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The Relationship between Family Support and Teaching Variations with Elementary School Students' Learning Motivation

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Abstract

Limited family support and monotonous classroom instruction raise concerns about sustaining learning motivation among elementary school students. This study examined the bivariate, joint, and partial associations of family support and teaching variations with learning motivation. A quantitative correlational design was employed, involving 141 students in Grades IV–VI at SDN Jawa 2 Martapura selected through stratified random sampling from a population of 216. Sample size was determined using Slovin's formula with a margin of error of 0.05. Data were collected using validated Likert-scale questionnaires and analysed using Pearson correlation, multiple linear regression, and first-order partial correlation in IBM SPSS Statistics 25. Family support and teaching variations were positively associated with learning motivation ($r = .628$ and $r = .674$, respectively; both $p < .001$). The joint regression model accounted for 53.8% of the variance in learning motivation ($R = .734$, $R^2 = .538$, $F = 80.507$, $p < .001$). Both associations remained positive and significant after controlling for the other predictor, with partial correlations of .392 for family support and .488 for teaching variations (both $p < .001$). These findings demonstrate that family support and teaching variations each retain an association with learning motivation beyond their shared relationship with the other predictor. The study highlights the relevance of both home and classroom environments and supports efforts to strengthen school–parent partnerships and diversify teaching practices to sustain student motivation and engagement.

Keywords: Family Support; Teaching Variations; Learning Motivation; Elementary Education; School–Parent Partnerships.

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INTRODUCTION

Elementary education is globally recognized as a foundational pillar determining the trajectory of children's personality development, cognitive capacity, and sustainable study habits. This educational stage does not merely focus on mastering basic academic skills such as reading, writing, and arithmetic, but also emphasizes the cultivation of character values and socio-emotional skills (M. Lestari et al., 2025). Through structured interactions in elementary schools, students begin to construct learning orientations that serve as the bedrock for their academic success in subsequent educational levels. At the primary level, learning motivation holds a vital position. Motivation operates as a driving force determining the energy, attention, and persistence that students devote to understanding lessons and responding to various learning hurdles (Uno, 2021). Without strong academic drive, the classroom learning process risks becoming passive, formalistic, and yielding little tangible impact on children's development.

The dynamics of learning motivation at the elementary school level represent a psychopedagogical issue that continually receives broad attention in education, both locally and nationally. In Indonesia, educational evaluations and field studies consistently indicate that many elementary school pupils experience a declining trend in enthusiasm for studying, particularly when placed in learning environments that fail to accommodate their psychological and developmental needs. Low learning motivation directly impacts students' classroom participation and academic achievement. Empirical studies consistently demonstrate a significant covalent relationship between motivation and student learning outcomes. Findings by (Novalinda et al., 2018) confirm that motivation serves as a dominant predictor explaining a substantial portion of variance in academic performance. Aligned with this, (Fakhri et al., 2023) emphasize that motivation is directly correlated with student engagement during learning. Highly motivated pupils demonstrate stronger perseverance, dedicate extra time to study, and do not succumb easily when encountering complex subject matter (Wafiqni et al., 2023). Conversely, a motivation deficit triggers academic procrastination, anxiety, and an apathy toward scholastic activities (Karimon et al., 2024).

Theoretically, learning motivation emerges from the dynamic interplay between internal personal attributes and external environmental stimuli (Suharni, 2021). Internal dimensions stem from individual psychological states, such as personal interest, curiosity, career aspirations, and self-efficacy. Meanwhile, external dimensions encompass

environmental stimuli, including home learning climate, parental attentiveness, teacher instructional diversification, and peer encouragement (Ratunguri et al., 2022). For children in the elementary school age bracket, who reside within the concrete operational stage, external factors exert a strikingly dominant influence. Children at this age have not yet fully developed mature self-regulation capacities, making their scholastic drive highly contingent upon the degree to which their immediate surroundings particularly family and teachers provide facilitating and conducive stimulation (Handayani et al., 2025).

One external variable proven to provide a determinant contribution to elementary students' learning motivation is family support. As the primary agent of socialization, the family occupies a strategic position in instilling the value of education. Family support encompasses the provision of learning facilities, emotional care, academic guidance, and the establishment of a peaceful home environment that supports scholastic endeavors (Puspitasari et al., 2024). Parents who actively participate in mentoring their child's learning foster a positive perception in the child that academic activities are valuable and appreciated. Conversely, neglect, minimal guidance, or domestic conflict creates psychological strain that suppresses the child's academic interest (Malwa, 2017). Studies by (Sulfyaningdyah & Darmawanti, 2024), (Ratunguri et al., 2022), (Hapsari et al., 2025), and (Saputri & Fauziddin, 2022) confirm that a supportive family environment strongly correlates with heightened learning motivation and academic persistence.

Operationally, family support is structured across four complementary theoretical dimensions According to Friedman et al. as cited in (Puspitasari et al., 2024) : (1) Emotional support, reflected through warmth, affection, attentiveness, and psychological security during learning difficulties; (2) Appraisal/Esteem support, manifested through praise, appreciation for effort, and positive feedback reinforcing confidence; (3) Instrumental support, involving tangible physical and financial provision, such as stationery, supplementary books, comfortable study space, and dedicated study time; and (4) Informational support, encompassing technical guidance, advice, and problem-solving solutions when encountering academic obstacles. The integration of these four dimensions builds a solid psychological foundation sustaining student learning motivation.

Alongside home support, another decisive school-level factor influencing learning motivation is teaching variations. In the elementary school ecosystem, teachers do not merely transfer knowledge; they manage the classroom climate and spark student interest. Teaching

variations refer to the teacher's capability and diversity in applying strategies, styles, instructional media, and interaction patterns to eliminate monotony and maintain student focus (Taufiqurrahman et al., 2026). Elementary pupils possess unique psychological traits, including limited attention spans and a heightened need for dynamic, sensory-based learning experiences. Rigid, monotonous, teacher-centered instruction rapidly induces learning burnout and diminishes academic enthusiasm (Mawarti et al., 2022). Research by (Tirangka, 2023), (Thoha et al., 2026), and (Darwis et al., 2019) demonstrates that teachers' skill in implementing teaching variations significantly elevates student motivation. Thus, pedagogical diversification remains a master key to keeping classroom dynamics vibrant.

Specifically, teaching variations are evaluated across three primary indicators (Zurida & Efendi, 2023) : (1) Variations in teaching style, involving dynamic voice intonation/articulation, classroom movement mobility, eye contact, gestures, and focusing techniques; (2) Variations in instructional media and tools, integrating visual, auditory, and concrete/manipulative media for direct exploration; and (3) Variations in interaction patterns and student activities, shifting from one-way instruction to interactive discussions, group work, educational games, and Q&A sessions. Optimizing these three indicators effectively escalates active participation and learning motivation.

The researchers found that elementary student learning motivation represents a synergistic outcome between family support and the effectiveness of classroom teaching variations. Where in previous research quantitative empirical evidence showed results regarding the importance of parental involvement and the simultaneous implementation of school literacy programs (Noor & Gamilina, 2025). Drawing upon Bronfenbrenner Ecological Systems Theory as cited in (D. Lestari & Lidyasari, 2024), a child's psychological development is simultaneously influenced by the home microsystem and the school microsystem. When a student receives optimal emotional, instrumental, and informational backing from home, they possess initial psychological readiness. When this home readiness is met by teachers offering diverse, innovative instruction at school, learning motivation is multiplied through a synergistic effect. Conversely, weakness in either external variable impairs the full realization of student motivation. Examining family support and teaching variations concurrently provides a comprehensive lens for untangling the external determinants of elementary school learning motivation.

Despite conceptual recognition, a distinct research gap persists in the empirical literature. Prior research predominantly examined family support or teaching styles in isolation. Furthermore, the majority of empirical studies focused on secondary or tertiary education levels, where developmental characteristics differ significantly from elementary pupils. Few empirical investigations have thoroughly analyzed the simultaneous and first-order partial correlations of family support and teaching variations with learning motivation in elementary education while controlling for confounding effects, particularly in local contexts such as South Kalimantan. To bridge this literature gap, this study employs a quantitative correlational design. Theoretically, it enriches the synthesis of social family support and teacher instructional expertise; practically, it offers empirical benchmark data for designing integrated teacher development and parental partnership programs.

Specifically, this study aims to: (1) analyze the correlation magnitude between family support and elementary students' learning motivation; (2) analyze the correlation magnitude between teaching variations and learning motivation; (3) analyze the simultaneous relationship of family support and teaching variations combined with learning motivation; (4) evaluate the partial relationship between family support and learning motivation while controlling for teaching variations; and (5) evaluate the partial relationship between teaching variations and learning motivation while controlling for family support. The findings carry substantive theoretical and practical implications for enhancing teacher capacity, parent-school synergy (parenting education), and early educational intervention policies.

METHODS

This study adopts a quantitative methodology with a correlational (associative) research design. A quantitative approach was selected to explain and empirically test intervariable relationships quantified through structured instrumentation and analyzed via inferential statistical procedures (Creswell & Creswell, 2018). The correlational design systematically evaluates the magnitude and direction of associations between independent variables family support (X1) and teaching variations (X2) and the dependent variable student learning motivation (Y) under natural, non-manipulated environmental conditions (Sugiyono, 2021).

The study was conducted at SDN Jawa 2 Martapura, Banjar Regency, South Kalimantan. This site was purposively selected to represent the heterogeneous demographic

characteristics of elementary students in urban-suburban regions. The research spanned three months, from August to October 2026. The target population comprised all upper-grade pupils (Grades IV, V, and VI) actively enrolled in the current academic year, totaling 216 students. Upper-grade pupils were selected based on cognitive development criteria, as students at this stage possess adequate reading literacy, instruction comprehension, and self-reflection to respond objectively to survey instruments.

The sample size was computed using the Slovin formula with a 5% margin of error ($e = 0.05$), yielding a definitive sample size of 141 students. Proportional stratified random sampling was applied across grade levels to guarantee representation across strata, resulting in 54 pupils from Grade IV, 48 from Grade V, and 39 from Grade VI.

Primary data were gathered using structured Likert-scale questionnaires (Abdullah et al., 2022). The Family Support instrument (X1) was developed across 4 theoretical dimensions According to Friedman et al. as cited in (Puspitasari et al., 2024) : emotional, appraisal, instrumental, and informational support. The Teaching Variations instrument (X2) was constructed based on 3 indicators (Zurida & Efendi, 2023) : teaching style, media/tool variations, and interaction pattern variations. The Learning Motivation instrument (Y) was operationalized through 6 indicators (Uno, 2021): desire for success, learning drive/need, future aspirations, learning rewards, engaging activities, and a conducive learning environment. All instruments underwent rigorous validity and reliability testing.

Data processing and analysis were executed using IBM SPSS Statistics version 25 across three phases: (1) Descriptive statistical analysis (mean, median, mode, standard deviation, variance, frequency distributions) (Field, 2018) ; (2) Prerequisite tests, including Shapiro-Wilk normality test ($p > 0.05$), ANOVA test for linearity (Deviation from Linearity $p > 0.05$), and multicollinearity test (Tolerance > 0.10, VIF < 10) (Nurgiyantoro et al., 2019); and (3) Inferential hypothesis testing, comprising Pearson Product-Moment correlation for bivariate hypotheses (H1, H2), Multiple Linear Regression and F-test for simultaneous relationships (H3), and First-Order Partial Correlation for isolated independent associations (H4, H5).

RESULTS

Collected questionnaire data were subjected to prerequisite statistical tests prior to hypothesis testing. Upon fulfilling normality, linearity, and non-multicollinearity

assumptions, inferential statistical analyses were conducted to test partial and simultaneous relationships.

Normality Test

The Shapiro-Wilk test was conducted to verify the normality assumption for parametric analysis, using a significance threshold of $\alpha = 0.05$.

Table 1. Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Family Support (X1)	.044	141	.200*	.994	141	.806
Teaching Variations (X2)	.045	141	.200*	.996	141	.968
Learning Motivation (Y)	.036	141	.200*	.989	141	.296
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

As shown in Table 1, the Shapiro-Wilk significance values for Family Support (X1), Teaching Variations (X2), and Learning Motivation (Y) were 0.806, 0.968, and 0.296, respectively. Since all p-values exceed 0.05, the data conform to a normal distribution.

Linearity Test

Linearity tests were conducted via ANOVA Test for Linearity. The relationship is confirmed linear when the Deviation from Linearity significance value exceeds 0.05.

Table 2. Linearity Test between Family Support (X1) and Learning Motivation (Y)

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Learning Motivation (Y) * Family Support (X1)	Between Groups	(Combined)	16041.940	36	445.609	3.001	.000
		Linearity	12415.090	1	12415.090	83.607	.000
		Deviation from Linearity	3626.851	35	103.624	.698	.887
	Within Groups		15443.308	104	148.493		
	Total		31485.248	140			

Table 2 confirms a linear relationship between Family Support (X1) and Learning Motivation (Y), as the Deviation from Linearity significance value is 0.887 ($p > 0.05$).

Table 3. Linearity Test between between Teaching Variations (X2) and Learning Motivation (Y)

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Learning Motivation (Y) * Teaching Variations (X2)	Between Groups	(Combined)	18042.293	41	440.056	3.241	.000
		Linearity	14317.489	1	14317.489	105.440	.000
		Deviation from Linearity	3724.804	40	93.120	.686	.910
	Within Groups		13442.956	99	135.787		
	Total		31485.248	140			

Table 3 demonstrates a linear relationship between Teaching Variations (X2) and Learning Motivation (Y), with a Deviation from Linearity p-value of 0.910 ($p > 0.05$).

Multicollinearity Test

Multicollinearity was evaluated using Tolerance and Variance Inflation Factor (VIF). Absence of multicollinearity is established when Tolerance > 0.10 and VIF < 10.

Table 4. Multicollinearity Test

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	9.508	4.697		2.024	.045		
	Family Support (X1)	.418	.084	.356	5.004	.000	.661	1.513
	Teaching Variations (X2)	.491	.075	.467	6.566	.000	.661	1.513
a. Dependent Variable: Learning Motivation (Y)								

As presented in Table 4, both Family Support (X1) and Teaching Variations (X2) exhibit Tolerance values of 0.661 (> 0.10) and VIF values of 1.513 (< 10), confirming the regression model is free from multicollinearity.

Hypothesis Testing

The research hypotheses were tested using bivariate correlation analysis to examine the relationships among the study variables.

Table 5. Correlation Between between Family Support (X1) and Learning Motivation (Y)

Correlations			
		Family Support (X1)	Learning Motivation (Y)
Family Support (X1)	Pearson Correlation	1	.628**
	Sig. (2-tailed)		.000
	N	141	141
Learning Motivation (Y)	Pearson Correlation	.628**	1
	Sig. (2-tailed)	.000	
	N	141	141
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 5 indicates a statistically significant positive correlation between Family Support and Learning Motivation ($r = 0.628$, $p = 0.000$). H0 is rejected and H1 is accepted, confirming a strong positive relationship.

Table 6. Correlation Between Teaching Variations (X2) and Learning Motivation (Y)

Correlations			
		Teaching Variations (X2)	Learning Motivation (Y)
Teaching Variations (X2)	Pearson Correlation	1	.674**
	Sig. (2-tailed)		.000
	N	141	141
Learning Motivation (Y)	Pearson Correlation	.674**	1
	Sig. (2-tailed)	.000	
	N	141	141
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 6 demonstrates a statistically significant positive correlation between Teaching Variations and Learning Motivation ($r = 0.674$, $p = 0.000$). H0 is rejected and H2 is accepted, indicating a strong positive correlation.

The assessment of the joint influence of independent variables on dependent variable was undertaken using multiple linear regression analysis. This approach enabled the evaluation of the collective predictive power of the independent variables, with all analyses performed in IBM SPSS Statistics version 25.

Table 7. Multiple Correlation Analysis

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.734[a]	.538	.532	10.261	.538	80.507	2	138	.000
a. Predictors: (Constant), Teaching Variations (X2), Family Support (X1)									

Table 7 summarizes the multiple regression model. The R Square value of 0.538 indicates that Family Support (X1) and Teaching Variations (X2) simultaneously account for 53.8% of the variance in Student Learning Motivation (Y). The F-test yields F = 80.507 (p = 0.000 < 0.05), confirming statistical significance. Thus, H0 is rejected and H3 is accepted.

Table 8. Partial Correlation Between X1 and Y After Controlling for X2

Correlations					
Control Variables			Family Support (X1)	Learning Motivation (Y)	Teaching Variations (X2)
-none-[a]	Family Support (X1)	Correlation	1.000	.628	.582
		Significance (2-tailed)	.	.000	.000
		Df	0	139	139
	Learning Motivation (Y)	Correlation	.628	1.000	.674
		Significance (2-tailed)	.000	.	.000
		df	139	0	139
	Teaching Variations (X2)	Correlation	.582	.674	1.000
		Significance (2-tailed)	.000	.000	.
		df	139	139	0
Teaching Variations (X2)	Family Support (X1)	Correlation	1.000	.392	
		Significance (2-tailed)	.	.000	
		df	0	138	
	Learning Motivation (Y)	Correlation	.392	1.000	
		Significance (2-tailed)	.000	.	
		df	138	0	
a. Cells contain zero-order (Pearson) correlations.					

Table 8 confirms that when controlling for Teaching Variations (X2), Family Support (X1) retains a statistically significant positive partial correlation with Learning Motivation (r = 0.392, p = 0.000). H0 is rejected and H4 is accepted.

Table 9. Partial Correlation Between X2 and Y After Controlling for X1

Correlations					
Control Variables			Teaching Variations (X2)	Learning Motivation (Y)	Family Support (X1)
-none-[a]	Teaching Variations (X2)	Correlation	1.000	.674	.582
		Significance (2-tailed)	.	.000	.000
		df	0	139	139
	Learning Motivation (Y)	Correlation	.674	1.000	.628
		Significance (2-tailed)	.000	.	.000
		df	139	0	139
	Family Support (X1)	Correlation	.582	.628	1.000
		Significance (2-tailed)	.000	.000	.
		df	139	139	0
Family Support (X1)	Teaching Variations (X2)	Correlation	1.000	.488	
		Significance (2-tailed)	.	.000	
		df	0	138	
	Learning Motivation (Y)	Correlation	.488	1.000	
		Significance (2-tailed)	.000	.	
		df	138	0	
a. Cells contain zero-order (Pearson) correlations.					

Table 9 establishes that when controlling for Family Support (X1), Teaching Variations (X2) maintains a statistically significant positive partial correlation with Learning Motivation (r = 0.488, p = 0.000). H0 is rejected and H5 is accepted.

DISCUSSION

This study comprehensively investigated the empirical associations connecting family support (X1) and teaching variations (X2) with student learning motivation (Y) among upper-grade elementary pupils. Inferential statistical testing across 141 respondents substantiated all five proposed hypotheses with high statistical significance.

Testing of Hypothesis 1 confirmed a strong positive relationship between family support and learning motivation ($r = 0.628$; $p = 0.000$). This reinforces four-pillar framework of family support. Elementary school pupils rely heavily on emotional and appraisal support to buffer academic anxiety and foster intrinsic motivation. Meanwhile, instrumental and informational support provide tangible study materials and guidance. These findings align with earlier empirical studies by (Hapsari et al., 2025), (Puspitasari et al., 2024), (Ratunguri et al., 2022), (Saputri & Fauziddin, 2022), and (Sulfyaningdyah & Darmawanti, 2024).

Testing of Hypothesis 2 established a strong positive correlation between teaching variations and learning motivation ($r = 0.674$; $p = 0.000$), demonstrating an association magnitude slightly higher than that of family support. Dynamic teaching styles, concrete visual/auditory media, and interactive student activities directly mitigate learning burnout and sustain pupils' limited attention spans. This corroborates findings by (Thoha et al., 2026), (Tirangka, 2023), and (Darwis et al., 2019).

Multiple linear regression testing for Hypothesis 3 demonstrated a highly significant simultaneous correlation ($R = 0.734$; $R^2 = 0.538$; $F = 80.507$; $p = 0.000$), showing that family support and teaching variations jointly explain 53.8% of the variance in student learning motivation. From Bronfenbrenner Ecological Systems Theory as cited in (D. Lestari & Lidyasari, 2024) perspective, harmony between the home microsystem and school microsystem yields a mesosystemic synergistic effect that amplifies student academic drive.

Crucially, first-order partial correlation analyses (H4 and H5) revealed that family support (partial $r = 0.392$; $p = 0.000$) and teaching variations (partial $r = 0.488$; $p = 0.000$) retain statistically significant, non-substitutable, unique contributions. Neither variable can replace the other; family support provides home psychological security, whereas teacher instructional diversification maintains classroom cognitive engagement.

The study offers vital theoretical and practical implications: (1) Theoretical Implication: Validates ecological systems integration in understanding primary school academic drive; (2) Practical Implication for Teachers: Highlights the necessity of continuous

pedagogical diversification to prevent learning burnout; and (3) Practical Implication for Schools & Parents: Underscores the urgency of institutionalizing school-parent partnerships and parenting education programs.

Methodological limitations include: (1) Reliance on self-report questionnaires subject to social desirability bias; (2) Sample confinement to a single elementary school (SDN Jawa 2 Martapura); and (3) Unexplained variance (46.2%) attributable to unmeasured factors such as internal self-efficacy, peer group climate, and family socioeconomic status.

CONCLUSION

This research provides robust empirical evidence on the relationship between family support and teaching variations with elementary school students' learning motivation at SDN Jawa 2 Martapura. All five hypothesis testing outcomes are summarized as follows: (1) Family support correlates positively and significantly with learning motivation ($r = 0.628$; $p = 0.000$); (2) Teaching variations correlate positively and significantly with learning motivation ($r = 0.674$; $p = 0.000$); (3) Family support and teaching variations simultaneously correlate significantly with learning motivation ($R = 0.734$; $R^2 = 0.538$; $F = 80.507$; $p = 0.000$), accounting for 53.8% of the variance; (4) Family support maintains an independent, positive partial correlation with learning motivation when controlling for teaching variations (partial $r = 0.392$; $p = 0.000$); and (5) Teaching variations maintain an independent, positive partial correlation with learning motivation when controlling for family support (partial $r = 0.488$; $p = 0.000$).

The study delivers three core scholarly contributions: (1) Empirical validation of Bronfenbrenner's Ecological Systems Theory in primary education; (2) Demonstration of non-substitutable dual drivers in sustaining pupil drive; and (3) Provision of contextual empirical baseline data in South Kalimantan.

Recommendations for future research include: (1) Expanding sample size and multi-school diversity across urban and rural settings; (2) Implementing longitudinal and mixed-method research designs; and (3) Incorporating additional psychological and social variables (e.g., self-efficacy, self-regulation, peer interactions) to account for the remaining 46.2% unexplained variance.

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