

Students' Perceptions of Parental Social Support and School Climate in Fostering Students' Learning Motivation in Islamic Religious Education (PAI) Subjects at SMA 1 Sewon Bantul Yogyakarta

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ABSTRACT

The low learning motivation of students in Islamic Religious Education (PAI) subjects has become an important concern because it directly impacts learning achievement and student engagement in the classroom. This research aims to reveal students' perceptions of parental social support and school climate in shaping their learning motivation in PAI subjects. The approach used is qualitative descriptive with data collection techniques through interviews and questionnaires. Participants consisted of students, parents, and PAI teachers at SMA Negeri 1 Sewon Bantul. Data were analyzed using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. The research results indicate that parental support is primarily in the form of emotional and spiritual support, such as providing encouragement, offering prayers, and providing learning facilities at home, rather than direct academic assistance. The religious, conducive school climate, supported by teachers' enjoyable approaches, also strengthens students' learning motivation. In conclusion, students' learning motivation is formed through collaboration between internal drive and external environment, particularly from family and school. This research highlights the importance of continuous collaboration between parents and schools in creating a supportive learning environment that motivates students in PAI learning.

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INTRODUCTION

Education is a humanization process that aims to develop individual human potential. In this context, the principle of respect for human rights becomes an essential foundation that must be integrated into every educational practice to guarantee the dignity and freedom of every student (Desi, Bai, Sholeh, 2023). Education plays a crucial role in a nation's progress, as it enables the formation of superior and competent human resources (Azhari, Forester, Nurhayati, & Sirozi, 2025). According to Ki Hajar Dewantara, education functions as a guidance process in child development aimed at optimizing their natural potential to achieve maximum welfare both individually and socially. This concept of education not only develops intellectual capacity but also forms moral character that keeps individuals away from destructive behavior (Nyimas et al, 2023). His educational philosophy is based on the principle of independence, where every individual has the freedom to determine their own life while still adhering to applicable social norms (Amaliyah, 2021).

According to Zamhari Noviani and Zainuddin (2003), in the educational domain, three main pathways are recognized: formal education (such as schools), non-formal education (which occurs in

the community or outside of school), and informal education (which takes place within the family environment). Ki Hadjar Dewantara refers to these three as the Tri Pusat Pendidikan (Three Centers of Education) because each plays a crucial role in shaping and developing human potential as a whole. These three pathways support and complement each other, thus providing broad opportunities for every individual to acquire knowledge, skills, and competencies according to their needs (Zamhari Noviani & Zainuddin, 2023).

According to Bintank and Maunah (2022), informal education is a form of education that individuals acquire, whether consciously or unconsciously, through daily life experiences in family, work, organizational settings, or other social environments, which lasts throughout their lives. Meanwhile, formal education is an educational pathway that is systematically structured and tiered, as applied in official educational institutions (Maunah, 2022). On the other hand, non-formal education refers to forms of education that are organized and systematic, but outside the formal system, with specific purposes. The primary purpose of non-formal education, as explained by Irsalulloh and Maunah (2023), is to help children achieve specific learning outcomes beyond the formal education pathway (Irsalulloh & Maunah, 2023).

Education serves as an agent of social change, developing character and moral values (Siregar, My, & Munte, 2024). Education plays a primary role in forming a civilized human character, whose function is not only limited to academic achievement but also encompasses the development of cognitive, emotional, social, and spiritual dimensions in students. In this context, educators play a strategic role as character-forming agents through exemplary behavior and internalization of moral values, ethics, and empathy (Lathifah & Ndonga, 2024).

Character education must be instilled from an early age, especially in the educational environment of students in Indonesia. Effective character education has several strategic roles in forming students with integrity. To build a strong national character, education serves as a means to instill core values comprehensively. These values encompass spiritual aspects, such as religiosity, as well as moral values like honesty, discipline, and tolerance. Additionally, they encompass social values such as environmental care, social cohesion, and responsibility or accountability. In addition, other values that are also developed include creativity, work ethic, spirit of nationalism and patriotism, curiosity, openness in communication, organizational management ability (leadership), and active participation in literacy culture (Rasyid, Fajri, Wihda, Ihwan, & Agus, 2024). Islamic Religious Education is a strategic instrument in the education system that plays a crucial role in forming students' character (Yusri, Ananta, Handayani, & Haura, 2023).

Islamic Religious Education is an educational system that aims to form students with a deep understanding of religion, a noble character, and the ability to apply Islamic principles in their daily lives. Islamic Religious Education has a crucial role not only for students but also in forming human character in general. Through this education, students will demonstrate a noble character in line with Islamic values and develop a commitment to perform worship (Arif Muadzin, 2021) consistently.

However, the implementation of Islamic Religious Education (PAI) in schools often encounters various problems, one of which is the low learning interest shown by students. Achievement motivation, a key element in motivation, refers to the intrinsic drive within students to achieve optimal learning outcomes and continually improve their academic performance. Students with high achievement motivation tend to have a strong desire to achieve success that comes from internal drive and show seriousness in learning, both individually and in the context of competition with their peers (Suharni, 2021). Unfortunately, there are still several students who exhibit passive attitudes and lack enthusiasm for participating in Islamic Religious Education, which ultimately hurts the optimization of learning outcomes achieved.

Students' achievement motivation does not appear spontaneously but is influenced by both internal factors within students and external factors outside of them (Chamidy, Yaqin, & Suhartono, 2023). These factors are social support from parents and the school environment. Parental participation has a significant psychological influence on students' learning process. When students feel supported and attended to by their parents, they tend to show higher motivation and perseverance in learning because they realize that their academic success is a source of hope and concern for their parents.

Therefore, the quality of achievement attained by students will influence the direction of their future educational development (Usman, Wulandari, & Nofelita, 2021).

The achievement of optimal educational goals is significantly influenced by a conducive school climate, which fosters a supportive academic environment, high-quality learning processes, and harmonious interpersonal relationships among academic community members, ultimately contributing to improved overall educational quality (Savitri, 2020). A conducive learning climate plays a fundamental role in optimizing the teaching and learning process, thereby improving overall learning quality (Setiyadi & Loviansi, 2020).

Parental Social Support Theory

Family becomes the main context in socialization, influencing and directing children from childhood to adulthood. The strategic role of the family in children's education lies in its ability to create an emotionally supportive environment, enabling children to achieve inner peace before engaging in academic activities at school (Setiarini, 2022).

Family, especially parent-adolescent relationships, plays a significant role in adolescent development. Parents become the primary source of guidance in helping children determine their life goals and future, so social support from them significantly influences adolescents' educational orientation and academic achievement. Several studies have demonstrated the positive impact of parental involvement on academic motivation, particularly through activities such as assisting children with homework (Benckwitz, Kohl, Suárez, Núñez, & Guill, 2024). Supportive social support is one aspect of comprehensive social support, where parents serve as providers of assistance for their children (Septi, 2024). It suggests that higher levels of parental education are associated with more effective parenting techniques, which in turn lead to better child development, and vice versa (Chamidy et al., 2023).

School Climate Theory

School climate represents the environmental atmosphere that becomes a unique characteristic of a school, distinguishing one educational institution from another, influencing the lives of all school members through positive interactions, and forming the distinctive identity of that school (Wati, Hidayat, & Muharam, 2022). Similarly, Grazia and Molinari describe the moral, relational, and institutional aspects of school life as dimensions of school climate (Grazia & Molinari, 2021).

A positive and conducive school climate is characterized by a safe and comfortable environment that respects differences and fosters an optimistic, open, and mutually supportive atmosphere. In addition, the existence of care among school community members, freedom in expressing creativity, a strong sense of family, a well-structured organizational system, and school activities that focus on student development are important indicators of an ideal school climate (Dodent, Mawardi, & Ismanto, 2022).

The implementation of an ideal school climate can be understood through Bronfenbrenner's Bio-Ecological Systems Theory, which highlights the importance of reciprocal relationships between individuals and various environmental contexts, including schools and surrounding social structures (Khairul, Mohd, Rahmat, Seng, & Mustafa, 2023). Based on findings (Amalia, 2023), the implementation of this approach in educational contexts, such as creating a safe learning environment, providing emotional support, and involving families and communities, significantly contributes to character development and increased student motivation for learning. In addition, the implementation of the School-Wide Positive Behavior Interventions and Supports (SWPBIS) framework has been empirically proven to improve academic climate and sense of safety in school environments through the establishment of structured behavioral rules and the application of data-based positive reinforcement. By integrating Bronfenbrenner's ecological approach with systematic interventions such as SWPBIS, educational institutions can create a conducive, supportive, and stable learning environment, thereby promoting comprehensive student development across various dimensions (Kubiszewski, Carrizales, & Lheureux, 2023).

It cannot be denied that school climate is one of the most influential factors in forming students' sense of attachment or connection to school. Climate refers to elements that determine the atmosphere, values, spirit, and culture in the educational environment, which also influence the interactions and learning activities of all school community members. Students need a conducive school climate and adequate social support to help them face the challenges of the educational environment. Ignoring these needs can have profound impacts on students' physical, psychological, social, and intellectual development (Ali Riza, Tahsin, 2020).

Learning Motivation Theory

Motivation is the driving force that causes behavioral change in a specific direction; in other words, behavior that has been intentionally designed. To achieve these goals, interaction among various elements is needed (Kunci et al., 2022). Clayton Alderfer (in Nashar, 2004:42) says "Learning motivation is the tendency of students to engage in all learning activities driven by the desire to achieve the best possible achievement or learning outcomes" (Jurnal, Dasar, Jurnal, & Dasar, 2021). High learning motivation has a significant influence on students' learning achievement. Individuals with strong motivation tend to exert maximum effort and perseverance in the learning process. This condition creates greater opportunities for students to achieve academic success.

Several previous studies have separately examined the influence of parental support and school climate on learning motivation. The first research conducted by Usman et al. (2021) 'The Influence of Parental Social Support and Self-Confidence on Students' Learning Motivation' shows that parental social support and self-confidence levels significantly influence students' learning motivation. Parental social support, encompassing emotional, instrumental, and informational aspects, offers significant positive encouragement by enhancing students' motivation and self-confidence in the learning process. On the other hand, high levels of self-confidence enable students to feel more competent in facing academic challenges and encourage them to be more proactive and independent in learning activities. Overall, both factors make positive contributions to increasing learning motivation, although with varying levels of influence.

Furthermore, the second research by Latif, Darmawan, and El Yunusi (2024) entitled '*The Influence of School Environment, Teacher Competence, and Parental Parenting Patterns on Student Learning Motivation at MA Al Fatich Tambak Osowilangun Surabaya*' concludes that a conducive school environment, high teacher competence, and positive parental parenting patterns have a significant influence on student learning motivation. These three factors interact and complement each other in creating effective learning conditions. The school environment provides a supportive physical and social atmosphere, while competent teachers can guide and motivate students pedagogically. Additionally, parents play an active role in providing emotional support and moral guidance within the home. Overall, these three elements form a solid foundation for developing strong learning motivation in students.

The third study by Rosmalinda & Zulyanty (2019), entitled "*Parental Support for Learning Motivation of Excellent Class Students*," shows that parental support has a significant influence on student learning motivation, particularly among excellent class students at SD Islam Al-Falah in Jambi City. This support is reflected in various forms, such as providing comfortable study spaces, monitoring children's study habits at home, offering rewards for their efforts, providing supporting facilities like internet access and learning devices, and involving parents in guiding children's learning activities. The questionnaire results indicate that nearly all students feel supported by their parents, and most parents report that they are actively providing direct attention and motivation. This form of support serves as external motivation, encouraging students to remain enthusiastic about learning, especially when facing higher academic loads compared to their peers in regular classes. These findings underscore that active parental involvement in children's education not only strengthens their enthusiasm for learning but also becomes a crucial factor in achieving academic excellence for high-achieving students.

Research entitled "*Students' Perceptions of Parental Social Support and School Climate in Fostering Students' Learning Motivation in Islamic Religious Education (PAI) Subjects at SMA 1 Sewon Bantul*" is

important to conduct because it integrates two main external factors - parental social support and school climate - that were previously often studied separately, and is specifically focused on Islamic Religious Education (PAI) subjects at the high school level. Unlike research by Usman et al. (2021) which examined the influence of parental support and self-confidence, Latif et al. (2024) which studied school environment, teacher competence, and parenting patterns in general, or Rosmalinda and Zulyanty (2019) which only focused on parental support for excellent class students at elementary level, this research attempts to holistically explore how these two factors are perceived by students in forming learning motivation specifically in PAI subjects that are often considered less attractive. With the setting of senior high school and the subjects of state high school students, this research also provides practical contributions relevant to developing more effective and contextual religious education strategies, while enriching the literature on learning motivation in formal school environments.

The research problem focuses on the low learning motivation of students, particularly in Islamic Religious Education (PAI) subjects, which are often perceived as less attractive by some students. In this case, attention is focused on two external factors believed to have a significant influence: social support from parents and school climate. Although both have been extensively studied separately in relation to learning motivation, there is still a lack of research that examines them simultaneously, especially in the context of PAI learning at the senior high school level. Therefore, this research aims to gain a deeper understanding of how students' perceptions of parental support and school climate influence their enthusiasm and drive to achieve success in religious learning.

This study aims to explore students' perceptions of how parental social support and school climate influence their learning motivation in PAI subjects. This research aims to uncover the significance of students' experiences, providing valuable insights for schools and parents in creating a supportive learning environment, thereby enhancing the quality of PAI learning.

RESEARCH METHODS

This research employs a qualitative descriptive approach to provide in-depth descriptions of students' perceptions of parental social support and school climate in fostering learning motivation in Islamic Religious Education (IRE) subjects. This approach was chosen because it allows researchers to understand the subjective meaning of students' experiences naturally within the context of their daily lives, without the need for variable manipulation (Aguss, Ameraldo, & Rahmawati, 2022). In accordance with Busetto's view (Busetto, Wick, & Gumbinger, 2020), this approach does not emphasize cause-and-effect relationships but rather a deep understanding of phenomena that occur in social and educational contexts.

The research was conducted at SMA Negeri 1 Sewon Bantul, both in the school environment and students' homes. The research implementation time was divided into two stages: May 24, 2025 (interviews with teachers and students) and June 1, 2025 (interviews with parents). The research subjects consisted of twelve students from grades X, XI, and XII, who were selected purposively based on their cognitive ability and reflective capacity to respond to questions. Additionally, one PAI teacher and the parents of each student were involved to provide contextual information about family support and the learning climate.

Data collection techniques included semi-structured interviews and questionnaires. Student interviews included 20 questions related to forms of parental support, perceptions of school climate, and learning motivation in PAI. PAI teachers were interviewed using 15 questions to gather information about their roles and the school environment. Interviews with parents focused on emotional and spiritual support at home. Questionnaires were used as supporting instruments to strengthen interview data.

Data were analyzed using the interactive model developed by Miles and Huberman, which consists of three main stages: data reduction, data presentation, and conclusion drawing. Data validity was strengthened through source triangulation, which involved comparing and confirming data from students, teachers, and parents to ensure the consistency of findings.

FINDINGS AND DISCUSSION

Research Results

A. Parental Support

In the context of Islamic Religious Education (PAI) learning, parental social support plays a crucial role in shaping students' character and learning motivation. Results from student questionnaires and in-depth interviews with PAI teachers and parents show that most students feel supported by their parents, both in the form of moral, spiritual, and material support. An eleventh-grade student said:

"My parents do not often ask about PAI lessons, but they always tell me to study, encourage, and sometimes help find materials from the internet."

The most dominant forms of support include:

1. Attention to learning activities, such as providing time and study space.
2. Spiritual and emotional motivation, including guidance on the importance of religious knowledge in life.
3. Learning facilities, such as the Quran, workbooks, and digital devices.

A mother stated in an interview:

"I have always dialogued with my children since they were in the womb, while reading Ayat Kursi and praying, so they become righteous children. I don't force them, but I still supervise with an approach as a friend."

Parents also tend to direct their children to be disciplined in daily religious practices, such as prayer and fasting. One parent explained:

"When my child wants to go to school, I always say: don't forget to pray, concentrate, don't get easily distracted, and studying is not for parents, but for your own future."

However, parental involvement in directly helping understand PAI material is still limited. Most students stated that they study independently more often and only occasionally discuss their work when encountering difficulties.

B. School Climate

School climate is an important supporting factor in fostering students' learning motivation. Based on observation results and interviews with parents and teachers, SMA Negeri 1 Sewon creates a relatively conducive and religious learning environment, although there is still room for improvement.

The PAI teacher conveyed that the school gives students the freedom to express their spiritual side through various activities, but practices like dhuha prayer are not yet routinely implemented.

"We suggest students perform dhuha prayer, but indeed not all implement it routinely. It depends on each student's personal initiative."

Parents also respond positively to the school environment:

"I see the school atmosphere is quite good. My child is also active in the student council and religious activities. Although sometimes sleeps at school due to activities, I trust the teachers are responsible."

A supportive school climate enables students to feel comfortable learning, especially in PAI subjects. Students feel more motivated when teachers provide enjoyable and guiding approaches.

C. Students Learning Motivation

Students' learning motivation toward PAI subjects is formed from a combination of family influence and school environment. Based on questionnaire data and interviews, most students show relatively high learning motivation, although at different levels.

Several students said their motivation is influenced by:

- a. Spiritual parental support, such as prayers and advice, before going to school.
- b. A teacher who encourages, understands, and relates material to daily life.
- c. An environment that encourages active involvement, such as participating in organizations or religious activities

One student conveyed:

"I am enthusiastic about learning PAI because the teacher teaches nicely and often tells stories that connect to our lives."

Meanwhile, the PAI teacher also stated:

"If we can make the lesson feel close and relevant, students will be more easily interested and enthusiastic about learning."

Research results indicate that parental support is crucial in promoting students' learning motivation, although it often does not take the form of direct assistance with lesson materials. A favorable school climate also becomes an important pillar that strengthens students' interest and enthusiasm for learning PAI subjects.

These three aspects—parental support, school climate, and learning motivation—are closely related in shaping students' learning behavior. The qualitative descriptive approach in this research reveals that emotional, spiritual support, and a conducive learning environment are crucial for facilitating meaningful PAI learning processes.

D. Discussion

Research results indicate that students' perceptions of social support from parents tend to be positive, although this is not always reflected in direct involvement in the PAI learning process. These findings align with social support theory, as proposed by Wills (1991), which posits that social support is a multidimensional concept. Social support can be measured through two main aspects: the structure and function of social networks. The structural aspect relates to the number of social relationships a person has. In contrast, the functional aspect encompasses various forms of support, including informational support, instrumental (practical) assistance, and emotional support (such as attention or empathy) (Acoba, 2024). In this context, support provided by parents to children is often in the form of emotional and spiritual support, such as offering motivation and prayers, rather than direct involvement in helping them understand the PAI subject material. It can be caused by parents' limited understanding of PAI material content or their educational background that is not aligned with this field. Additionally, parents' work commitments also become a factor that hinders academic involvement at home.

Students' learning motivation is greatly influenced by teachers' teaching styles and supportive school climate. Teaching styles that support student autonomy and foster positive relationships between teachers and students are proven to increase class participation and motivation for learning. Teachers' motivating style is a tendency in teaching behavior used by teachers to arouse and maintain students' enthusiasm and interest in learning (A. Fei Xu, Lizhen, & Xu, 2025). In addition, a favorable school climate that includes good relationships between teachers and students, enjoyable learning approaches, and religious nuances plays a crucial role in enhancing students' learning motivation.

Islamic Religious Education (PAI) learning is not only oriented toward achieving cognitive aspects alone but also emphasizes the formation of students' spiritual attitudes and behavior. According to John Bowlby's attachment theory, parents play a significant role in shaping children's character from the outset of their development (Alek Budi, Abdul, 2024). The family, as the child's first environment, becomes the primary place to learn religious values directly. Based on interviews with parents, it is evident that religious education has been instilled from an early age through routine spiritual activities such as prayer, reading Quranic verses, providing examples in worship, and dialogue that strengthens moral values. This approach reflects holistic Islamic education, which emphasizes the integration of faith, worship, and character in children's daily lives.

School climate, although perceived as quite supportive by some students, still faces several challenges that require attention. Some students expressed that teachers have not been able to arouse their learning enthusiasm optimally. It shows that innovative teaching methods, warm interactions between teachers and students, and the creation of a pleasant classroom environment free from pressure have a significant influence on students' learning motivation.

Therefore, Islamic Religious Education (PAI) teachers need to continue developing creativity in teaching and strengthening communication with students' parents. Effective collaboration between family and school roles is crucial for supporting children's comprehensive character development and learning motivation. It is supported by the fact (Mua, Sawatu, & Rado, 2024) that parents who recognize that children's success depends not only on teachers' roles will be more motivated to participate in their children's educational processes actively. Thus, joint efforts between teachers and parents will create a more conducive and effective learning atmosphere for students.

Internal factors, such as students' self-awareness of the importance of religious knowledge, are among the main drivers of Islamic Religious Education (PAI) learning. Based on field findings, most students stated that their greatest motivation in learning PAI comes from within themselves (intrinsic motivation), followed by teachers' enjoyable teaching methods and encouragement from parents. It shows that intrinsic motivation plays a very significant role in fostering learning enthusiasm because it stems from students' personal awareness of the value and relevance of the material being studied. Nevertheless, extrinsic motivation sourced from external environments such as teachers' and parents' roles still plays an important role, especially as facilitators and initial triggers in forming students' interests and learning habits. In this context, collaboration between internal motivation and external support becomes the key to the success of the learning process, as emphasized by Arif Muadzin (2021), who notes that teachers' roles as facilitators and motivators greatly determine the direction and quality of PAI learning.

Overall, the results of this research confirm that collaboration between social support from parents and a conducive school climate plays a crucial role in fostering students' learning motivation, especially in Islamic Religious Education (PAI) subjects. Although not all forms of parental support are evident, their contribution in the form of moral and spiritual support, as well as providing learning facilities at home, has a positive impact on children's mental and emotional readiness for lessons. This support also indirectly forms attitudes of responsibility and learning discipline. On the other hand, a favorable school climate, such as harmonious relationships between teachers and students, a safe learning environment, and an interactive classroom atmosphere, will further strengthen students' enthusiasm and interest in participating in PAI learning. Thus, the roles of parents and schools are mutually complementary in forming optimal learning motivation. It aligns with findings (Usman et al., 2021) that state parental social support and self-confidence significantly contribute to increasing students' learning motivation.

CONCLUSION

Integrated planning is a strategic foundation in effective educational management because it combines the roles of teaching and educational staff into a single collaborative work system, based on data, and oriented toward quality improvement. Collaboration between them becomes key, so that planning is not only administrative in nature but also has a real impact on achieving comprehensive learning objectives. The findings of this research confirm that when teachers and educational staff work harmoniously, coordination increases, accountability is maintained, and program implementation becomes more effective.

Theoretically, this research reinforces the concepts of participatory educational management and data-driven planning as relevant approaches in the 21st-century education context. Practically, this research highlights the importance of capacity building for teaching and educational staff through managerial training, the utilization of information technology, and the formation of active school development teams. A collective commitment from all educational components, supported by visionary principal leadership, will make integrated planning the primary instrument for sustainably improving educational quality.

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