**Journal Evaluation in Education (JEE)**
Vol. 6, No. 4, October 2025, pp. 1386~1395
ISSN: 2716-4160, DOI: 10.37251/jee.v6i4.2214


# Quantitative Analysis of the Effects of Family and Social Environments on Early Childhood Learning Motivation in Gunung Mas Regency

**Rudie[1,*], Febrianti[1], Aras Anggelina[1]**
[1]Indonesia Faculty of Teacher Training and Christian Religious Education, Institut Agama Kristen Negeri Palangka Raya, Kalimantan Tengah, Indonesia

**Article Info**

***Article history:***

Received Sep 25, 2025
Revised Oct 07, 2025
Accepted Oct 24, 2025
OnlineFirst Oct 30, 2025

***Keywords:***

Early Childhood
Family Environment
Learning Motivation
Parental Involvement
Social Environment

**ABSTRACT**

**Purpose of the study:** This study aims to analyze the influence of the social and family environments on early childhood learning motivation in Gunung Mas Regency. It seeks to determine how these external factors, both individually and jointly, contribute to fostering children's enthusiasm, persistence, and positive attitudes toward learning during early education.

**Methodology:** A quantitative research design employing a survey method was used. Data were collected using validated and reliable questionnaires distributed to 52 respondents, comprising parents and teachers at TK Pembina Manuhing Raya in Gunung Mas Regency. The data were analyzed using SPSS version 25 to examine the partial and simultaneous effects of the social environment ($X_1$) and the family environment ($X_2$) on learning motivation (Y).

**Main Findings:** The findings revealed that both the social environment ($t = 3.911$; Sig. $= 0.000 < 0.05$) and the family environment ($t = 9.361$; Sig. $= 0.000 < 0.05$) have a significant, positive effect on early childhood learning motivation. Simultaneously, the two variables accounted for 50% of the variation in learning motivation ($R^2 = 0.500$), indicating that children's motivation is substantially shaped by social and familial support.

**Novelty/Originality of this study:** This research provides empirical evidence on the combined influence of family and social environments in shaping early childhood learning motivation within the cultural context of Central Kalimantan. It extends existing studies by quantifying the contributions of both environments and highlighting their complementary roles in early educational development.

*This is an open access article under the CC BY license*

***Corresponding Author:***
Rudie,
Faculty of Teacher Training and Christian Religious Education, Institut Agama Kristen Negeri Palangka Raya, Jl. Tampung Penyang No.KM.6, Menteng, Palangka Raya, Kalimantan Tengah, 73112, Indonesia
Email: rudielautt64@iaknpky.ac.id

## 1. INTRODUCTION

Education plays a central role in shaping children's learning behavior and motivation. However, critics such as John Apdike (in Gruwell, 2007) have argued that schools often resemble "prisons equipped with torture devices called education," reflecting a broader societal view that formal education can alienate rather than nurture children's curiosity. This perception suggests a disconnect between families, communities, and educational institutions, where learning is seen more as an obligation than a collaborative and meaningful process [1].

In the Indonesian context, particularly within the province of Central Kalimantan, the relationship between families and educational institutions remains a crucial issue [2]-[5]. Many parents still perceive that schools bear the full responsibility for their children's education leading to limited parental participation and

weak community support for early learning. This separation reduces the potential of social and family environments to act as motivating factors that enhance children's enthusiasm and persistence in the learning process. And schools play the role of prisons wrapped in torture called education [6], [7]. The role of schools is synonymous with that of judges who judge children for their behavior, cruelty, and mischief committed while at home [8]-[11]. The reasons for parents being unable to accept their children [12]-[15]. In addition, educational institutions seem to be left to their own devices, whereby the community or parents of children as students, as expressed by Abdul Rahman, assume that "..school is the only institution responsible for their children's education..[16]." These assumptions show that full responsibility lies with educational institutions, while parents and the community remain silent about the implementation of education.

Based on the criticism and impressions of the community and parents towards formal education, the researchers assumes that schools have lost their dignity as educational institutions. Similarly, the relationship between parents and children shows tension and disharmony, and children seem to be a burden to them [17]-[20]. What is the relationship between children and parents like that? This is exacerbated by the fact that the attitude, attention, support, and participation of the community and parents towards education are still not optimal [21]. In fact, the law mandates that education is a shared responsibility between the government, the community, and the parents/guardians of students [22]-[25].

Based on the experience of the authors as educators, the family is a space for activities that shape learning motivation across educational units, including early childhood (the location of this educational unit is the authors' research space), especially in the Central Kalimantan region, which is rich in cultural and social diversity. The family environment is the initial foundation for the child's educational process; through the attitudes, participation, and active involvement of parents (both guardians and biological parents), children (as the main subjects) receive emotional encouragement, a space for self-confidence, and continuous activities in a series of learning that supports the development of motivation within the subjects. A harmonious approach by parents, such as providing guidance during the learning process, giving stimuli through open communication, and setting an example, has been empirically found to increase children's enthusiasm and resilience in facing the challenges of early education [25], [26].

In the context of Kalimantan, families not only serve as the primary learning environment, but also as mediators of local and social values that are integrated into early childhood education [27]. The synergy between early childhood education institutions, families, and local communities is very influential in fostering children's motivation to learn, because character building and appreciation of diversity are part of their daily learning experiences [28]-[31]. Thus, the active and responsive involvement of families in Kalimantan has been proven to contribute significantly to increasing the motivation of early childhood learning, both cognitively, affectively, and socially [32].

Research conducted by Cahyani and Larasati on the role of the family social environment on the social studies learning outcomes of students [33]. The results of the study show that the parenting styles applied by parents include democratic and permissive parenting, and that the role of parents is fundamental as a source of learning for children with learning difficulties [33]. Meanwhile, Ummah et al., showed in their research that parental involvement greatly influences the social-emotional development of children aged 5-6 years [34]. Furthermore, Khasanah and Maulia conducted research on the influence of family environment interactions on the social-emotional behavior of early childhood. Their findings indicate that the formation of children's emotional intelligence is influenced by internal and external factors such as parenting patterns and environment, and that parental involvement in school activities also provides significant benefits [35]. Further research conducted by Rahayu et al., shows that inclusive students receiving support and attention from their families are able to express themselves appropriately and engage well in collaborative activities, demonstrating that the role of the family is significant in children's social and emotional development [36]. The last researchers were Azizah Fadhillah et al., with the title Social and family environments influence entrepreneurial interest among management students at Duta Bangsa University Surakarta. The results of the study show that the social and family environment has a positive and significant influence on entrepreneurial interest among management students at Duta Bangsa University in Surakarta [37]. It approaches the idea of management, particularly in school administration, as being particularly crucial in the quest for transparency, efficiency, and effectiveness in technology-based services [38]-[41].

Therefore, this study aims to analyze the influence of family and social environments on early childhood learning motivation in Gunung Mas Regency by examining the extent to which these two environments, both individually and jointly, affect children's enthusiasm for learning. In line with these objectives, the study formulates three hypotheses: first, that the social environment has a positive and significant effect on early childhood learning motivation; second, that the family environment has a positive and significant effect on early childhood learning motivation; and third, that the social and family environments simultaneously exert a positive and significant influence on early childhood learning motivation.

## 2. RESEARCH METHOD

This study employed a quantitative research design with a survey approach to examine the influence of the family and social environments on early childhood learning motivation in Gunung Mas Regency. The research population consisted of parents and teachers from early childhood education institutions (PAUD) in the Manuhing Raya District. From this population, a purposive sampling technique was used to select participants who met specific criteria, namely parents and teachers of children aged 4–6 years enrolled at TK Pembina Manuhing Raya. The purposive sampling method was chosen because it allows the deliberate selection of respondents who possess relevant knowledge and experience related to the research variables. A total of 52 respondents participated in the study, representing both parental and teaching perspectives on children's learning motivation.

The study examined three main variables: the social environment ($X_1$), family environment ($X_2$), and learning motivation (Y). The social environment was defined as the external interactions surrounding children, including relationships with peers, teachers, and community members that influence their learning behavior. Indicators were adapted from Graham and Weiner's Theory of Motivation and Syafril and Zen, focusing on social support, community participation, and peer interaction. The family environment was defined as the emotional and educational atmosphere provided by parents or guardians at home, including parenting style, attention, and encouragement for learning [42], [43]. Measurement items were derived from Syafril and Zen and supported by previous empirical studies such as those by Ummah and Fitri and Khasanah and Maulia [43]. Learning motivation, as the dependent variable, was defined as the intrinsic and extrinsic drive that encourages children to engage in learning activities. It was measured using indicators of enthusiasm, persistence, curiosity, and willingness to learn, also adapted from Graham and Weiner [42]. All variables were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The items were written in Indonesian and reviewed by early childhood education experts to ensure clarity and content validity.

The research instrument was developed in-house but adapted from previously validated scales. A pilot test involving 17 respondents at Kindergarten Ceria Tilung Raya was conducted to ensure clarity and consistency of the items. The validity test using Pearson's product-moment correlation showed that all items had r_calculated values greater than r_table (0.30), indicating acceptable validity. Reliability was confirmed through Cronbach's Alpha, with all variables exceeding the 0.70 threshold, signifying good internal consistency. Both tests were carried out using SPSS version 25.

Data collection was conducted through structured questionnaires distributed directly to respondents, and all responses were coded and tabulated for statistical analysis. Multiple linear regression analysis was performed using SPSS version 25 to test the hypotheses. SPSS was selected because it provides robust statistical tools for regression and significance testing, suitable for small to medium-sized datasets in educational research. The analytical procedures included testing data validity and reliability, conducting partial (t-test) and simultaneous (F-test) analyses to evaluate the individual and combined effects of the independent variables ($X_1$ and $X_2$) on the dependent variable (Y), and determining the coefficient of determination ($R^2$) to assess the extent to which the social and family environments explained variations in early childhood learning motivation.

## 3. RESULTS AND DISCUSSION

Analysis of the instruments developed based on the indicators for the three variables, consisting of two independent variables ($X_1$, $X_2$) and one dependent variable (Y). With the instrument developed, the researcher immediately took the first step, which was to validate and assess the reliability of the instrument by conducting a trial at Ceria Tilung Raya Kindergarten, where 17 parents were respondents. The results of the trial showed that all items were validated and met the reliability requirements. Next, the researcher conducted the actual research at the designated research location, namely with parents and teachers at the Pembina Kindergarten in Manuhing Raya District, Gunung Mas Regency, in mid-May 2025. A total of 52 questionnaires/surveys were obtained, with respondents providing answers based on their own conscience. The next step was to present the data in the form of a table of assessment criteria/opinions/responses from respondents by calculating the interval using the following formula.

$$Interval\ Score = \frac{score - maximum - minimum\ score}{number\ of\ alternative\ answers} \quad \ldots (1)$$

Table 1. Interval of Questionnarie

| No | Category | Interval | Frequency | Percentage |
|---|---|---|---|---|
| 1 | Strongly disagree | 35 – 63 | 0 | 0 |
| 2 | Disagree | 64 – 91 | 0 | 0 |

| | | | | |
|---|---|---|---|---|
| 3 | Neutral/Undecided | 92 – 119 | 1 | 2 |
| 4 | Agree | 120 – 147 | 29 | 56 |
| 5 | Strongly agree | 148 - 175 | 22 | 42 |
| | Total | | 51 | 100 |

Based on the calculation of score intervals obtained from the distribution of questionnaires to 52 respondents, it was found that no respondents chose the strongly disagree (35–63) or disagree (64–91) categories, and only one respondent (2%) was in the neutral (92–119) category. Most respondents, namely 29 people (56%), agreed with a score interval of 120–147, while 22 respondents (42%) strongly agreed with a score interval of 148–175. These results indicate that the majority of respondents responded positively to the statements in the questionnaire regarding the influence of the social and family environment on the learning motivation of early childhood. Thus, it can be concluded that both the social and family environments play a very strong role in shaping and increasing the learning motivation of early childhood. The dominant distribution of scores in the agree and strongly agree categories also confirms that external factors such as social support, parental attention, and direct family involvement contribute significantly to the development of children's enthusiasm for learning in Gunung Mas Regency.

Based on this quantitative data, the authors followed up with variables $X_1$ and $X_2$. Variable $X_1$ refers to the social environment, and variable $X_2$ refers to the family environment. Variable Y refers to the learning interest of early childhood.

Table 2. The Results Regression

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 3.294 | 2.261 | | 1.457 | .152 |
| | X1 | .186 | .048 | .292 | 3.911 | .000 |
| | X2 | .560 | .060 | .699 | 9.361 | .000 |

a. Dependent Variable: Y[1]

Based on the results of the analysis in the Coefficients table, a constant value of 3.294 was obtained, indicating that if the social environment ($X_1$) and family environment ($X_2$) variables are considered constant or unchanged, then the learning motivation of early childhood (Y) has a base value of 3.294. Furthermore, the regression coefficient value for the social environment variable ($X_1$) is 0.186 with a t-value of 3.911 and a significance of 0.000 < 0.05, which means that the social environment has a positive and significant effect on early childhood learning motivation. This means that every one-unit increase in the social environment will increase children's learning motivation by 0.186 units. Meanwhile, the regression coefficient value for the family environment variable ($X_2$) is 0.560 with a t-value of 9.361 and a significance of 0.000 < 0.05, indicating that the family environment also has a positive and significant effect on early childhood learning motivation. This indicates that the better the family environment, the higher the level of children's learning motivation. Of the two variables, the largest Beta coefficient value was found in the family environment variable (0.699), which means that family factors have a more dominant influence than the social environment in increasing the learning motivation of early childhood in Gunung Mas Regency.

Based on the partial data output above/individual hypothesis testing, it shows that first, for the first hypothesis testing, for the (partial) effect of X1 on Y, where the significance value is 0.00 < 0.05 and the Tcount value is 3.911 > 2.00958 Ttable value, so it can be concluded that H0 is rejected and H1 is accepted. This means that there is a significant effect of the social environment (X1) on the learning motivation of early childhood (Y). Second, for testing the second hypothesis, regarding the (partial) influence of X2 on Y, the significance value is 0.00 < 0.05 and the T-count value is 9.361 > 2.00958 T-table. Therefore, it can be concluded that H0 is rejected and H1 is accepted, meaning that there is a significant influence of the family environment (X2) on the learning motivation of early childhood (Y).

Next, the researcher will conduct simultaneous hypothesis testing to see the effect of independent variables (X1 and X2) on the dependent variable (Y). The results of statistical data processing using SPSS Version 25 are as Table 3.

Table 3. The results of the effect of independent variables (X1 and X2) on the dependent variable

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 484.534 | 2 | 242.267 | 24.542 | .000[b] |
| | Residual | 483.697 | 49 | 9.871 | | |
| | Total | 968.231 | 51 | | | |

Simultaneous hypothesis testing is used to examine the effect of variables ($X_1$ and $X_2$) on variable Y. The data output above shows that the significance value is 0.00 < 0.05 and the calculated F value is 24.542 > 1.29907 F Table. Therefore, it can be concluded that H0 is rejected and H1 is accepted, meaning that there is a significant simultaneous effect of the social and family environment on the learning motivation of young children.

Based on the results of the ANOVA or F test, a calculated F value of 24.542 was obtained with a significance value of 0.000 < 0.05. These results indicate that the regression model used in this study is valid and significant in explaining the relationship between the independent variables, namely social environment ($X_1$) and family environment ($X_2$), and the dependent variable, namely early childhood learning motivation (Y). Thus, the null hypothesis ($H_0$) is rejected and the alternative hypothesis ($H_1$) is accepted, which means that simultaneously both independent variables have a positive and significant effect on early childhood learning motivation in Gunung Mas Regency. This finding confirms that the combination of social environment support and active family roles can together increase children's enthusiasm and perseverance in the learning process. Furthermore, the calculated F value compared to the F table (24.542 > 1.29907) strengthens the evidence that this research model has a good ability to explain variations in learning motivation caused by social and family factors.

Next, we conducted a coefficient of determination ($R_2$) analysis, which examines the extent to which variables ($X_1$, $X_2$) influence variable (Y). The results of statistical data processing using SPSS Version 25 are as Table 4.

Table 4. The results of a coefficient of determination (R2)

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .707[a] | .500 | .480 | 3.142 |

a. Predictors: (Constant), Family environment, Influence of social environment

Based on the results of the Model Summary test, a correlation coefficient (R) value of 0.707 was obtained, indicating a strong relationship between the social environment ($X_1$) and family environment ($X_2$) variables and early childhood learning motivation (Y). The coefficient of determination (R Square) value of 0.500 means that 50% of the variation or change in early childhood learning motivation can be explained by these two independent variables simultaneously. Meanwhile, the remaining 50% is influenced by other factors outside this study, such as the child's psychological condition, school environment, and the learning approach used by teachers. The Adjusted R Square value of 0.480 shows that after adjusting for the number of variables and samples, this model still has a good ability to explain the influence of the two independent variables on learning motivation. These results confirm that both the social and family environments contribute significantly to increasing early childhood learning motivation, where emotional and social support and active family participation are dominant factors in shaping children's enthusiasm for learning in Gunung Mas Regency.

Based on the above output, the R Square value is 0.500. This means that the simultaneous (combined) effect of variables $X_1$ and $X_2$ on variable Y is 50%, and the other 50% is influenced by other variables not included in this study. Based on the results of the above study, it shows that first, both partially (separately) and simultaneously (together), the independent variables, ($X_1$, $X_2$) have a significant effect on the learning motivation of early childhood (Y), namely, for the first hypothesis, namely the effect of variable $X_1$ on variable y, the Significant Value is 0.00 <0.05 and the Calculated T Value is 3.911 >2.00958, so H0 is rejected and H1 is accepted. For the second hypothesis, namely the effect of variable X2 on variable Y, the significance value is 0.00 <0.05 and the calculated T value is 9.361 >2.00958, so H0 is rejected and H1 is accepted. For the hypothesis tested simultaneously (together), namely the effect of variables $X_1$ and $X_2$ on variable Y, the significance value is 0.00 <0.05 and the F value is 24.542 > 1.29907. In other words, the social environment and family environment, both individually and together, have a positive and significant effect on increasing the learning motivation of early childhood. In other words, the better the social conditions around the child and the more positive the family support, the higher the child's learning motivation.

The authors compare their findings with similar results from research conducted by Silvi Aqidatul Ummah and Novida Nisa Fitri (2020) [34]. Their research shows that parental involvement greatly influences the social-emotional development of 5-6 year old children at the Dharma Wanita I Bungur kindergarten. In line with the above research results, Alfina Fatwa Khasanah and Alfiah Maulia showed in their research that (1) the development of children's emotional intelligence is influenced by internal factors and external factors, (2)

parenting patterns are very important for children's emotions at school and in their surroundings [34]. In addition, motivation is equally crucial for children who are learning, especially young children, who are still innocent and very obedient and submissive to their parents. This includes both internal and external motivation touched upon by parents and the social environment, namely the principles of motivation as expressed by Graham. He states that these principles of motivation include the relationship between motivation and the basic drivers that encourage learning activities [42]. Second, intrinsic motivation is more primary than extrinsic motivation in learning. Third, motivation in the form of praise is better than punishment [42], [44]. Fourth, motivation is closely related to learning needs [45]-[50]. Fifth, motivation stimulates optimism in learning. Sixth, motivation leads to achievement in learning [42].

From these opinions, both research results and theoretical foundations, the influence of parents and the social environment on children's motivation to learn is clearly significant. Motivation plays an essential role in children's willingness to participate in and follow lessons, both at school and at home [51]-[53]. As mentioned earlier, motivation acts as a motor or driving force for learning. With high motivation, children are able to achieve even better results.

The researchers conducted a regression analysis to determine the extent to which the social environment ($X_1$) and family environment ($X_2$) influence the learning motivation of early childhood (Y). From the results calculated using SPSS, an R Square ($R^2$) value of 0.500 was obtained. This value means that the two independent variables together explain 50% of the variation or change in children's learning motivation, while the remaining 50% is influenced by other factors that were not studied (e.g., school environment, child character, teaching methods, or economic factors). The coefficient of determination $R^2$, where the contribution of the influence of variables $X_1$ and $X_2$ simultaneously (or together) on variable Y is 50%, and the other 50% is influenced by other factors. The contribution of variables $X_1$ and $X_2$ to the above variable is 50%, which has a very significant meaning. The role of parents and the social environment, including teachers and peers, is very important in motivating toddlers to learn. The results of research conducted by Hastuti and Rahmawati show that the social environment has a positive and significant effect on entrepreneurial interest among management students, and the family environment has a positive and significant effect on entrepreneurial interest among management students at the Faculty of Law and Business, Duta Bangsa University, Surakarta [37].

The results of the study show how significant the role of the social and family environment is in encouraging, motivating, and facilitating children to become interested in entrepreneurship. Imagine if parents were indifferent or uncaring towards their children's interests; they would certainly find it difficult to achieve their dreams [54]-[57]. This is similar to the research that researchers are currently conducting, which shows that parents and the social environment have a huge influence on motivating children to learn, even at an early age. However, it is not wrong to get children used to learning from an early age. Equally important is why families play such a significant role in motivating their children to learn, considering the functions of the family as described by Syafril, who states that first, it is the first experience of childhood. Second, it ensures the emotional well-being of children. Third, it instills the foundations of moral education. Fourth, it provides basic social education. Fifth, it lays the foundations for religious education for children [43].

Based on the previous excerpt, we conclude that the family is the first and foremost educational institution for children. It is within the family that they receive their first education, whether social, religious, or in manners, and the family is an educational institution that never ends. Family education is dynamic and ongoing. It means that after a child reaches adulthood and is about to start a new family, at some point they will take on the role of their parents, where when they were young, their parents were the teachers in the family. However, after they grow up and have their own family, they take over and act as teachers in the family for their children and descendants.

The results of this study demonstrate that both the family and social environments significantly influence early childhood learning motivation in Gunung Mas Regency. Based on the results of multiple linear regression analysis, the social environment variable ($X_1$) obtained a t-value of 3.911 with a significance level of $0.000 < 0.05$, indicating a positive and significant effect on learning motivation. Similarly, the family environment variable ($X_2$) showed a t-value of 9.361 with a significance level of $0.000 < 0.05$, confirming that it has a stronger and more dominant influence on learning motivation. The simultaneous F-test result ($F = 24.542$; $Sig. = 0.000 < 0.05$) also revealed that the combination of social and family environments significantly affects children's learning motivation. The coefficient of determination ($R^2$) of 0.500 indicates that both variables together explain 50% of the variation in learning motivation, while the remaining 50% is influenced by other factors not examined in this study, such as school environment, economic conditions, and teaching methods.

These results confirm all three research hypotheses, showing that (1) the social environment has a significant positive influence on early childhood learning motivation, (2) the family environment also has a significant positive influence, and (3) both variables jointly contribute substantially to increasing children's motivation to learn. The findings align with Graham and Weiner's (1996) Theory of Motivation, which emphasizes that both intrinsic and extrinsic factors particularly social relationships and family support play vital roles in sustaining learning drive and persistence [42]. Children who experience consistent parental attention,

encouragement, and positive interactions within their social circles are more likely to exhibit enthusiasm, curiosity, and perseverance in learning activities.

When compared with prior studies, these results reinforce the findings of Ummah and Fitri (2020), who identified parental involvement as a key factor in children's socio-emotional growth, and family interactions directly shape emotional and motivational behaviors [34]. Furthermore, this study expands upon previous research that has primarily examined social-emotional or academic outcomes (e.g., Cahyani & Larasati; Fadhillah et al.,) by focusing specifically on *learning motivation* as a dependent variable, thereby addressing a gap in the literature [33], [37]. Theoretically, this research contributes to the growing body of knowledge by empirically quantifying the relative influence of family and social factors on motivation. The finding that the family environment ($\beta = 0.699$) has a stronger effect than the social environment ($\beta = 0.292$) provides new insight into the prioritization of home-based interventions for improving early learning outcomes. Practically, this suggests that educational policymakers and practitioners should strengthen family engagement programs, promote parenting education, and encourage collaboration between schools and communities. Local early childhood institutions in Gunung Mas Regency could implement regular parent–teacher communication activities, community-based learning events, and home learning guidance to cultivate stronger motivational support systems for children.

Despite its contributions, this study has several limitations. First, the sample size ($N = 52$) was limited to one educational institution, which may constrain the generalizability of the findings. Second, data were collected through self-reported questionnaires, which may introduce social desirability bias. Third, the analysis used multiple linear regression, which measures linear relationships but cannot capture complex mediating or moderating effects among variables. Future research should consider using larger and more diverse samples across different regions in Central Kalimantan or Indonesia to enhance generalizability. Employing structural equation modeling (SEM) using tools such as SmartPLS or AMOS would allow researchers to test more sophisticated causal models and examine indirect relationships between variables, such as the mediating role of parental involvement or peer support. Additionally, qualitative or mixed-method approaches could provide richer contextual insights into how family dynamics and community values shape children's intrinsic motivation over time.

In summary, this study empirically demonstrates that both family and social environments play critical roles in shaping early childhood learning motivation, with family influence being the most dominant. The findings highlight the importance of strengthening home–school partnerships and culturally grounded family engagement practices to nurture lifelong learning motivation in children.

## 4. CONCLUSION

This study found that both family and social environments significantly and positively influence early childhood learning motivation in Gunung Mas Regency, with the family environment exerting a stronger effect. Together, these factors explain half of the variation in learning motivation, emphasizing the importance of supportive relationships in shaping children's enthusiasm and persistence in learning. Theoretically, the study extends Graham and Weiner's motivation theory by demonstrating that family and social contexts are critical external determinants of intrinsic motivation in early childhood. Empirically, it contributes new evidence from the Indonesian context, particularly within culturally diverse communities. Practically, the findings call for stronger family–school–community collaboration. Educational policymakers and practitioners should prioritize parental engagement programs, teacher–parent partnerships, and community-based initiatives that enhance children's motivation to learn. At the policy level, the results support integrating family and community involvement frameworks into early childhood education policies. Future studies should involve larger and more diverse samples, adopt mixed or longitudinal designs, and apply advanced analytical tools such as SEM to explore mediating and moderating effects. Such research will deepen understanding of how familial and social factors interact to foster sustained learning motivation among young children.

## ACKNOWLEDGEMENTS

The authors would like to express sincere gratitude to the leadership and lecturers of Institut Agama Kristen Negeri Palangka Raya for their guidance and academic support throughout the completion of this research. Special thanks are extended to the principals, teachers, and parents at TK Pembina Manuhing Raya, Gunung Mas Regency, who participated and provided valuable information during data collection. Appreciation is also given to colleagues who contributed ideas and constructive feedback in the research process. This study was made possible through the collaboration and encouragement of all parties who share a deep commitment to improving the quality of early childhood education in Indonesia.

## REFERENCES


[1] E. Gruwell, *Gigantic Book of Teacher's Wisdom*. Skyhorse Publishing Inc., 2007.
[2] A. Syar'i, "Analysis of children's educational aspirations in Dayak Ngaju families; Islam, Christian and Kaharingan in Central Kalimantan," *Ilkogretim Online-Elementary Education Online*, vol. 19, no. 4, pp. 179–193, 2020.
[3] S. Dewi, B. Belcher, and A. Puntodewo, "Village economic opportunity, forest dependence, and rural livelihoods in East Kalimantan, Indonesia," *World Dev*, vol. 33, no. 9, pp. 1419–1434, 2005.
[4] S. Kristiansen, "Decentralising education in Indonesia," *Int J Educ Dev*, vol. 26, no. 5, pp. 513–531, 2006.
[5] P. Barron, K. Kaiser, and M. Pradhan, "Understanding variations in local conflict: Evidence and implications from Indonesia," *World Dev*, vol. 37, no. 3, pp. 698–713, 2009.
[6] M. C. Tirayoh, J. Kistisia, M. P. Sinta, S. Vinisya, A. Wirawan, and A. Munte, "Rethinking Juan Luis Segundo: Phenomenological philosophy, existentialism and liberation theology," *Jurnal Pendidikan West Science*, vol. 1, no. 10, pp. 605–621, 2023.
[7] A. Munte, Y. Saputra, and X. Guilin, "Philosopher Michel Foucault's ideation and Indonesia's curricular quest," *Journal Neosantara Hybrid Learning*, vol. 1, no. 2, 2023, doi: 10.55849/jnhl.v1i2.172.
[8] A. I. Oben and X. Hui, "Discipline or damage?: Students' experiences of corporal punishment in Cameroon secondary schools and implications for education," *Int J Educ Dev*, vol. 113, p. 103201, 2025.
[9] S. B. Parks, D. A. Cowan, and O. Hodwitz, "The Evolution of Juvenile Delinquency," *The Origins of the Criminal Justice System: Historical Explorations by the Justice-Involved*, p. 171, 2025.
[10] L. D. Guydon, *Examination of Truancy Court Program and the Outcomes*, Cornerstone University. 2025
[11] S. N. Partin, "Uniting law and science through the utilization of supervised visitation as an active investigation tool rather than a passive observer role: an exploratory legal mock trial of a parent-child relationship-based protocol," *Fielding Graduate University*, 2025.
[12] C. Revheim, T. Jørgensen, and I. K. Heggdalsvik, "The best interests of the child in professional assessments of contact rights when children are taken into care–An analysis," *Child Youth Serv Rev*, vol. 171, p. 108194, 2025.
[13] E. Strehlke, R. Bromme, and J. Kärtner, "Whom to ask? Whom to trust? Parents' preferences for sources of advice on social-emotional parenting issues," *Couns Psychol Q*, vol. 38, no. 1, pp. 1–20, 2025.
[14] E. H. Evans, B. J. Ridley, P. L. Cornelissen, R. S. S. Kramer, V. Araújo-Soares, and M. J. Tovée, "Determinants of child body weight categorization in parents and health care professionals: An experimental study," *Br J Health Psychol*, vol. 30, no. 1, p. e12765, 2025.
[15] X. Jin, C. L. Wong, H. Li, and W. Yao, "'I cannot accept it'distressing experiences in parents of children diagnosed with cancer: A qualitative study," *J Adv Nurs*, vol. 81, no. 3, pp. 1476–1488, 2025.
[16] D. A. Kurniawan, A. Astalini, D. Darmaji, T. Tanti, and S. Maryani, "Innovative learning: Gender perception of e-module linear equations in mathematics and physics," *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, vol. 4, no. 2, pp, 92-106, 2022, doi: 10.23917/ijolae.v4i2.16610.
[17] Y. Yan *et al.*, "The relationship between family functioning and depressive symptoms: Mediating effects of psychological resilience and parent-child interactions," *J Affect Disord*, p. 119383, 2025.
[18] J. Sun, Y. Yin, J. Zhang, and Y. Li, "Assessing the role of parent-child conflict and closeness in children's depression: insights from a meta-analysis," *Child Adolesc Psychiatry Ment Health*, vol. 19, no. 1, p. 105, 2025.
[19] L. Jessee and D. Carr, "Silver splits and parent–child disconnectedness: Mental health consequences for european older adults," *European Journal of Population*, vol. 41, no. 1, pp. 1–20, 2025.
[20] T. Tanti, W. Utami, D. Deliza, and M. Jahanifar, "Investigation in vocation high school for attitude and motivation students in learning physics subject", *Jor. Eva. Edu*, vol. 6, no. 2, pp. 479-490, 2025, doi: 10.37251/jee.v6i2.1452.
[21] T. Tanti, A. Astalini, D. A. Kurniawan, D. Darmaji, T. O. Puspitasari, and I. Wardhana, "Attitude for physics: The condition of high school students," *Jurnal Pendidikan Fisika Indonesia*, vol. 17, no. 2, pp. 126-132, 2021, doi: 10.15294/jpfi.v17i2.18919.
[22] H. Hartati, S. Satoto, R. Dewi, and A. Diar, "Illegal levies in education funding in Indonesia: an analysis of experiences from Jambi Province," *Cogent Soc Sci*, vol. 11, no. 1, pp. 2450293, 2025, doi: 10.1080/23311886.2025.2450293.
[23] M. Kramer, "A Legal analysis of Austria's cooperation model for interreligious and religious education in the school context," *Religions (Basel)*, vol. 16, no. 10, p. 1273, 2025, doi: 10.3390/rel16101273.
[24] J. B. Stoner, "Roles of parents/families/guardians," in *Interdisciplinary connections to special education: Important aspects to consider*, vol. 30, Emerald Group Publishing Limited, pp. 131–150, 2015, doi: 10.1108/S0270-40132015000030A006.
[25] S. Farmer, *Choosing Schools for Third-Culture Kids With Special Educational Needs: Key Considerations for Families in an International Context* (Doctoral dissertation, Drexel University), 2025.
[26] W. H. Jeynes, "A practical model for school leaders to encourage parental involvement and parental engagement," *School leadership & management*, vol. 38, no. 2, pp. 147–163, 2018, doi: 10.1080/13632434.2018.1434767.
[27] E. B. Coleman and K. White, *Religious Tolerance, Education andthe Curriculum*. 2011. doi: 10.1007/978-94-6091-412-6.
[28] T. Tanti, D. Deliza, and S. Hartina, "The effectiveness of using smartphones as mobile-mini labs in improving students' beliefs in physics," *JIPF (Jurnal Ilmu Pendidikan Fisika)*, vol. 9, no. 3, pp. 387-394, 2024, doi: 10.26737/jipf.v9i3.5185.
[29] D. Sisianti, M. M. Sinaga, Yuyun, Susida, and A. Munte, "Empowering coloring program at preschool Pelita, Tumbang Randang Village, Timpah Sub-District," *Salus Publica: Journal of Community Service*, vol. 1, no. 3, 2024, doi: 10.58905/saluspublica.v1i3.182.
[30] T. Tanti, D. Darmaji, A. Astalini, D. A. Kurniawan, and M. Iqbal, "Analysis of user responses to the application of web-based assessment on character assessment," *Journal of education technology*, vol. 5, no. 3, pp. 356-364, 2021, doi: 10.23887/jet.v5i3.33590.

[31] R. Trisiana, Alfonso Munte, Christine Akuilla Betaubun, Reynhard Malau, and Handriantu, "Perlukah filsafat berlokalitas-naratif di sekolah dasar? [Is there a need for local-narrative philosophy in elementary schools?]," *Madako Elementary School*, vol. 2, no. 1, 2023, doi: 10.56630/mes.v2i1.171.
[32] D. Amanda, Selti, E. Mariani, P. E. Zain, and A. Munte, "Henri Louis Frédéric de Saussure's Linguistic-Semiotics and Nganan Firasat's Rhetoric," *Lingua : Journal of Linguistics and Language*, vol. 1, no. 1, 2023, doi: 10.61978/lingua.v1i1.134.
[33] R. S. Cahyani, D. A. Larasati, and S. Pd, "Peran lingkungan sosial keluarga terhadap hasil belajar IPS peserta didik selama pandemi Covid-19 [The role of the family social environment on students' social studies learning outcomes during the Covid-19 pandemic]," *Dialektika Pendidikan IPS*, vol. 1, no. 1, 2021, doi: 10.26740/penips.v1i1.41756.
[34] S. A. Ummah and N. A. N. Fitri, "Pengaruh lingkungan keluarga terhadap perkembangan sosial emosional anak usia dini [The influence of the family environment on the social and emotional development of early childhood]," *SELING: Jurnal Program Studi PGRA*, vol. 6, no. 1, pp. 84–88, 2020, doi: 10.29062/seling.v6i1.624.
[35] A. F. Khasanah, A. Maulia, W. S. Fauziah, and F. Fidrayani, "Meta analisis: Pengaruh lingkungan keluarga dan sekolah terhadap perilaku sosial-emosional pada anak usia dini [Meta-analysis: The influence of family and school environment on social-emotional behavior in early childhood]," *Ta'rim: Jurnal Pendidikan dan Anak Usia Dini*, vol. 5, no. 3, pp. 12–21, 2024.
[36] D. A. Rahayu, R. R. Nabilla, A. F. Kusumawastuti, J. Wulandari, and D. Danuri, "Pengaruh lingkungan keluarga terhadap perkembangan sosial emosional pada sekolah inklusi SDN Pojok [The influence of the family environment on social emotional development at the inclusive school SDN Pojok]," *Cokroaminoto Journal of Primary Education*, vol. 7, no. 2, pp. 588–599, 2024, doi: 10.30605/cjpe.7.2.2024.4096.
[37] A. Q. Fadhillah, I. Hastuti, and E. D. Rahmawati, "Lingkungan sosial dan keluarga berpengaruh terhadap minat berwirausaha pada mahasiswa prodi manajemen universitas duta bangsa Surakarta pada mahasiswa prodi manajemen Universitas Duta Bangsa Surakarta [Social and family environment influences the interest in entrepreneurship in students of the Management Study Program at Duta Bangsa University, Surakarta.]," Proceedings Law, Accounting, Business, Economics and Language, vol. 1, no. 1, pp. 238–244, 2024.
[38] M. Suhardi, and A. Fahmi, "The role of information technology in the development of education management systems in the digital age: A literature review," *Jurnal Visionary: Penelitian dan Pengembangan dibidang Administrasi Pendidikan*, *13*(2), 181-190, 2025, doi: 10.33394/vis.v13i2.16258.
[39] H. P. Singh, and H. N. Alhulail, "Information technology governance and corporate boards' relationship with companies' performance and earnings management: A longitudinal approach," *Sustainability*, vol. 15, no. 8, pp. 6492, 2023, doi: 10.3390/su15086492.
[40] M. M. Rahman, B. P. Pokharel, S. A. Sayeed, S. K. Bhowmik, N. Kshetri, and N. Eashrak, "riskAIchain: AI-driven IT infrastructure—Blockchain-backed approach for enhanced risk management," *Risks*, vol. 12, no. 12, pp. 206, 2024, doi: 10.3390/risks12120206.
[41] P. D. Ameyaw, W. T. De Vries, "Transparency of land administration and the role of blockchain technology, a four-dimensional framework analysis from the Ghanaian land perspective," *Land*, vol. 9, no. 12, pp. 491, 2020, doi: 10.3390/land9120491.
[42] S. Graham and B. Weiner, "Theories and principles of motivation," *Handbook of educational psychology*, vol. 4, no. 1, pp. 63–84, 1996, doi: .
[43] M. Syafril and Z. Zen, *Dasar-dasar ilmu Pendidikan [Basics of Educational Science]*. Prenada Media, 2019.
[44] L. Yin and J. Fathi, "Exploring the motivational dynamics of Chinese learners on tandem and Hellotalk: a self-determination theory perspective," *Learn Motiv*, vol. 90, p. 102113, 2025, doi: 10.1016/j.lmot.2025.102113.
[45] M. Gagné and R. Hewett, "Assumptions about human motivation have consequences for practice," *Journal of Management Studies*, vol. 62, no. 5, pp. 2098–2124, 2025, doi: 10.1111/joms.13092.
[46] E. Kikas, I. Puusepp, and K. Aus, "Expectancy-value-cost motivational profiles in biology and physics: Their relations with gender, self-reported satisfaction of needs, and learning behavior," *Learning and Individual Differences*, vol. 115, pp. 102520, 2024, doi: 10.1016/j.lindif.2024.102520.
[47] D. Urhahne, and L. Wijnia, "Theories of motivation in education: An integrative framework," *Educational Psychology Review*, vol. 35, no. 2, pp. 45, 2023, doi: 10.1007/s10648-023-09767-9.
[48] G. Zhou and Q. Ma, "Understanding user stickiness in GAI-IDLE platforms: Insights from self-determination theory," *Learn Motiv*, vol. 92, pp. 102179, 2025, doi: 10.1016/j.lmot.2025.102179.
[49] Q. Zhou and H. Zhang, "Flipped classroom teaching and ARCS motivation model: Impact on college students' deep learning," *Educ Sci (Basel)*, vol. 15, no. 4, pp. 517, 2025, doi: 10.3390/educsci15040517.
[50] D. Milton, P. R. Appleton, A. Bryant, and J. L. Duda, "Promoting a more empowering motivational climate in physical education: A mixed-methods study on the impact of a theory-based professional development programme," *Front Psychol*, vol. 16, p. 1564671, 2025, doi: 10.3389/fpsyg.2025.1564671.
[51] Y.-L. Lin, W.-T. Wang, C.-C. Kuo, and P.-H. Chen, "Motivational incentives in the context of online game-based formative assessment and improved student learning performance," *Educ Inf Technol (Dordr)*, vol. 30, no. 4, pp. 4669–4694, 2025, doi: 10.1007/s10639-024-12974-8.
[52] Y.-K. Sun, M.-H. Chan, and W.-C. Wong, "The impact of immersive design on the relations between students' motivational and science literacy awareness: a mixed methods study," *Cogent Education*, vol. 12, no. 1, p. 2467494, 2025, doi: 10.1080/2331186X.2025.2467494.
[53] B. Ollonen and M. Kangas, "Teacher motivational scaffolding and preschoolers' motivational triggers in the context of playful learning of multiliteracy and digital skills," *Early Child Educ J*, vol. 53, no. 4, pp. 1079–1093, 2025, doi: 10.1007/s10643-024-01664-2.

[54] B. Paulsrud and U. Cunningham, "Parental motives in English-medium school choice in Sweden: Linguistic aspirations and imagined outcomes," in *Re-envisioning English-Medium Instruction in K-12 Schools: Policy, Research and Practice*, Springer, pp. 171–183, 2025, doi: 10.1007/978-3-031-83002-0_11.
[55] S.-W. Fang, H.-T. Hsu, and K. T.-C. Chen, "The effects of an e-book app on reading motivation and proficiency in young EFL learners," *TechTrends*, pp. 1–11, 2025, doi: 10.1007/s11528-025-01091-z.
[56] I. Negru and S. Sava, "Homework's implications for the well-being of primary school pupils perceptions of children, parents, and teachers," *Educ Sci (Basel)*, vol. 13, no. 10, p. 996, 2023, doi: 10.3390/educsci13100996.
[57] L. Butler, *Notes from a Working-Class Playwright*. Bloomsbury Publishing, 2025.