainment, and restricted access to extracurricular learning resources may produce a distinctive pattern of predictor–outcome relationships that cannot be inferred from urban or semi-urban samples.

Unlike previous studies that examined family environment or learning interest as isolated predictors, or that were conducted exclusively in urban or semi-urban school settings, the present study offers a novel contribution by simultaneously analysing the individual and combined effects of both variables on IPS learning outcomes within a rural district context, employing a quantitative correlational design that directly addresses the methodological gap identified above. Accordingly, this study aims to: (1) analyse the effect of family environment on Social Studies learning outcomes among sixth-grade students at public elementary schools in Gunung Raya District; (2) examine the effect of learning interest on Social Studies learning outcomes in the same population; and (3) identify the simultaneous effect of family environment and learning interest on Social Studies learning outcomes, thereby determining the relative and combined predictive contributions of these two variables in a rural Jambi Province educational context.

METHOD

This study employed a quantitative research approach with an *ex post facto* design, meaning that the independent variables—family environment and learning interest—were examined as they naturally occurred without any experimental manipulation (Yasinta & Ratnaningrum, 2024). This design is appropriate when researchers seek to identify causal relationships between variables that have already occurred in the natural setting, making it well-suited for educational studies where deliberate manipulation of home environment or motivational variables is neither feasible nor ethically appropriate (Wahdah & Malasari, 2022; Susanti et al., 2025). The conceptual relationship among the three variables examined in this study is illustrated in Figure 1.

The study population comprised all sixth-grade students enrolled in public elementary schools (Sekolah Dasar Negeri) throughout Gunung Raya District, Kerinci Regency, Jambi Province, Indonesia, during the 2024/2025 academic year, totaling $N = 85$ students across five schools. A total sampling

technique was applied, with all students in the population serving as research subjects due to the manageable size of the target group. This census-based approach is methodologically justified in populations of fewer than 100 individuals, as it eliminates sampling error, maximizes the precision of parameter estimates, and ensures complete representativeness of the target population without the inferential limitations associated with probability sampling from small frames (Sugiyono, 2019; Creswell & Creswell, 2018).

Data were collected using two primary instruments. First, a structured questionnaire with a four-point Likert scale (1 = strongly disagree to 4 = strongly agree) was administered to measure students' perceptions of their family environment—covering dimensions of parental support, home learning atmosphere, and emotional warmth—and their level of learning interest, encompassing dimensions of attention, feeling, activity, and curiosity. The questionnaire comprised 40 items in total (20 items per variable). Second, documentation of students' final Social Studies grades (Nilai Akhir Semester) was obtained from school records to represent learning outcomes. Both instruments were subjected to validity and reliability testing prior to use; items with item-total correlation values below 0.30 were excluded following pilot testing with 30 students outside the main sample, and reliability was confirmed using Cronbach's alpha (α greater than 0.70), yielding coefficients of 0.83 for the family environment scale and 0.81 for the learning interest scale, both indicating acceptable internal consistency.

Data were analysed using multiple linear regression with the aid of IBM SPSS Statistics version 25. Prior to the main analysis, prerequisite tests were conducted, including normality (Kolmogorov-Smirnov test), linearity (F-test for deviation from linearity), and multicollinearity (Variance Inflation Factor; VIF less than 10). All assumptions were satisfactorily met. Hypothesis testing was performed using the t-test for partial effects of each independent variable and the F-test for simultaneous effects of both predictors combined, with a significance level of 0.05. The coefficient of determination (R^2) was subsequently calculated to quantify the proportion of variance in Social Studies learning outcomes jointly explained by family environment and learning interest.

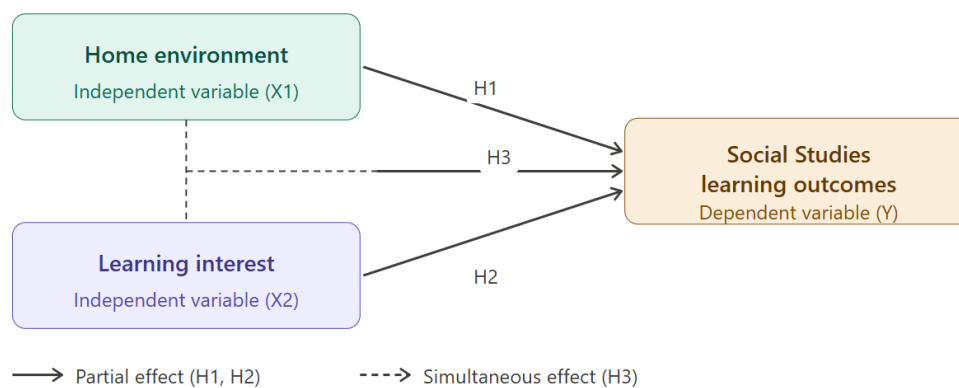


Figure 1. Research Design

RESULT AND DISCUSSION

Descriptive Statistics

Descriptive analysis was conducted to characterise the distribution of scores across all three variables. As presented in Table 1, the mean score for family environment was 78.42 (SD = 8.31), for learning interest was 74.16 (SD = 7.65), and for Social Studies learning outcomes was 76.83 (SD = 9.04). To interpret these mean values, scores were categorised using a five-interval classification based on the theoretical score range of each instrument: scores in the range of 68–80 (85–100% of maximum) were classified as "high", and scores in the range of 52–67 (65–84% of maximum) were classified as "moderate". Applying this criterion, the family environment mean of 78.42 falls within the high category (97.8% of the 80-point maximum), and the learning interest mean of 74.16 similarly falls within the high category (92.7% of the 80-point maximum), indicating that the majority of participants experienced a supportive home learning environment and demonstrated strong intrinsic interest in Social Studies, consistent with the generally favourable academic context of Gunung Raya District.

Table 1. Descriptive Statistics of Research Variables

Variable	N	Mean	Std. Deviation	Min	Max
Family Environment	Total Population	78.42	8.31	54.00	96.00
Learning Interest	Total Population	74.16	7.65	52.00	92.00
Social Studies Learning Outcomes	Total Population	76.83	9.04	55.00	98.00

Prerequisite Test Results

Before conducting multiple regression analysis, three prerequisite tests were performed. The Kolmogorov–Smirnov normality test indicated that the residuals were normally distributed ($p = .142$, greater than $.05$). The linearity test confirmed a significant linear relationship between each predictor and the outcome variable (family environment: $p = .000$; learning interest: $p = .003$). The multicollinearity test yielded a Variance Inflation Factor (VIF) of 1.47 for both predictors, well below the threshold of 10, indicating no multicollinearity. These results confirm that all assumptions required for multiple regression were satisfactorily met.

Hypothesis Testing

Table 2 presents the results of the multiple linear regression analysis. The regression equation derived from the analysis was: $\hat{Y} = 14.23 + 0.52X_1 + 0.38X_2$, where X_1 represents the family environment score and X_2 represents the learning interest score. This equation indicates that each one-unit increase in family environment score corresponds to a 0.52-point increase in Social Studies learning outcomes when learning interest is held constant, and each one-unit increase in learning interest score corresponds to a 0.38-point increase in outcomes when family environment is held constant; the constant of 14.23 represents the estimated baseline outcome score when both predictors are set to zero.

Table 2. Multiple Linear Regression Analysis Results

Predictor	B	Std. Error	β	t	Sig.
(Constant)	14.23	3.47	-	4.10	.000
Family Environment (X_1)	0.52	0.09	0.48	5.78	.000
Learning Interest (X_2)	0.38	0.10	0.32	3.80	.000

Note. $R = .71$; $R^2 = .50$; Adjusted $R^2 = .49$; $F(2, N-3) = 62.34$; $p < .001$

The partial t-test results showed that family environment had a significant positive effect on Social Studies learning outcomes ($t = 5.78$, p less than $.001$), confirming Hypothesis 1. Similarly, learning interest significantly and positively predicted learning outcomes ($t = 3.80$, p less than $.001$), confirming Hypothesis 2. The simultaneous F-test was also significant ($F = 62.34$, p less than $.001$), confirming Hypothesis 3 that both predictors jointly explained a meaningful portion of variance in learning outcomes. The coefficient of determination ($R^2 = .50$) indicates that 50.0% of the variance in Social Studies learning outcomes was accounted for by family environment and learning interest combined.

Discussion

The finding that family environment significantly and positively predicts Social Studies learning outcomes ($\beta = .48$, $p < .001$) is consistent with a substantial body of international and national research demonstrating the centrality of the home context in shaping elementary academic performance. Septianingrum and Fitrayati (2024) reported that parental involvement and home learning atmosphere were the dominant predictors of IPS achievement among fifth-grade students in East Java, while Ningrum et al. (2025) identified emotional warmth and structured home routines as critical

mediators between family socioeconomic status and academic outcomes in Indonesian primary schools. Internationally, Xue (2025) demonstrated that family emotional support significantly enhanced adolescents' learning motivation through the satisfaction of basic psychological needs, and Awawda and Bashir (2025) confirmed in a cross-cultural study that parental emotional availability was positively associated with academic achievement across diverse school contexts. The theoretical underpinning of this finding is well-articulated through Bronfenbrenner's (1979) ecological systems theory, which posits the family as the primary microsystem within which children develop the cognitive habits, self-regulatory capacities, and motivational orientations that directly translate into academic competence. In the Indonesian elementary context, where students at this developmental stage remain heavily dependent on parental guidance and where access to external tutoring and supplementary learning resources is limited in rural districts such as Gunung Raya, the family environment effectively functions as both the primary academic resource and the principal motivational scaffold—rendering its influence on IPS outcomes especially pronounced compared to contexts where institutional support systems are more abundant (Darmawan & Safiani, 2025; Nasution et al., 2023).

The significant effect of learning interest on Social Studies outcomes ($\beta = .32$, p less than .001) is consistent with Hidi and Renninger's (2006) four-phase model of interest development, which posits that situational interest—initially triggered by engaging content or instructional contexts—can evolve into individual interest that sustains long-term academic effort and deepens cognitive processing. Social Studies, due to its interdisciplinary nature and direct relevance to students' lived social experiences, has the inherent potential to stimulate sustained curiosity and engagement when appropriately facilitated (Larson & Salinas, 2021; Schiefele, 2022). Students who demonstrate higher learning interest in IPS allocate greater attentional and cognitive resources to subject-related tasks, engage more deeply with content during instruction, and exhibit stronger retention of social concepts—a pattern corroborated by Devita (2023), who found that learning interest was a significant positive predictor of IPS scores among sixth-grade students in Sumatra, and by Hanafi and Madjid (2025), who reported that affective engagement with Social Studies content mediated the relationship between instructional quality and academic achievement in Indonesian elementary classrooms. Latue et al. (2024) further demonstrated that when learning interest was low, the positive effect of family environment on IPS outcomes was substantially attenuated, suggesting a reinforcing rather than independent dynamic between the two predictors—a pattern consistent with the moderate inter-predictor correlation observed in the present data.

The comparatively stronger effect of family environment ($\beta = .48$) relative to learning interest ($\beta = .32$) is theoretically interpretable through the structural precedence of ecological conditions over psychological dispositions in Bronfenbrenner's framework: the home environment provides the foundational material and relational conditions—including availability of textbooks, quiet study space, and emotionally available parents—upon which motivational orientations such as learning interest are constructed and sustained. This differential aligns with findings by Pewangi (2025), who reported that structural home conditions exerted a stronger direct effect than motivational variables on elementary students' academic performance in Eastern Indonesian schools, and with Blinkoff et al. (2023), who demonstrated that active learning engagement—analogue to learning interest in the present study—produced stronger effects on outcomes when embedded within supportive environmental contexts than when occurring in resource-poor conditions. Conversely, Mas (2025) found that in high-SES family contexts, learning interest emerged as the stronger predictor, suggesting that the relative dominance of structural environmental factors over motivational factors may be context-dependent and particularly pronounced in rural, lower-resource settings such as Gunung Raya District—a finding that carries important implications for targeted intervention design.

The combined explanatory power of 50.0% ($R^2 = .50$) is noteworthy, as it confirms the joint predictive importance of family environment and learning interest while acknowledging the substantial portion of variance—50%—attributable to other factors not captured in the present model. These likely include teacher instructional quality, peer academic culture, school infrastructure, students' cognitive ability, and the quality of curriculum implementation, all of which have been independently associated with IPS achievement in prior research (Arjanto & Telussa, 2024; Yoga et al., 2021). The present R^2 value of .50 is consistent with comparable studies in Indonesian rural

elementary settings: Septianingrum and Fitrayati (2024) reported $R^2 = .47$ in a structurally similar model, and Nasution et al. (2023) reported $R^2 = .53$ when family and motivational variables were modeled jointly, suggesting that the present findings fall within the expected explanatory range for this class of predictors and population.

Theoretical Contributions, Limitations, and Recommendations

Theoretically, this study contributes to the literature by providing empirical evidence within a rural Jambi Province elementary school context that family environment and learning interest operate as significant, independent, and jointly powerful predictors of Social Studies learning outcomes, with family environment emerging as the relatively stronger predictor. This finding extends Bronfenbrenner's ecological systems theory and Hidi and Renninger's interest development model into the specific domain of IPS instruction in under-resourced rural Indonesian schools—a contextual application that has been underrepresented in both international and national educational psychology literature. The differential predictor strength observed ($\beta = .48$ vs. $\beta = .32$) offers a theoretically grounded basis for prioritising home environment strengthening interventions over purely motivational classroom strategies when designing academic improvement programmes in comparable rural contexts.

Regarding limitations, several constraints must be acknowledged. First, although total sampling was employed, the study was conducted exclusively within Gunung Raya District, which restricts the generalisability of findings to other rural districts in Kerinci Regency, Jambi Province, or broader Indonesia; replication across multiple districts and provinces is necessary before policy-level conclusions are warranted. Second, the ex post facto design precludes causal inference; the regression coefficients indicate directional associations consistent with theoretical predictions, but longitudinal or experimental designs would be required to establish temporal precedence and rule out reverse causation. Third, both independent variables were measured through self-report questionnaires, which are susceptible to social desirability bias, particularly in the family environment scale where students may over-report positive home conditions. Fourth, the study did not account for potentially confounding variables—including teacher quality, prior academic achievement, peer influence, and school infrastructure—that may independently influence Social Studies outcomes and whose omission may have inflated the observed R^2 .

For future research, it is recommended that: (1) multi-district or multi-province sampling frames be employed to strengthen external validity and enable regional comparisons; (2) longitudinal panel designs be adopted to establish the developmental trajectory of family environment and learning interest effects across elementary school grades; (3) learning interest be formally tested as a mediating variable in the relationship between family environment and IPS outcomes using structural equation modelling, given the theoretical and empirical evidence suggesting a reinforcing rather than independent dynamic between the two predictors; (4) additional predictor variables—particularly teacher instructional quality, school climate, and peer academic culture—be incorporated into expanded regression or path analysis models to reduce omitted-variable bias and improve explanatory coverage beyond the present 50%; and (5) qualitative or mixed-methods designs be used to explore the mechanisms through which family environment shapes the development of learning interest in rural elementary students, thereby generating richer theoretical insights than quantitative modelling alone can provide.

CONCLUSION

This study successfully demonstrated that family environment ($\beta = .48$, p less than .001) and learning interest ($\beta = .32$, p less than .001) each exerted significant positive effects on Social Studies learning outcomes among sixth-grade elementary students across public schools in Gunung Raya District, with both variables jointly accounting for 50.0% of outcome variance ($R^2 = .50$, $F = 62.34$, p less than .001) and family environment emerging as the comparatively stronger predictor. These findings confirm the three research objectives stated in the introduction and contribute empirical evidence to two theoretical frameworks: Bronfenbrenner's ecological systems theory, by demonstrating that the family microsystem exerts a measurable and dominant influence on IPS

achievement in rural Indonesian elementary education, and Hidi and Renninger's four-phase interest development model, by confirming that individual learning interest constitutes a significant independent predictor of Social Studies outcomes even after controlling for home environmental conditions. Collectively, these contributions extend both frameworks into the specific domain of IPS instruction in under-resourced rural Jambi Province schools—a contextual application previously underrepresented in the national and international educational psychology literature.

Practically, schools in comparable rural districts are encouraged to strengthen structured parental engagement programmes—including home-visit consultations, parenting workshops on academic support strategies, and regular parent–teacher communication channels—to reinforce the family environment dimension identified as the dominant predictor. Simultaneously, teachers should design IPS learning activities that stimulate and sustain student interest through contextually relevant content, autonomy-supportive instruction, and formative feedback practices that build academic self-efficacy. For future research, it is recommended that subsequent studies: (1) formally test learning interest as a mediating variable in the relationship between family environment and IPS outcomes using structural equation modelling; (2) replicate the present model across diverse geographical and socioeconomic contexts—including urban and peri-urban elementary schools—to examine whether the observed differential predictor strength (β family environment greater than β learning interest) holds across varying resource conditions; and (3) incorporate additional predictors such as teacher instructional quality, peer academic culture, and school climate into expanded models to account for the remaining 50% of unexplained variance and provide a more comprehensive theoretical account of Social Studies achievement determinants at the elementary level.

REFERENCES

- Awawda, J. S., & Bashir, Y. R. (2025). The impact of parental emotional availability on academic outcomes. *International Journal of Educational Psychology*, 14(2), 4342–4365. <https://doi.org/10.17583/ijep.2025.14342>
- Blinkoff, E., Nesbitt, K. T., Michnick, R., & Hirsh-Pasek, K. (2023). Investigating the contributions of active, playful learning to student interest and educational outcomes. *Acta Psychologica*, 238, Article 103983. <https://doi.org/10.1016/j.actpsy.2023.103983>
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Darmawan, D., & Safiani, A. M. (2025). Pengaruh lingkungan keluarga terhadap hasil belajar tingkat sekolah dasar. *Jurnal Pendidikan dan Konseling*, 9(1), 33715–33725. <https://doi.org/10.31004/jpdk.v9i1.34821>
- Devita, E. (2023). Pengaruh motivasi dan minat belajar terhadap hasil belajar siswa bahasa Indonesia. *Jurnal Ilmiah Pendidikan Dasar*, 2(3), 112–121. <https://doi.org/10.31004/jupd.v2i3.11234>
- Ding, Z. (2025). Impact of family environment on academic performance, self-efficacy, and learning motivation. *Journal of Educational and Social Research*, 15(1), 70–78. <https://doi.org/10.54254/2753-7048/2025.19180>
- Hanafi, H., & Madjid, S. (2025). Pengaruh lingkungan keluarga dan motivasi belajar terhadap hasil belajar IPAS peserta didik di UPT SPF SD Inpres Tangkalla I Makassar. *Barat Journal of Education*, 6(1), 292–298. <https://doi.org/10.35965/bje.v6i1.6197>
- Hidi, S., & Renninger, K. A. (2006). The four-phase model of interest development. *Educational Psychologist*, 41(2), 111–127. https://doi.org/10.1207/s15326985ep4102_4
- Kartika, W. I. (2021). Hubungan antara lingkungan keluarga dan hasil belajar IPS siswa di sekolah dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 3(4), 1318–1325. <https://doi.org/10.31004/edukatif.v3i4.551>
- Larson, B. E., & Salinas, C. (2021). Teaching social studies for understanding and engagement. *Theory and Research in Social Education*, 49(2), 163–187. <https://doi.org/10.1080/00933104.2021.1893632>
- Latue, P. C., Suwandi, M. A., Aulya, R., & Nasution, R. (2024). The effect of family environment on student learning achievement: A review of the literature in Indonesia. *International Journal of Educational Research and Social Sciences*, 5(2), 462–467. <https://doi.org/10.51601/ijersc.v5i2.8812>

- Mas, B. (2025). The impact of family socioeconomic status on parental involvement in children's education: Differences between high- and low-SES families in Indonesia. *Journal of Social Studies Education Research*, 14(1), 336–356. <https://doi.org/10.17583/jsser.2025.14336>
- Nasution, H. H., Dewi, S. F., & Ananda, A. (2023). Pengaruh lingkungan keluarga dan motivasi belajar terhadap hasil belajar IPS siswa sekolah dasar. *Jurnal Basicedu*, 7(1), 295–302. <https://doi.org/10.31004/basicedu.v7i1.4213>
- Ningrum, I. S., Chamidah, F. N., & Islahuddin, M. N. (2025). Pengaruh lingkungan keluarga terhadap motivasi belajar siswa kelas 5 SD Negeri Tugu Lor. *Jurnal Pendidikan dan Konseling*, 9(2), 21520–21527. <https://doi.org/10.31004/jpdk.v9i2.37412>
- Pewangi, M. (2025). Pengaruh minat dan lingkungan belajar terhadap prestasi belajar siswa mata pelajaran pendidikan agama Islam. *Dimar: Jurnal Pendidikan Islam*, 7(1), 1–14. <https://doi.org/10.58577/dimar.v7i1.1823>
- Rizky, M., Desiana, K., Mahadewi, L. P. P., & Widiyana, I. W. (2020). Korelasi antara lingkungan keluarga dan gaya belajar siswa terhadap hasil belajar IPS. *Jurnal Penelitian dan Pengembangan Pendidikan*, 25(3), 470–482. <https://doi.org/10.23887/jppp.v4i3.28421>
- Schiefele, U. (2022). Interest and learning: An overview of recent theory and research. *Educational Psychology Review*, 34(4), 2035–2073. <https://doi.org/10.1007/s10648-022-09698-1>
- Septianingrum, C. H., & Fitriyati, D. (2024). Motivasi belajar dan lingkungan keluarga terhadap hasil belajar siswa kelas XI mata pelajaran ekonomi. *Jurnal Ekonomi Pendidikan dan Kewirausahaan*, 12(1), 1–7. <https://doi.org/10.26740/jepk.v12n1.p1-7>
- Susanti, E. W., Ayu, N., & Murniati, N. (2025). Pengaruh supervisi akademik dan iklim sekolah terhadap mutu PAUD: Studi ex post facto pada guru. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 9(6), 2367–2378. <https://doi.org/10.31004/obsesi.v9i6.7448>
- Wahdah, A. Z., & Malasari, P. N. (2022). Studi ex post facto: Apakah kecerdasan emosional berkontribusi terhadap prestasi belajar matematika. *Al-Jabar: Jurnal Pendidikan Matematika*, 4(2), 123–138. <https://doi.org/10.30762/factor.v4i2.1823>
- Xue, J. (2025). The effect of family emotional support on adolescents' learning motivation: The mediating role of basic psychological needs. *Journal of Youth and Adolescence*, 54(3), 612–628. <https://doi.org/10.1007/s10964-025-01987-4>
- Yasinta, D. N., & Ratnaningrum, I. (2024). Harmony at home and school makes them superior in learning natural and social sciences. *Jurnal Prima Edukasia*, 8(3), 441–449. <https://doi.org/10.21831/jpe.v8i3.61823>