

Madrasah Social Climate and Family Support in MA Students' Motivation and Learning Achievement

Didit Darmawan¹, Munif Mawardi²

Universitas Sunan Giri Surabaya, Indonesia

Article Info

Article history:

Accepted: 14 Maret 2026

Publish: 01 April 2026

Keywords:

*school social climate;
family support;
learning motivation;
academic achievement;
madrasah aliyah;
adolescent learners;
educational environment.*

Abstract

This study aims to analyze the concept of school social climate and family support in shaping learning motivation and achievement of Madrasah Aliyah students. Employing a qualitative literature review method with content analysis, this research synthesizes academic literature to develop a conceptual understanding of how both factors influence student motivation and achievement. The findings reveal that school social climate contributes through positive teacher-student relationships, supportive peer interactions, perceptions of fairness, positive academic atmosphere, facility availability, student involvement in decision-making, physical and psychological safety, religious culture, principal leadership, parent involvement, extracurricular activities, and consistency between values and practice. Family support contributes through emotional support, appreciation, instrumental support, informational support, school involvement, realistic expectations, authoritative parenting, open communication, conducive home environment, family routines, support for interests and talents, spiritual value inculcation, involvement in future planning, and consistency with madrasah values. Optimal motivation and achievement are achieved when positive school social climate and strong family support exist simultaneously and reinforce each other. The study implies that efforts to enhance student motivation and achievement must address both school climate and family support in an integrated manner through strong school-family partnerships.

This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Didit Darmawan

Universitas Sunan Giri Surabaya

1. INTRODUCTION

Madrasah Aliyah, as a high school with Islamic characteristics, is responsible for preparing students who excel not only in general knowledge but also have a good understanding and practice of religious teachings. At this age, students are in their late teens, preparing to enter college or the workforce. This is a critical period in which learning motivation greatly determines the direction of their future. Students with high learning motivation will strive to understand the lessons, complete assignments diligently, and continuously strive to improve their performance. Conversely, students with low motivation will easily give up when faced with difficulties and tend to attend school simply to fulfill their obligations (Yanti & Masfufah, 2025). This learning motivation does not simply arise from within students, but is influenced by their surrounding environment (Amrullohet *al*, 2024). The two most influential environments are school, where they spend most of their time, and family, as the first and foremost environment in their lives. This shows that student achievement is not only determined by individual abilities, but also by various environmental factors that influence the daily learning process (Mardikaningsih, 2014).

The school's social climate is the quality of interpersonal relationships that exist among all members of the school community, including relationships between teachers and students, between students, and between teachers and fellow teachers and staff (Guchiet al, 2025). A positive social climate is characterized by mutual trust, respect, concern for others, and strong social support (Wahyuningsih & Fadillah, 2022). In such an environment, students feel safe and comfortable asking questions, expressing opinions, and developing themselves. They are not afraid of being embarrassed when answering incorrectly, are not anxious about being bullied, and feel that teachers and friends care about their success. This sense of safety and comfort is an important prerequisite for growing motivation to learn. Conversely, a negative social climate characterized by unhealthy competition, cold relationships between teachers and students, or bullying will drain students' psychological energy, leaving very little left for learning. Students will be busier protecting themselves than developing themselves (Fithidayati, 2022).

Family support is another external factor that greatly determines students' motivation and learning achievement (Febriandika et al, 2024). The family is the first environment where students learn about values, including the value of education (Rahmaniyah & Darmawan, 2025). Family support can take various forms, from providing learning facilities, paying attention to school activities, guiding learning, to providing moral encouragement and rewards for achievement. Parents who show interest in what their children learn at school, who ask about daily activities, and who attend school events send a strong message that education is important. Students who feel supported by their families will be more motivated to achieve because they do not want to disappoint their parents, who have done so much for them. Conversely, students who feel neglected by their families will lose one of the most important sources of motivation. They may feel that no one cares about their achievements, making their learning efforts feel wasted (Maksumet al., 2025). Family attention and involvement in children's education are often important factors that help improve learning outcomes and shape positive attitudes towards learning activities (Mubarok & Darmawan, 2025).

The interaction between the school's social climate and family support to shape students' motivation and learning achievement is complex and mutually influential (Dinda et al, 2025). A positive school climate can compensate for limited family support. Students who receive less attention at home can find caring teachers and supportive friends at school, which can serve as alternative sources of motivation (Ikrom & Darmawan, 2024). Conversely, a supportive family can be a bulwark for students when they experience negative experiences at school. Students who get into trouble with friends or teachers can return home and receive comfort and encouragement to stay motivated (Subroto et al, 2025). Ideally, these two environments work hand in hand and reinforce each other. Schools and families work together to create a holistic educational ecosystem, where students receive consistent messages about the importance of learning and feel supported from various directions (Umatgerieva & Dzhabrailova, 2024). In such conditions, students' motivation to learn will thrive, and academic achievement will increase. This collaboration between various educational elements also helps build students' competencies so they can adapt to social change and increasingly dynamic future demands (Mardikaningsih et al, 2021).

Madrasah Aliyah, as an Islamic educational institution, has a unique social climate because Islamic values form the foundation of relationships among members of the madrasa (Supriyadi, 2024). Values such as Islamic brotherhood, mutual respect, mutual assistance, and respect for teachers as the heirs of the prophet's color daily interactions. This religiously nuanced social climate can be a significant asset in building student learning motivation, as learning is positioned as worship and seeking knowledge as a religious obligation (Supriyadi, 2024). MA students' families also generally have religious backgrounds, which form the basis for providing educational support. However, not all families share the same understanding of how to effectively support their children's education. Some parents are very attentive but tend to be oppressive, some provide material support but lack emotional attention, and still others are unable to provide support due to various limitations

(Wahyuni, 2024). et al., 2022). Understanding how the school's social climate and family support interact within the madrasa environment is crucial for formulating strategies to improve student motivation and academic achievement. Furthermore, the formation of student character and personality through values education and religious learning is also an important part of the educational process in madrasas (Nuraini et al, 2024).

In practice, a gap is often found between the potential of madrasas as Islamic educational institutions and the reality of student motivation and learning achievement (Afifudin & Yoto, 2023). Many MA students exhibit low learning motivation, characterized by reluctance to complete assignments, frequent absences, or passive participation in learning (Wahyuniet al., 2022). In class, they prefer chatting or playing with gadgets to paying attention. When given assignments, they tend to procrastinate and do them carelessly. Their academic performance falls below their potential. This occurs even though the madrasah may have adequate facilities and well-qualified teachers. Teachers' ability to adapt to educational changes is also crucial in the learning process (Liwak et al, 2023). The question is, why are students unmotivated? Is it because the social climate at the madrasah is less than supportive? Perhaps the teacher-student relationship is formal and rigid, making students feel uncomfortable. Perhaps there is unhealthy competition between students or even bullying, which makes some students depressed. Or perhaps there are problems outside the madrasah, namely, less than optimal family support. Parents may be busy working and have no time to pay attention to their children's education, or perhaps they don't know how to provide effective support. Conditions like this are often related to a lack of variety in learning methods and learning interactions that can stimulate student motivation in the learning process (Mudzakir & Darmawan, 2024).

Another equally significant issue is the disconnect between the madrasah and the family in student education. Often, what is taught in madrasas is not aligned with what is practiced at home, or vice versa. Madrasas may emphasize the importance of disciplined learning and independence, but at home, parents are overly indulgent and always help children when they encounter difficulties (Subando, 2022). Madrasas may teach the importance of reading and seeking knowledge, but when reading books is unavailable at home, and parents themselves are never seen reading. Madrasas may strive to build positive relationships between teachers and students, but parents at home often criticize teachers in front of their children, damaging the teacher's image. This disconnect leaves students receiving conflicting messages about what is truly important. They may be confused about which standards to adhere to. As a result, their motivation to learn becomes fragmented and unfocused. Unfortunately, communication between madrasas and families is often minimal. Madrasas may only contact parents when there are problems, rather than regularly to build partnerships. Parents may also only come to the madrasah when called or when report cards are distributed. This communication gap causes the two environments to operate independently when they should be working together for the benefit of the students. A good relationship between schools, teachers, and parents can help create a more active learning process and increase student participation in learning activities (Rahmawati & Darmawan, 2024).

The digital era, with all its easy access to information, brings major challenges to students' learning motivation (Japeriet al, 2023). Gadgets and social media compete to take students' attention away from books and lessons. Many students spend hours each day playing games, scrolling through social media, or watching entertaining videos, while time for studying is increasingly marginalized. Parents are often overwhelmed by this situation (Qodariyah et al, 2024). They may have banned or restricted the use of gadgets, but children find ways to continue accessing them. In schools, teachers face similar challenges. It's difficult to capture the attention of students who are accustomed to the instant stimulation of screens. In this situation, the school's social climate and family support become increasingly important. Schools need to create an environment that is engaging enough so that students feel that learning at school is a valuable experience, no less so than in the digital world. Teachers need to build relationships that make students feel cared for and valued, so they are

motivated to come and participate. Families need to provide wise guidance in the use of technology, not simply prohibit it. Without strong support from these two environments, students will become increasingly immersed in the digital world and their motivation to learn will continue to decline. The appropriate use of learning media and digital literacy can also help increase students' interest in learning and boost their academic achievement (Rizal & Darmawan, 2024; Khayru et al., 2025).

The pressure to achieve high levels of achievement is also increasing in the era of globalization. Competition to enter state universities or secure good jobs is increasingly fierce (Fatekhah et al, 2024). Students are required not only to graduate, but also to achieve the highest possible grades and master various additional skills. These demands can be a source of significant stress for students if not balanced with adequate support (Masnadi et al, 2024). This is where a supportive school social climate and appropriate family support are crucial. Schools with a positive social climate will help students manage stress through warm relationships with teachers and friends. Teachers not only demand achievement but also care about students' psychological well-being. Supportive families encourage without excessive pressure, helping children see that grades aren't everything and that effort is more important than results (Yasinta & Ratnaningrum, 2024). The combination of support from these two environments will help students cope with stress more healthily, thus maintaining learning motivation and achieving without sacrificing mental health. Examining how the school social climate and family support work together is highly relevant to helping madrasas and families carry out their roles more effectively. Developing social and technical competencies through a supportive learning environment is crucial for students' ability to navigate the changing world of work and global life (Mendonca et al, 2021).

This study aims to conceptually analyze how the school social climate shapes the motivation and learning achievement of Madrasah Aliyah students, and how family support shapes the motivation and learning achievement of Madrasah Aliyah students. Specifically, this study will explore the dimensions of the school social climate that most influence motivation and learning achievement, including teacher-student relationships, relationships between students, and a supportive academic atmosphere. Furthermore, this study will identify essential aspects of family support, including emotional support, instrumental support, informational support, and reward support, and how each contributes to student motivation and learning achievement. The theoretical contribution of this study is to enrich the understanding of external factors that influence motivation and learning achievement in senior secondary education with the unique characteristics of madrasahs. Its practical contribution is to provide a framework for madrasah administrators and parents to create a more supportive environment for the development of motivation and optimal student learning achievement.

2. METHOD

This study was structured as a literature review using a qualitative approach aimed at building a conceptual understanding of school social climate and family support in shaping the motivation and learning achievement of Madrasah Aliyah students. This approach was chosen because it is suitable for exploring theoretical ideas developed by experts without requiring primary data collection in the field. Creswell (2009) explains that qualitative research is an inquiry process that emphasizes understanding the meaning of a social or humanitarian problem. The main data sources in this study come from academic literature such as textbooks, scientific journal articles, and educational policy documents relevant to the topics of school social climate, family support, learning motivation, and learning achievement. Data collection was carried out by searching academic databases using appropriate keywords, then selecting literature that has credibility and is directly related to the focus of the study.

The data analysis in this study used qualitative content analysis techniques as proposed by Krippendorff (2004), which emphasizes systematic procedures for drawing valid inferences from text.

The analysis stage began with a careful reading of all the literature to gain a general understanding of the content and main ideas. Next, themes relevant to the problem formulation were identified, such as dimensions of the school's social climate, aspects of family support, indicators of learning motivation, and factors influencing achievement. These themes were then categorized and organized to build a coherent argument. Lincoln and Guba (1985) emphasized the importance of maintaining the trustworthiness of qualitative research results through diligent observation and source triangulation. In this study, triangulation was carried out by comparing ideas from various authors and different theoretical perspectives to gain a rich understanding and avoid relying on a single point of view.

The research procedure was designed in stages to ensure in-depth analysis. The first stage was the identification and selection of literature using inclusion criteria such as topic relevance, author or publisher reputation, and current thinking. The second stage was data organization by creating summaries and conceptual maps of each literature to facilitate synthesis. The third stage was interpretation and thematic analysis, which attempted to answer the research problem by establishing relationships between concepts found in the literature. Denzin and Lincoln (2005) stated that qualitative research is interpretive and naturalistic, meaning researchers seek to understand the meaning of the text as intended by the author. This entire series of procedures is expected to produce a complete and academically accountable synthesis of knowledge regarding the concept of school social climate and family support in shaping the motivation and learning achievement of Madrasah Aliyah students.

3. RESULTS AND DISCUSSION

a. The Concept of School Social Climate to Shape MA Students' Motivation and Learning Achievement

A positive school social climate is an important foundation for creating a comfortable and productive learning environment. School social climate is the quality of interpersonal relationships that exist among all members of the school community and is subjectively perceived by each individual within it (Purwantoro & Nisa, 2023). This quality is formed from ongoing patterns of interaction between teachers and students, between students, teachers, and fellow teachers, and between teachers and the principal and staff. Values of togetherness and social interaction are often important tools for instilling mutual respect and strengthening interpersonal relationships within the learning environment (Arif *et al*, 2022). Through interactions at school, students can develop positive attitudes such as responsibility, hard work, honesty, and independence, which are important for social life (Khunafah *et al*, 2024; Nafisa & Darmawan, 2025). Within the Madrasah Aliyah (Islamic Senior High School), the social climate is also influenced by Islamic values, which form the basis of relationships between members of the madrasah. A positive social climate is characterized by mutual trust, respect, concern for others, and strong social support (Supriyadi, 2024). When students feel that their teachers care about them, that their friends are willing to help them when they are in trouble, and that they are accepted for who they are, they will feel a sense of psychological security and comfort (Purwantoro & Nisa, 2023). This sense of security is crucial because it allows students to focus their mental energy on learning activities, rather than on protecting themselves from social threats. With a strong sense of security and social support, students can focus their energy on learning and develop more optimally.

Healthy interactions between teachers and students are an important foundation for the growth of sustainable learning motivation (Guchiet *al*, 2025). The relationship between teachers and students is the most important dimension in the school's social climate which influences students' learning motivation (Indirwan *et al*..., 2023). Learning motivation is the key to helping students develop their potential to the maximum (Juainiet *al*, 2024). Teachers not only function as instructors who transfer knowledge, but also as figures who can provide emotional support, encouragement, and inspiration. Students who have a positive relationship with their teachers will

feel more motivated to follow the lessons seriously. They do not want to disappoint teachers who have been kind to them. They are also more courageous to ask questions when experiencing difficulties because they are not afraid of being embarrassed. In Madrasah Aliyah, teachers are often seen not only as educators but also as the heirs of the prophets who are worthy of respect and emulation. This view can be a great strength if teachers truly carry out their role well. However, if teachers act in an authoritarian, cold, or indifferent manner, then that authority will be lost, and students will lose one of the most important sources of motivation. A positive teacher-student relationship is characterized by open communication, mutual respect, and the teacher's concern for the student's holistic development (Maimandreet al, 2023). When relationships are built on mutual respect and caring, students are motivated to learn seriously.

Interactions between students in the school environment have a significant impact on how they view learning and achievement (Rahmawati et al., 2023). Inter-student relationships are another dimension of the school's social climate that significantly impacts learning motivation, particularly among adolescents, such as MA students (Milandari et al., 2022). Peer relationships directly and indirectly influence student academic achievement through motivation and learning engagement (Shao et al., 2024). Social interactions between students are also seen as a crucial part of the learning process, helping foster attitudes of cooperation and shared responsibility (Hariani & Mardikaningsih, 2022). During this period, peers have a very strong influence, sometimes exceeding that of teachers or parents. Students spend a lot of time with their friends, share experiences, and influence each other in various ways, including attitudes toward school and learning (Darmawan & Khoiroh, 2026). In a positive friendship climate, students support each other in learning. They form study groups, help each other understand difficult material, and provide encouragement when friends feel discouraged. The norms that develop within the group are that learning is important and achievement is something to be proud of (Thoyyibah & Alfiasari, 2024). Conversely, in a negative friendship climate, students may tease diligent students, consider good grades uncool, or even encourage truancy and cheating. This negative peer pressure can undermine the learning motivation of students who actually have good potential. Therefore, creating a positive friendship climate is a challenge for madrasahs. With a positive friendship climate, learning motivation grows stronger, while negative pressure can be minimized.

Peer support is a crucial factor in determining students' enthusiasm for learning in madrasahs (Dewi & Maryanto, 2024). Social support from peers is an aspect of the social climate that directly influences learning motivation (Maimandre et al., 2023). Support from peers helps students become more motivated to learn independently. The presence of a supportive social environment often helps students feel more confident in facing academic challenges (Hariani et al., 2021). This means that the more support from peers, the higher the students' motivation to learn (Hayati et al., 2025). This support can take the form of emotional support, such as listening to complaints, offering encouragement, or simply accompanying them when they are stressed about exams. It can also take the form of instrumental support, such as lending notes, explaining material they don't understand, or reminding them about assignments. Students with supportive peers feel that they are not alone in facing academic challenges. They have a place to share their difficulties and seek help. This feeling reduces psychological burden and increases their confidence in their ability to overcome challenges. In Islamic Senior High Schools (Madrasah Aliyah), Islamic values such as Islamic brotherhood and mutual assistance in good deeds can provide a strong foundation for positive social support. Teachers and madrasahs need to encourage and facilitate the formation of a supportive climate of friendship through various activities that build togetherness and solidarity (Gerungan & Tondatuon, 2022). With strong solidarity, students feel more confident in facing academic challenges and are motivated to continue learning.

Perceptions of fairness from teachers are a determining factor influencing students' trust in the learning system (Luthfiyah & Nastiti, 2024). Students' perceptions of fairness and equal

treatment from teachers are important aspects of the social climate that influence learning motivation (Guchi et al., 2025). In a healthy educational environment, fair treatment from educators is often seen as the basis for building students' trust and respect for the applicable learning system (Bayhaqi et al., 2025). Students are highly sensitive to unfair treatment, such as teachers showing favoritism, giving non-objective grades, or administering unequal punishments for the same offense. When students feel treated unfairly, they lose respect for their teachers and the system. Their learning motivation decreases because they feel that their efforts are not being fairly rewarded. Without motivation, students find it difficult to maintain interest in learning, face challenges with discouragement, and tend to experience a decline in academic performance (Hariyani et al., 2024). Conversely, when students perceive that teachers are fair and objective, they are more motivated to strive because they believe that their efforts will be duly recognized. In Islamic Senior High Schools (Madrasah Aliyah), justice is a highly valued value in Islamic teachings. Teachers who demonstrate justice in their daily practices not only build students' motivation to learn but also instill the value of justice through role models. This perception of justice encompasses fairness in providing attention, assessing students, and enforcing rules. When fairness is maintained in all aspects of behavior, students' motivation to learn increases, while Islamic values are instilled through teachers' role models (Hadi et al., 2024).

A strong academic climate reflects a school's commitment to fostering a sense of achievement in students (Asriani et al., 2024). The academic climate in a school is a dimension of the social climate related to the extent to which the school encourages and rewards academic achievement (Fithidayati, 2022). A positive learning culture typically develops when schools are able to create clear expectations and provide consistent support for students to achieve their best (Azizah & Darmawan, 2025). A positive academic climate is characterized by teachers' high expectations of student abilities, stimulating intellectual challenges, and recognition of academic achievement. In madrasas with a positive academic climate, teachers not only demand that students meet minimum standards but also encourage them to achieve their best according to their potential. Teachers assign challenging assignments that remain within the limits of students' abilities. Academic achievement is celebrated and rewarded, whether through praise, formal awards, or public recognition. This climate fosters students' motivation to achieve. Students with high learning motivation tend to be serious, enthusiastic, and focused, thus being more active in discussions, asking questions, and understanding the material in depth (Alfiyani HD et al., 2024). They want to prove they are capable of achieving the high standards expected. They are also motivated by the examples of high-achieving peers. Conversely, in madrasas with a low academic climate where standards are lowered, and mediocre performance is considered sufficient, students lose the incentive to strive for excellence. When high standards are maintained and achievement is recognized, students are encouraged to study harder and achieve the best results possible (Japeri et al., 2023).

The learning facilities available at a school reflect the institution's commitment to supporting students' academic success. The availability of adequate learning resources and facilities also influences students' perceptions of the school's social climate (Felipus & Amseke, 2024). Adequate learning resources are often seen as a sign of an educational institution's concern for students' needs to develop their academic potential (Imanuddin & Darmawan, 2024). While not the only factor, adequate facilities such as a well-stocked library, well-equipped laboratories, internet access, and comfortable classrooms demonstrate that the school genuinely supports the learning process. Learning resources, both physical and digital, can increase student motivation and engagement if used creatively by teachers (Nurmayani et al., 2025). Students who have access to these resources are more motivated to utilize them in their learning. They perceive that the school cares about their success by providing the necessary resources. Conversely, minimal and poorly maintained facilities can send the message that learning is unimportant or that the school does not

truly care. In Madrasah Aliyah (Islamic Senior High Schools), limited facilities are often a barrier, especially in private madrasahs or those in remote areas. However, the creativity of teachers and madrasah administrators can overcome these limitations. The most important thing is to demonstrate that limitations do not hinder the enthusiasm to continue providing the best for students (Abidin et al., 2024). The use of well-maintained facilities sends a strong message that the learning process is valued and student success is a top priority.

Student participation in school decision-making processes strengthens a sense of ownership in the learning environment (Husna et al., 2025). Student involvement in school-level decision-making influences their sense of ownership and motivation to learn (Husniah & Jani, 2024). Community involvement is often an effective way to foster a sense of shared responsibility for the institution's success (Darmawan, 2024). Student voices reflect the values, opinions, beliefs, perspectives, and cultural backgrounds of individuals and groups within the school (Biaddang & Caroy, 2024). When students are allowed to voice their opinions, are involved in formulating rules, or are asked for input on school activities, they feel valued as subjects rather than objects of education. This sense of appreciation increases emotional bonds with the school and motivation to contribute positively, including in learning. In Madrasah Aliyah, student involvement can be facilitated through student organizations, class representative assemblies, or regular discussion forums. Students' aspirations about their preferred teaching methods, difficulties they encounter in understanding material, or their expectations for the school provide valuable input for teachers and administrators. Appropriate learning methods can increase students' interest in learning (Laili & Darmawan, 2024). When students see that their input is acted upon, their trust in the school increases. They feel part of a community that cares about the common good. This feeling motivates them to play an active role in maintaining and improving the quality of that community, including through academic achievement. When students' aspirations are effectively accommodated, their motivation to learn grows because they feel like an important part of the educational community (Frameiliada et al., 2023).

Student learning motivation will not grow without a guarantee of safety in the educational environment (Adiyasman, 2025). The educational environment is designed to produce a generation that not only excels academically but also possesses high integrity (Dena et al., 2024). A safe learning environment also relates to protecting students' basic rights to receive a proper education and be free from pressures that are detrimental to their development (Hariani et al., 2021). Physical and psychological safety in the madrasah environment are absolute prerequisites for growing learning motivation (Pertamasari et al., 2025). Physical safety means the madrasah is free from the threat of physical violence, accidents, or other security disturbances. Adequate school fencing, clear security procedures, and monitoring of strangers entering are part of efforts to create physical safety. Psychological safety means students are free from the threat of bullying, teasing, or other psychological pressures. In a psychologically safe madrasah, students do not fear being ridiculed if they answer a question incorrectly. They do not worry about being bullied by older or stronger students. They are confident that teachers will protect and defend them if they encounter problems. This sense of security is crucial for learning motivation because a brain that is on high alert for threats will not be able to optimally process new information. Students who are constantly anxious will have difficulty concentrating and developing creative thinking. Madrasahs that are able to create a physically and psychologically safe environment have laid the most fundamental foundation for growing learning motivation. Student learning motivation will not grow without the assurance of safety in the educational environment (Saputri et al., 2022).

The religious culture that thrives in madrasahs imparts a spiritual dimension to the learning process and shapes students' intrinsic motivation. The distinctive religious culture of Madrasah Aliyah (Islamic Senior High School) contributes to the school's social climate, influencing learning motivation (Husniah & Jani, 2024). Religious values in education are often viewed as a source of

character development that can strengthen a sense of responsibility and discipline in learning (Irawan et al., 2023). Islamic values-based management in schools helps shape students' character through daily practices (Lindra et al., 2024; Hadi & Prayogi, 2025). Islamic values such as the intention to learn for the sake of Allah, seeking knowledge as an act of worship, and respecting teachers as the inheritors of the Prophet serve as spiritual foundations that strengthen students' intrinsic motivation. When students understand that learning is a form of worship that is rewarded, they are motivated even without direct rewards or praise from others. When they believe that beneficial knowledge will continue to flow even after death, they view learning as an investment in the afterlife. This understanding gives deeper meaning to daily learning activities. Teachers in madrasas have the opportunity to continuously instill these values, not only through religious instruction but also through role models and reinforcement at various opportunities. The religious culture embedded in daily madrasah activities, such as reciting the Quran before class, praying in congregation, or commemorating Islamic holidays, also creates an atmosphere conducive to learning motivation because these activities remind students of a greater purpose in life. Internalized Islamic values make learning activities more meaningful and foster a sustainable spirit (Susanto et al., 2023).

The leadership of a madrasah principal is a key factor in creating a school atmosphere that supports learning motivation. The principal's leadership plays a crucial role in creating a positive social climate (Susanto et al., 2023). Effective leadership in an educational organization typically leads all members of the institution to work together to achieve common goals (Darmawan, 2013). A visionary and transformational madrasah principal is able to build a shared vision of the desired madrasah, including a social climate that supports learning motivation. He or she serves as a role model in interacting with teachers, staff, and students. He or she demonstrates concern, listens to input, and treats everyone with respect. An effective principal provides direction, support, and inspiration to encourage teachers to perform optimally (Musthofa et al., 2025). He or she also empowers teachers to develop their potential and creates positive relationships with students. A good madrasah principal also establishes open communication with all members of the madrasah community so that emerging problems can be addressed promptly before they escalate. Within the Madrasah Aliyah (Islamic Senior High School), the madrasah principal also serves as a spiritual leader who ensures that Islamic values remain the foundation of all madrasah activities. When the principal effectively fulfills this role, a positive social climate naturally develops, as the entire madrasa community feels well-led and has a clear direction. Visionary and exemplary leadership fosters trust among the madrasa community, thus maintaining a positive social climate (Munasir et al., 2023).

Parental involvement in madrasah life strengthens the synergy between schools and families to support children's education (Rozi & Qomariyah, 2022). Family attention and support are often factors that strengthen students' learning discipline and responsibility for their academic activities (Darmawan et al., 2026). Parental involvement in madrasah activities also influences the social climate and, ultimately, students' motivation to learn. When parents attend meetings, school events, or simply communicate with teachers, they demonstrate that their children's education is a priority. This reinforces the message to students that the school and family are a united team supporting them. Involved parents can also serve as resources for the madrasah, for example, by providing input, assisting with activities, or even serving as resource persons. In Madrasah Aliyah, parental involvement can be strengthened through Islamic values of shared responsibility for educating children. However, parents often feel that once their child enters MA, educational matters fall entirely on the madrasah. Madrasahs need to actively communicate and invite parental participation in various ways. When parents and madrasahs work together, a stronger and more consistent social climate is created to support students' motivation to learn. Students experience less confusion because the messages received from both environments are aligned. An

unsupportive environment can hinder academic development and decrease students' motivation to learn (Shodiq & Darmawan, 2025). Active parental participation provides consistency in educational messages, thereby maintaining and improving students' motivation to learn (Mulyanah, 2023).

Character development programs and extracurricular activities provide opportunities for students to grow holistically, not just academically (Neliwati et al., 2025). Extracurricular activities often provide a platform for students to develop social skills, leadership skills, and the ability to collaborate with others (Gautama & Mardikaningsih, 2022). Character development programs and extracurricular activities in madrasas contribute to a positive social climate by providing opportunities for students to develop talents, pursue interests, and build positive relationships outside of formal academic activities. Participating in extracurricular activities helps students develop social skills, leadership skills, and personal interests outside of the classroom (Rahmanudin et al., 2024). Through activities such as scouting, sports, arts, or religious organizations, students can find friends with similar interests, learn to work collaboratively, and experience success in non-academic areas. These positive experiences boost students' self-confidence and happiness, which in turn influences their motivation to learn. Happy and confident students are better prepared to face academic challenges. In Islamic Senior High Schools (Madrasah Aliyah), religious activities such as memorizing the Quran (tafhidz), regular religious studies, or da'wah training can be a very meaningful platform for self-development. Madrasas that offer a variety of extracurricular activities demonstrate their commitment to the holistic development of students, not just their intellectual development. This strengthens students' emotional bonds with the madrasa and increases their motivation to excel in various fields, including academics. Positive experiences from activities outside the classroom strengthen students' emotional bonds with the madrasa and foster a more consistent motivation to learn (Nihali & Nimim, 2023).

The consistency of values taught and daily behavior at the madrasah serves as a benchmark for student trust in the educational institution (Nihali & Nimim, 2023). Consistency between values taught and daily practices at the madrasah significantly determines the credibility of the social climate. In the educational process, exemplary behavior from teachers and staff is often the most effective way to instill positive values in students (Fariansyah & El-Yunusi, 2023). Teachers play a role in determining significant behavioral changes as a reflection of student learning outcomes, both in the cognitive, affective, and psychomotor dimensions (Fadhila et al., 2025). If the madrasah teaches the importance of honesty, but in practice, teachers cover up mistakes or allow cheating, students will become cynical. If the madrasah teaches mutual respect but teachers themselves frequently demean students, the message will not be conveyed. This consistency between words and actions is what builds student trust in the madrasah. When students believe that the madrasah truly upholds the values it teaches, they are more motivated to internalize those values, including the importance of learning and achievement. In Madrasah Aliyah, this consistency is crucial because the Islamic values taught must be reflected in the behavior of all members of the madrasah. Teachers and staff must be role models of honesty, fairness, compassion, and responsibility. When students see this consistency, their faith in religious teachings is strengthened, and their motivation to practice them, including in learning, increases. The concrete examples of teachers and staff strengthen students' faith and foster a motivation to learn rooted in Islamic values (Kusumawati et al., 2023).

A healthy school climate is the main foundation for creating sustainable learning motivation (Septiani et al., 2025). A positive school climate is essential for improving learning opportunities, student achievement, and the quality of school activities, as well as supporting the sustainability of education (Delgado-Galindo et al., 2025). The school's social climate contributes to the motivation and learning achievement of Madrasah Aliyah students through various interrelated channels. A well-managed learning environment will help improve the effectiveness

of educational activities and strengthen the involvement of all school members in achieving common goals (Hariyani et al., 2025). Positive relationships between teachers and students create a sense of security and encouragement to achieve. Supportive relationships between students provide social support and reduce psychological burden. Perceptions of fairness build trust in the system. A positive academic atmosphere fosters hope and challenge. The availability of facilities demonstrates the madrasa's concern. Student involvement in decision-making fosters a sense of belonging. Physical and psychological safety is a fundamental foundation. Religious culture gives spiritual meaning to learning. The leadership of the madrasah principal mobilizes all elements. Parental involvement strengthens consistent support. Extracurricular activities develop students holistically. Consistency between values and practices builds credibility. All of these dimensions of the social climate, when present simultaneously, will create an environment highly conducive to the growth of learning motivation (Latif & Darmawan, 2024). Students are not only motivated extrinsically by rewards or punishments, but also intrinsically because they feel that learning is a meaningful activity, supported by caring people, and part of their identity as members of the madrasah community. This strong motivation will ultimately be reflected in optimal learning achievement. Motivation rooted in social support, values, and a sense of belonging will be reflected in more stable and meaningful academic achievement.

b. The Concept of Family Support to Build Motivation and Learning Achievement of MA Students

Family support is the primary foundation that shapes students' learning attitudes and resilience in facing academic challenges. Family support is the primary external foundation influencing students' motivation and academic achievement from an early age to the highest levels of education. The family environment not only forms the basis for students' learning motivation but also provides various elements that influence their attitudes and enthusiasm for learning (Kholid et al., 2024). The family is often seen as the first environment that shapes how children understand the importance of learning and develop positive study habits (Akmal et al., 2015). The family is the primary environment where students first learn about values, including the value of education. Family support is not limited to providing material needs such as pocket money, uniforms, or textbooks, but encompasses a much broader spectrum, including emotional support, reward support, instrumental support, and informational support. At the Madrasah Aliyah level, when students are in late adolescence and preparing to enter college or the workforce, family support becomes even more crucial. Students face greater academic pressure, demands to determine their future, and emotional turmoil typical of their age (Supriyadi, 2024). Families that provide the right support will be a source of strength, enabling students to better face these challenges. When families are present as a source of strength, students are better prepared to shape their futures and maintain their motivation to learn.

Emotional support from family is a primary source of security that supports students' motivation to learn (Kurniawan et al., 2023). Emotional support from family is the most fundamental and influential form of support for students' learning motivation. Emotional involvement and support from parents contribute to improved student academic achievement (Umroh et al., 2024). A warm emotional relationship between parents and children is also often associated with increased interest in learning and student involvement in daily educational activities (Safitri & Darmawan, 2023). This support is manifested in parental attitudes that show affection, attention, and concern for their children. Parents who regularly ask about school activities, listen to their children's stories about the joys and sorrows of learning, and show empathy when children face difficulties send the message that they care about what their children are experiencing. This message is especially meaningful for adolescents who are searching for identity and need validation. Students who feel loved and cared for will have a sense of emotional security that allows them to face academic challenges with more confidence. They are less afraid of failure because they know that failure will not diminish their parents' love. Conversely, students who feel

emotionally neglected lose one of their most important sources of motivation. They may wonder, "Why should I study so hard if no one cares?" Consistent love and attention build students' self-confidence, making them better prepared to face academic challenges.

Support in the form of recognition from family provides a strong psychological boost for students to continue striving (Muda'im & Shanie, 2023). Family recognition relates to the recognition and appreciation of a child's efforts and achievements. This support can take the form of praise when a child gets a good grade, an expression of pride when a child completes a difficult task, or simply an acknowledgement that a child has worked hard. Simple expressions of appreciation from parents are often a crucial motivator, making children feel valued (Aliyah & Masnawati, 2022). This recognition is important because it fulfills the basic human need to be appreciated and recognized. Parental support and encouragement can create a conducive environment for the development of students' learning motivation (Irawan et al., 2024). When parents demonstrate that they appreciate a child's learning efforts, the child will be motivated to continue striving. They want to relive that feeling of pride and appreciation. Conversely, if a child's achievements are considered mediocre or even underestimated, their motivation will decline. It is important to note that recognition support must be provided proportionally and focused on effort, not just results. Parents who only praise their children when they get perfect grades but ignore their children's efforts, even if the results are less than satisfactory, can actually create stress and anxiety in children. In Madrasah Aliyah (Islamic Senior High School), with increasingly demanding academic workloads, rewarding effort is crucial for maintaining high motivation. Proportional appreciation for children's efforts fosters a healthier motivation to learn while maintaining resilience in the face of academic demands.

Instrumental family support provides learning conditions that enable students to develop optimally (Puspita et al., 2024). Instrumental support from families relates to the provision of facilities and resources necessary for learning. Access to technology and learning resources is also increasingly seen as a crucial part of family support for children's learning in the digital age (Arifin & Darmawan, 2021). This support includes providing a comfortable study space, supporting books, internet access, stationery, and meeting basic needs such as nutritious food and adequate rest time. Students who receive sufficient parental support tend to be more confident, diligent, and enthusiastic in learning (Lailiah et al., 2025). Although this material support does not directly stimulate intrinsic motivation, its availability is a prerequisite for creating optimal learning conditions. Students who must study in noisy environments without proper desks, or who are malnourished and thus have difficulty concentrating, will experience serious learning obstacles. Providing excessive facilities without other forms of support will also be ineffective. Crucially, instrumental support is provided with the awareness that facilities are a means to an end, not an end in themselves. Parents need to understand their children's needs and provide appropriate facilities, not simply following trends or prestige. In the digital age, new challenges arise related to device use. Facilities such as computers or smartphones require guidance to ensure they are used productively for learning, rather than becoming a source of distraction. Providing appropriate and targeted facilities helps students maintain focus while avoiding obstacles that can reduce motivation.

Family informational support provides direction and guidance that helps students develop learning strategies and plan for the future (Damayanti, 2024). Informational support from the family relates to the provision of advice, guidance, and information that assists children in learning and determining their future. Parental advice is often the initial source of guidance for children in understanding the importance of education and the various options they may pursue in the future (Majid et al., 2023). Educated parents may be able to provide direct assistance when children experience difficulties understanding course material. However, for parents without adequate educational backgrounds, informational support can take other forms, such as finding tutors,

directing them to appropriate learning resources, or providing advice on effective study methods. More importantly, parents can provide information about the importance of education for the future, about various career and further study options, and about the values that should be upheld in pursuing knowledge. Parental support and the development of adolescents' careers and talents can predict their level of self-efficacy (Söner & Gültekin, 2025). In Madrasah Aliyah (Islamic Senior High School), when students begin to seriously consider their future, this informational support becomes crucial. Parents who are able to serve as sources of information and wise advice will greatly assist their children in determining their direction. Conversely, parents who never provide guidance or even provide incorrect information can lead children astray. This is where it is crucial for parents to continuously learn and develop themselves to provide appropriate informational support. Appropriate advice and information from parents strengthen students' self-confidence while maintaining their motivation to learn.

Parental involvement in their children's school education strengthens the connection between home and school (Nurleli et al., 2023). Collaboration between families and educational institutions is often seen as a key to a successful educational process because it allows for more comprehensive support for student development (Rozikin et al., 2023). Parental involvement plays a crucial role in children's lives because it can positively impact their development, including social, intellectual, motivational, and academic achievement (Latif et al., 2025). Parental involvement in their children's school education is a tangible manifestation of family support that significantly influences learning motivation. This involvement can take the form of attending parent-teacher meetings, attending school events, communicating with teachers about their child's progress, or participating in school committee activities. When parents take the time to come to school, children see that education is a priority for the family. This message is more powerful than thousands of pieces of verbal advice. Children also feel that there is continuity between home and school, that parents and teachers are working together to support them. Parental involvement also provides an opportunity to better monitor children's development. Parents who communicate regularly with teachers will understand their children's strengths and weaknesses and can provide more appropriate support at home. In Madrasah Aliyah (Islamic Senior High School), with the increasing complexity of material and the demands of preparing for national exams or college entrance, parental involvement becomes even more crucial. Unfortunately, many parents reduce their involvement, claiming that their children are older and need to be independent. However, parental support is crucial during this transitional period. Consistent parental support during the transition to late adolescence maintains stable learning motivation while preparing students for more complex academic demands.

Parental expectations for children's achievements can be both a driving force and a challenge to learning motivation (Sumarsono et al., 2025). Parents' hopes for their children's future are often a factor that influences how students view education and their learning efforts (Seran & Ismail, 2025). Parental expectations for children's achievements have a complex influence on learning motivation. High but realistic expectations can be a powerful motivator for children. When parents demonstrate confidence that their children are capable of achieving good results, children are motivated to prove their beliefs valid. They do not want to disappoint their parents who have believed in them. However, overly high and unrealistic expectations can be a heavy psychological burden. Furthermore, high parental expectations can limit adolescent autonomy and lead to frustration (Zhang & Yang, 2025). Children who are constantly pressured to achieve first place or perfect scores when their abilities are limited will experience excessive stress and anxiety. In the long term, this pressure can actually decrease motivation because children feel they will never be able to meet their parents' expectations. Even more dangerous is when parents express excessive disappointment when their children fail to achieve their goals. Children can internalize feelings of worthlessness if they don't achieve. In Madrasah Aliyah (Islamic Senior High School), with the

various pressures already present, parents need to be very wise in setting expectations. Healthy expectations encourage children to strive to their full potential, not compare them to others or adhere to rigid, absolute standards. Realistic and wise expectations help students strive to their full potential without being burdened by excessive pressure.

Parenting style is a determining factor in shaping a child's motivation to learn and attitude toward education (Jannah & Marzuki, 2023). The right parenting approach helps children develop discipline, responsibility, and a positive attitude toward the learning process (Maharani & Darmawan, 2024). Parenting style significantly determines how family support is provided and how children respond to it. A common parenting style is democratic-authoritative, based on Islamic values, and characterized by two-way communication and clear yet flexible rules (Solihin & Annisah, 2025). An authoritative parenting style, which combines clear demands with emotional warmth, is most effective in fostering learning motivation. Parents with this style set clear standards about the importance of learning but also provide emotional support and autonomy to children. They encourage children to take responsibility for their own learning, but are ready to help when needed. In contrast, an authoritarian parenting style, which emphasizes only demands without warmth, tends to result in weak external motivation. Children learn out of fear of punishment, not out of internal awareness. When supervision is lax, motivation collapses. A warm but undemanding permissive parenting style is also problematic because it lacks the incentive for children to strive. They may feel comfortable but lack the motivation to achieve. In Madrasah Aliyah, as children begin to enter adulthood, an appropriate parenting style is one that gradually grants more autonomy while still providing clear boundaries and support. A balanced parenting approach between demands and warmth helps students develop independence while remaining focused on their learning.

Family communication is the primary channel for support that shapes children's learning motivation (Simbolon et al., 2023). Through open communication, parents can understand their children's learning needs and provide guidance that is more tailored to their circumstances (Sudahri et al., 2024). Communication within the family is the primary medium through which family support is channeled and felt. Families with open communication, where children feel safe expressing their opinions and feelings without fear of judgment, are better able to provide appropriate support. Through open communication, parents can learn about their children's experiences, what difficulties they are facing, and what kind of support they need. Effective parent-child communication, characterized by openness, support, and a positive attitude, helps academic achievement while increasing children's self-confidence and independence (Salsabila et al., 2024). Conversely, in families with closed communication where children are reluctant to share their concerns for fear of being scolded or belittled, parents may be blind to their children's conditions. The support provided may not be well-targeted. Open communication allows parents to learn about their children's learning progress, difficulties they encounter in certain subjects, or problems with friends or teachers. With this information, parents can provide appropriate support. Communication also serves as a means of transmitting values about the importance of education. Parents who are able to dialogue with their children about the meaning of learning, aspirations, and how to face challenges will be more effective in instilling these values than those who simply lecture. Open and effective dialogue reinforces the value of education while maintaining a focused motivation to learn.

The physical and psychological environment of the home is a crucial factor in determining the quality of learning support for students (Dinda et al., 2025). A conducive home environment is often viewed as a crucial component of the informal educational environment that supports children's academic development (Warin, 2022). A physical home environment conducive to learning is a fundamental form of instrumental support. A home that provides a quiet, distraction-free learning environment with adequate lighting and good ventilation will make it easier for

children to concentrate. A supportive home environment, including emotional support, financial stability, and academic guidance, is a key factor in student learning motivation (Bayotlang et al., 2025). The availability of ergonomic desks and chairs, organized bookshelves, and access to learning resources demonstrates that the family genuinely supports a child's learning activities. However, the psychological atmosphere of the home is equally important. A home filled with tension, arguments, or indifference will hardly be a conducive place for learning, even if the physical facilities are luxurious. Children living in a stressful environment will expend mental energy dealing with anxiety, leaving little left for learning. Conversely, a warm home with positive relationships between family members provides a sense of security that forms the foundation for motivation to learn. In Madrasah Aliyah (Islamic Senior High School), when children face greater academic pressures, the need for a home as a place of refuge and recovery becomes crucial. Parents need to recognize that they must not only provide physical facilities but also create a supportive emotional climate. A physically comfortable and emotionally warm home provides a strong foundation for children's motivation to learn amidst academic demands.

Daily family routines create discipline patterns that directly influence children's learning attitudes (Pertamasari et al., 2025). Simple habits consistently practiced at home often serve as a means of shaping children's character and discipline in carrying out daily activities (Shidiq et al., 2024). Family routines and habits are important factors in children's development (Juma et al., 2025). Daily family habits and routines indirectly shape children's attitudes toward learning. Families with regular routines, such as consistent mealtimes, study times, and rest times, teach children about time management and discipline. A study routine at home at the same time every day will form automatic habits so that learning no longer feels like a burden. More importantly, when children see other family members, especially their parents, reading or studying, they will imitate those habits. Children learn from what they see, not just from what they hear. Parents who read books in their free time, rather than simply watching television or playing with gadgets, are teaching children that learning is a lifelong, enjoyable activity. At Madrasah Aliyah, where children begin to develop their identity, these family habits will shape their mindset about learning. If studying at home is a normal activity for everyone, children will carry this mindset into school. Conversely, if studying at home is seen as a burden solely for children, they will struggle to develop intrinsic motivation. Consistent positive habits at home foster intrinsic motivation, making learning a natural part of students' lives.

Parental support for children's interests and talents outside of academics broadens learning experiences and strengthens motivation (Ayun et al., 2025). Learning experiences outside the classroom often help students develop social skills, self-confidence, and the ability to collaborate with others (Sajjapong et al., 2022). Parental support for the development of children's interests and talents outside of academics also contributes to overall learning motivation. Students who are given opportunities to develop their interests, whether in sports, art, technical skills, or religious activities, learn the importance of practice, hard work, and perseverance to achieve goals. Parental involvement in the development of children's interests positively impacts their adjustment to school (Zheng et al., 2025). These experiences can be transferred to academics. A student who diligently practices futsal every afternoon will understand that becoming an expert requires consistent practice, and this understanding can be applied to learning math or physics. Furthermore, success in non-academic areas boosts students' self-confidence. Students who feel valuable because they have won a speech contest or sports competition will carry this confidence into the classroom. They are more willing to ask questions, more optimistic in the face of difficulties, and more motivated to achieve. In Madrasah Aliyah, with its diverse student potential, it's important for parents not to force all children to become academic champions. Supporting children to develop their interests and talents will actually have a positive impact on their overall learning motivation. When

children's interests and talents are recognized, their self-confidence increases, positively impacting their enthusiasm for academic learning.

Spiritual and religious values instilled in the family give transcendental meaning to students' learning processes (Putri et al., 2022). Instilling spiritual and religious values in the family provides a very strong motivational foundation for Madrasah Aliyah students. More religious students are usually more motivated to learn, especially if their religious beliefs are based on faith, not just worship activities (Ismail et al., 2025). Religious activities carried out with family and the community often serve as a means of building character and discipline in daily life (A'yun et al., 2024; Akmal et al., 2024). In Islam, seeking knowledge is an obligation for every Muslim, and beneficial knowledge will continue to flow with rewards even after the owner has died. This understanding places learning as an activity with a transcendent dimension, not just a worldly affair. Students who have this awareness will be motivated to learn even when there is no direct reward or praise from others. They learn because they want to carry out religious commands and earn rewards. Furthermore, values such as patience in the face of adversity, trust in God after effort, and sincerity in good deeds also foster a healthy attitude toward learning. Students are less discouraged when faced with difficult material because they believe that patience will pay off. They are less anxious about exams because, after putting in maximum effort, they place their trust in God. Parents at Islamic Senior High Schools (Madrasah Aliyah) have a significant opportunity to instill these values because their children already have a foundation of religious understanding from the madrasa. Consistency is needed between what is taught at the madrasa and what is practiced at home. Consistent instilling of values at home and at the madrasa strengthens learning motivation and fosters a deep religious attitude.

Parental involvement in children's future planning provides direction and psychological support that strengthens their motivation to learn (Malwa, 2018). Parental guidance in planning for the future often helps children see the connection between their current education and the opportunities they will achieve in the future (Zahid et al., 2025). Parental involvement in planning their children's future together with the children themselves is a very meaningful form of support at the Madrasah Aliyah level. At this age, students begin to seriously consider further studies or career choices. They need the guidance of more mature and experienced parents. Wise parents do not impose their will but instead engage in dialogue with their children about their interests, talents, and available opportunities. Parental support helps adolescents identify talents, align interests with abilities, and facilitate career planning (Rambe et al., 2024). They help children explore various options, provide information about various college majors or professions, and discuss the consequences of each choice. This involvement makes children feel supported in determining their own futures. They do not feel pressured or neglected. When children have a clear picture of the future they want to achieve, their motivation to learn increases because they see the connection between what they're learning now and what they want to achieve. Conversely, children who are left confused without guidance will lose direction, and their motivation will decline. This is where parents must take the time to be truly involved in their child's future planning process, rather than simply leaving it entirely up to them or imposing their own will. Wise dialogue between parents and children helps them plan their future more clearly, allowing their enthusiasm for learning to grow naturally.

Consistency between the values taught in madrasas and practices at home strengthens the internalization of positive attitudes in students (Safitri et al., 2024). Educational values that are consistently applied at home and in educational institutions are usually more easily understood and accepted by students in their daily lives (Magfud et al., 2023). Consistency between the support provided at home and the values taught in madrasas is a crucial reinforcing factor. When there is alignment, children receive a coherent and unambiguous message. In madrasas, teachers teach the importance of honesty in learning; at home, parents also uphold honesty and do not tolerate

cheating. In madrasas, teachers encourage independence; at home, parents provide trust and responsibility. In madrasas, teachers emphasize the importance of prayer and religious observance; at home, parents also consistently practice religious observance and encourage their children to do so. This consistency strengthens the internalization of values because children experience that these values apply universally, not only in one place. Conversely, when there is a contradiction between what is taught in the madrasa and what is practiced at home, children will experience confusion. They may become cynical or choose to follow a more practical approach. In Madrasah Aliyah, with its strong Islamic identity, consistency between home and madrasah is crucial. Parents and teachers need to maintain communication to ensure they are moving in the same direction in educating their children. A collaborative relationship between teachers and parents, with communication and shared responsibility, plays a crucial role in improving students' academic achievement (Noor et al., 2025). Aligned support from teachers and parents creates a coherent learning environment while increasing motivation and academic achievement.

Diverse family support forms the foundation of students' overall learning motivation (Nasution et al., 2024). In various community development programs, family education is also often viewed as a crucial factor in helping to continuously improve the quality of children's learning (Al Laisty et al., 2024). Family support contributes to the motivation and learning achievement of Madrasah Aliyah students through various interrelated forms. Parental attention, home atmosphere, parenting styles, and family economic conditions play a crucial role in shaping students' motivation, focus, and perseverance in learning (A'yun et al., 2025). Emotional support provides a sense of security and love, which serves as a psychological foundation. Reward support fulfills the need for recognition and encourages continued effort. Instrumental support provides the necessary facilities for learning. Informational support provides guidance and direction. School involvement demonstrates that education is a family priority. Realistic expectations encourage without pressuring. Education is also crucial for building social awareness and civic responsibility (Rojak, 2021). An appropriate parenting style balances demands and warmth. Open communication enables targeted support. A conducive home environment supports concentration. Family habits and routines shape mindsets about learning. Support for interests and talents builds self-confidence. Instilling spiritual values provides transcendental motivation. Involvement in future planning provides direction. Consistency with madrasah values strengthens internalization. All of these forms of support, if provided appropriately and continuously, will create a solid foundation for the growth of strong learning motivation in students. The motivation that is developed is not a superficial motivation dependent on rewards or praise, but rather one rooted in the awareness that learning is a responsibility, a necessity, and part of one's identity. This motivation will persist in the face of various challenges and ultimately lead students to optimal learning achievement. When motivation grows from awareness and internalized values, students are better prepared to face academic challenges and achieve optimal achievement.

4. CONCLUSION

The school's social climate contributes to the motivation and learning achievement of Madrasah Aliyah students through positive teacher-student relationships that create a sense of security and encouragement to achieve, supportive relationships between students provide social support, perceptions of fairness build trust, a positive academic atmosphere fosters hope, the availability of facilities demonstrates concern, student involvement in decision-making increases a sense of belonging, physical and psychological security becomes a basic foundation, religious culture provides spiritual meaning to learning, the leadership of the madrasah principal mobilizes all elements, parental involvement strengthens the consistency of support, extracurricular activities develop students holistically, and consistency between values and practices builds credibility. Family support contributes through emotional support that provides a sense of security, esteem

support fulfills the need for recognition, instrumental support provides facilities, informational support provides guidance, involvement in school demonstrates educational priorities, realistic expectations encourage without pressuring, an authoritative parenting style balances demands and warmth, open communication allows for targeted support, a conducive home environment supports concentration, family habits shape mindsets, support for interests and talents builds self-confidence, instilling spiritual values provides transcendental motivation, involvement in future planning provides direction, and consistency with madrasah values strengthens internalization.

The findings of this study imply that efforts to improve Islamic high school students' motivation and academic achievement must simultaneously address the quality of the school's social climate and family support. Madrasahs need to consciously foster a positive social climate by strengthening teacher-student relationships, creating a supportive atmosphere of camaraderie, upholding justice, developing a vibrant religious culture, and involving students in various aspects of madrasah life. Madrasah principals have the primary responsibility for mobilizing all of these elements. Parents need to recognize that their support extends beyond simply fulfilling material needs but must also encompass emotional support, appreciation, guidance, and active involvement in their children's education. Most importantly, building strong communication and partnerships between the madrasah and families to ensure consistent support from both environments. When the madrasah and family move together in the same direction, students receive a coherent message about the importance of learning and feel fully supported, which in turn maximizes their motivation and academic achievement.

Further research is recommended to conduct empirical studies that directly examine the relationship between school social climate and family support on MA student motivation and achievement. Quantitative research using valid instruments can measure the contribution of each dimension of these two variables to motivation and achievement. Qualitative research using a case study approach in madrasahs that have successfully built student motivation can reveal good practices that can be replicated. Research should also consider moderating variables such as family socioeconomic status or the location of the madrasa to understand how contextual conditions influence these relationships. Madrasah administrators are recommended to periodically conduct surveys of the school's social climate from the perspectives of students and teachers as a basis for continuous improvement. Parents are recommended to actively communicate with the madrasah and engage in various activities that support their children's education. Madrasahs should also develop parenting programs that help parents understand effective ways to support their children at home.

5 . BIBLIOGRAPHY

- A'yun, D. Q., Aliyah, N. D., Machfud, N. U. A. C., Mardikaningsih, R., Masfufah, M., Badriyah, L., & Halizah, S. N. (2024). Meningkatkan Seni Baca Al-Qur'an di TPQ Nurul Hidayah Melalui Pembelajaran Qiro'ah. *Pelayanan Unggulan: Jurnal Pengabdian Masyarakat Terapan*, 1(2), 18–25.
- A'yun, D. Q., Wanti, M. W., & Darmawan, D. (2025). Pengaruh Lingkungan Keluarga terhadap Motivasi Belajar Siswa Setingkat Sekolah Menengah Atas (SMA). *Journal Creativity*, 3(2), 539-351.
- Abidin, Z., Aliyah, N. D., & Darmawan, D. (2024). Pengaruh Motivasi Belajar, Fasilitas Belajar dan Disiplin Belajar terhadap Prestasi Belajar Siswa MTss Al Azhar Tanjungbumi Bangkalan. *Journal on Education*, 6(4), 22294–22307. <https://doi.org/10.31004/joe.v6i4.6339>
- Adiyasman, A. (2025). Enhancement of Learning Motivation Through Active Teacher Participation at Madrasah Ibtidaiyah Negeri 6 Pesisir Selatan. *Edu Global : Jurnal Pendidikan Islam*, 6(1). <https://doi.org/10.56874/eduglobal.v6i1.2240>

- Afifudin, A., & Yoto, Y. (2023). Pengaruh Dukungan Orang Tua dan Motivasi Berprestasi Terhadap Prestasi Akademik Siswa. *Jurnal Bimbingan Dan Konseling Ar-Rahman*, 9(2), 273–273. <https://doi.org/10.31602/jbkr.v9i2.13146>
- Akmal, D. Kurniawan, D. Darmawan, & A. Wardani. (2015). *Manajemen Pendidikan*. Intipresindo Pustaka, Bandung.
- Akmal, M. N., El-Yunusi, M. Y. M., Hardyansah, R., Putra, A. R., Darmawan, D., Masnawati, E., & Hariani, M. (2024). Pendampingan Baca Al-Qur'an: Penyelenggaraan Kegiatan Tahsin Tilawah Al-Qur'an Sebagai Upaya Penyempurnaan Bacaan Al-Qur'an Santri. *Pelayanan Unggulan: Jurnal Pengabdian Masyarakat Terapan*, 1(2), 06-17.
- Al Laisty, M. D., Darmawan, D., & Fajar, A. S. M. (2024). The Role of Leadership Style in Building a Discipline Culture in Pesantren: Facing the Challenges of Social and Technological Change. *Bulletin of Science, Technology and Society*, 3(3), 62-68.
- Al Mursyidi, B. M. & D. Darmawan. (2023). The Influence of Academic Success of Islamic Religious Education and Social Media Involvement on Student Morality. *Al-Fikru: Jurnal Ilmiah*, 17(2), 321-331.
- Aldapit, E., & Suharjana. (2019). CIPP evaluation model for the coaching program of running athletes. *Psychology, Evaluation, and Technology in Educational Research*, 1(2), 104-116. doi: <https://doi.org/10.33292/petier.v1i2.10>
- Alfiyani HD, A., Aliyah, N. D., & Darmawan, D. (2024). Strategi Belajar: Pengamatan Dinamika Motivasi Siswa di SD Negeri Paseseh 01 Tanjungbumi Bangkalan Madura melalui Manajemen Kelas, Media Pembelajaran, dan Etika Guru. *Jurnal Bilqolam Pendidikan Islam*, 5(2), 13-28.
- Aliyah, N. D., & Masnawati, E. (2022). Implementation of Character Education in Schools: Barriers, Constraints, and the Moral Aspects of the Young Generation. *Journal of Social Science Studies*, 2(1), 119-126.
- Amrulloh, A., Aliyah, N. D., & Darmawan, D. (2024). Pengaruh Kebiasaan Belajar, Lingkungan Belajar dan Motivasi Belajar terhadap Prestasi Belajar Siswa MTS Darul Hikmah Langkap Burneh Bangkalan. *AL-MIKRAJ Jurnal Studi Islam Dan Humaniora*, 5(01), 188-200.
- Arifin, S., & Darmawan, D. (2021). Technology Access and Digital Skills: Bridging the Gaps in Education and Employment Opportunities in the Age of Technology 4.0. *Journal of Social Science Studies*, 1(1), 163-168.
- Arifin, S., Marfiyanto, T., Herisasono, A., Zakki, M., Efendi, W., Mujito, M., Nafiin, D., & Darmawan, D. (2022). Nilai-Nilai Pendidikan dan Kebersamaan dalam Tradisi Perayaan Isra Mikraj di Kecamatan Krian. *Jurnal Pendidikan, Penelitian, dan Pengabdian Masyarakat*, 2(1), 43–48.
- Asriani, A., Halik, A., Buhaera, B., Marhani, M., & Nurhayati, S. (2024). The Role of Teacher Strategies in Increasing Student Motivation in Aqidah Akhlak Subjects. *International Journal of Business, Law, and Education*, 5(2), 2688–2695. <https://doi.org/10.56442/ijble.v5i2.938>
- Ayun, D. Q., Wanti, M. W., & Darmawan, D. (2025). Pengaruh lingkungan keluarga terhadap motivasi belajar siswa setingkat sekolah menengah atas (sma). *Deleted Journal*, 3(2), 539–351. <https://doi.org/10.62288/kn6mr919>
- Azizah, C., & Darmawan, D. (2025). The Influence of Literacy Culture, Family Roles, and Learning Discipline on Student Learning Achievement at MA Tanada Waru Sidoarjo. *Dirasah: Jurnal Pendidikan Islam*, 6(2), 167-182.
- Bardzell, M., & Bergner, J. (2013). Teacher Training and Student Assessment: At Odds? *Notices of the American Mathematical Society*, 60(6), 763-765. Retrieved from <https://www.ams.org/journals/notices/201306/rnoti-p763.pdf>

- Bayhaqi, H. N., Rafsanjani, M. Z., & Darmawan, D. (2025). Pengaruh Kedisiplinan Belajar dan Kompetensi Guru terhadap Prestasi Belajar Siswa. *FONDATIA*, 9(2), 393-408.
- Bayotlang, R. G. S., Pardorla, S. M. T., Agron, M. C. J., Jumantoc, L. R., Ambo, C. L., ..., & Pelandas, A. M. O. (2025). The Influence of Home Environment and Social Support on Motivation to Learn of Senior High School Students. *International Journal of Research and Innovation in Social Science (IJRISS)*, 9(3), 1622–1631.
- Beilock, S., Gunderson, E., Ramirez, G., & Levine, S. (2010). Female teachers' math anxiety affects girls' math achievement. *Psychological and Cognitive Sciences*, 107(5), 1860-1863. doi: <https://doi.org/10.1073/pnas.0910967107>
- Biaddang, L. M. D., & Caroy, A. A. (2024). Student Voice and Choice in the Virtual Classroom: Engagement Strategies. *Discover Education*, 3(162).
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.). Sage Publications, Thousand Oaks.
- Damayanti, D. P. (2024). Pengembangan Model Dukungan Orang Tua terhadap Santri dalam Meningkatkan Prestasi Akademik di Pondok Pesantren. *Jiip (Jurnal Ilmiah Ilmu Pendidikan)*. <https://doi.org/10.54371/jiip.v7i1.3621>
- Darma, I. K. (2019). The effectiveness of teaching program of CIPP evaluation model. *International Research Journal of Engineering It & Scientific Research*, 5(3), 1-13. doi: <https://doi.org/10.21744/irjeis.v5n3.619>
- Darmawan, D. (2013). *Prinsip Prinsip Perilaku Organisasi*. Pena Semesta - PT. Jepe Press Media Utama, Surabaya.
- Darmawan, D. (2024). Distribution of Six Major Factors Enhancing Organizational Effectiveness. *Journal of Distribution Science*, 22(4), 47-58.
- Darmawan, D., & Khoiroh, Z. (2026). Pengaruh Lingkungan Belajar terhadap Hasil Belajar Siswa SD. *RIGGS: Journal of Artificial Intelligence and Digital Business*, 4(4), 2777-2783.
- Darmawan, D., Oktavia, A., & Albaar, A. S. (2026). Pengaruh Perhatian Orang Tua dan Motivasi Belajar Terhadap Kedisiplinan Siswa Sekolah Menengah Atas. *Jurnal Inovasi Pembelajaran dan Teknologi Modern*, 10(1).
- De Guchi, E., Hadiyanto, H., Adi, N., & Ginanjar, S. (2025). The Influence of School Climate on Student Learning Motivation at State Vocational High School 9 Padang. *International Journal of Education (IJE)*, 3(2), 82–89.
- Dedeoglu, N. C. (2022). Preservice Mathematics Teachers' Ability to Perform the Mathematizing Process: The Cylinder Packing Problem. *Participatory Educational*, 9(6), 130-155. doi: <https://doi.org/10.17275/per.22.132.9.6>
- Delgado-Galindo, P., García-Jiménez, J., Torres-Gordillo, J. J., & Rodríguez-Santero, J. (2025). School Climate and Academic Performance: Key Factors for Sustainable Education in High-Efficacy Schools and Low-Efficacy Schools. *Sustainability*, 17(14), 1-17.
- Dena, S. & D. Darmawan. (2024). Character Development of Students in Public High School 4 Surabaya Through the Role of School Culture and Parenting Style. *EduInovasi: Journal of Basic Educational Studies*, 4(1), 417–428.
- Dena, S., Aliyah, N. D., & Darmawan, D. (2024). Pengaruh Budaya Sekolah, Hasil Belajar PAI, dan Pola Asuh Orang Tua terhadap Pembentukan Karakter Siswa di SMA Negeri 4 Surabaya. *Reslaj: Religion Education Social Laa Roiba Journal*, 6(6), 3333-3349.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005). *The Sage Handbook of Qualitative Research* (3rd ed.). Sage Publications, Thousand Oaks.

- Dewi, M. S., & Maryanto, A. T. T. (2024). Analysis of Teacher-Student Communication in Enhancing Learning Motivation. *Journal on Education*, 6(4), 20635–20640. <https://doi.org/10.31004/joe.v6i4.5784>
- Dinda, S., Feriyanti, Y. G., & Iswandi, L. (2025). Peran penting lingkungan keluarga terhadap motivasi belajar siswa. 2(2), 449–464. <https://doi.org/10.63424/ahsanitaqwim.v2i2.296>
- Divayana, D. H., Adiarta, A., Santiyadnya, N., Suyasa, P. A., & Andayani, M. S. (2022). Rancangan Model CIPP Berbasis WP Untuk Mengevaluasi Keefektifan Pembelajaran Online. *Jurnal Penelitian dan Pengembangan Pendidikan*, 6(2), 275-285. doi: <https://doi.org/10.23887/jppp.v6i2.47894>
- Dumitrascu, G. (2017). Understanding the Process of Generalization in Mathematics through Activity Theory. *International Journal of Learning, Teaching and Educational Research*, 16(12), 46-69. doi: <https://doi.org/10.26803/ijlter.16.12.4>
- Fadhila, R. N., Arifuddin, S. R., Mursyidi, B. M. A., & Darmawan, D. (2025). Pengaruh Kemandirian Belajar, Lingkungan Sekolah, dan Efikasi Diri terhadap Hasil Belajar. *Jurnal Basicedu*, 9(2), 470–482.
- Fariansyah, N. F., & El-Yunusi, M. Y. M. (2023). Authentic Assessment in Islamic Education: A Study of Models, Instruments, and Implementation Factors. *Journal of Social Science Studies*, 3(2), 335-346.
- Fatekhah, K., Rahmawati, D., & Handayani, A. (2024). Tantangan dan Peluang Guru dalam Mengatasi Kemalasan Belajar Siswa di Era Digital. *Tematik: Jurnal Penelitian Pendidikan Dasar*, 3(1), 30–34.
- Febriandika, N. R., Ihsan, M., Inayati, N. L., & Ramadhan, A. R. (2024). Determinants of students' learning motivation in Islamic boarding schools: A structural equation modeling approach. *International Journal of Advanced and Applied Sciences*, 11(11), 10–18. <https://doi.org/10.21833/ijaas.2024.11.002>
- Felipus, I., & Amseke, F. V. (2024). Pengaruh Dukungan Sosial dan School Well-Being terhadap Motivasi Berprestasi Siswa. *Al-Qalbu: Jurnal Pendidikan, Sosial dan Sains*, 2(1), 14-20.
- Fithidayati, F. (2022). Hubungan motivasi dan iklim kelas terhadap hasil belajar fiqh di mtsn 1 pesisir selatan. *Kuttab: Jurnal Ilmu Pendidikan Islam*, 6(2), 156–156. <https://doi.org/10.30736/ktb.v6i2.1117>
- Frameiliada, D., Setiawan, S., Azizah, T., & Margarida, K. (2023). Learning Facilities in Supporting the Process Learning and Learning Motivation. *Journal of Science and Technology*, 2(2), 118–124. <https://doi.org/10.55849/scientechno.v2i2.162>
- Gautama, E. C., & Mardikaningsih, R. (2022). Driving Sustainable Behavior Change Through Education and Public Awareness. *Journal of Social Science Studies*, 2(1), 259-264.
- Gerungan, N., & Tondatuon, C. C. (2022). Hubungan dukungan sosial teman sebaya dengan motivasi belajar di sma unklab airmadidi. *Klabat Journal of Nursing*, 4(2), 72–72. <https://doi.org/10.37771/kjn.v4i2.835>
- Guchi, E. D., Hadiyanto, H., Adi, N., & Ginanjar, S. (2025). The Influence of School Climate on Student Learning Motivation at State Vocational High School 9 Padang. *International Journal of Education*, 82–89. <https://doi.org/10.24036/ije.3.2.82-89>
- Hadi, A., Miswar, M., & Gadeng, B. (2024). The role of islamic religious education teachers in improving students' learning motivation at mtss lam ujong aceh besar. *Deleted Journal*, 1(9), 29–37. <https://doi.org/10.61796/ejlhss.v1i9.949>
- Hadi, M. Y., & Prayogi, D. S. T. (2025). Managing Islamic School Culture to Develop Students' Religious Character. *Journal of Educational Research and Practice*, 3(2), 255-275.
- Hariani, M., & Mardikaningsih, R. (2022). The Social Education Role in Shaping Students' Global Awareness in Higher Education. *Journal of Social Science Studies*, 2(1), 55-60.

- Hariani, M., Aliyah, N. D., & Issalillah, F. (2021). Legal Guarantee of Children's Rights in Education and Health. *Journal of Social Science Studies*, 1(2), 177-180.
- Hariani, M., Darmawan, D., Mardikaningsih, R., Fajarudin, M., Rahayu, A., Karwati, K., ... & Parji, P. (2024). Upaya Meningkatkan Motivasi Belajar Siswa melalui Pendekatan Kolaboratif dalam Pendidikan Modern. *Jurnal Pendidikan, Penelitian, dan Pengabdian Masyarakat*, 4(2), 35-48.
- Hariani, M., Mardikaningsih, R., Darmawan, D., Nuraini, R., & Halizah, S. N. (2025, October). Transformational Leadership, Student Participation, and Campus Digital Communication: A Systematic Review of Green Management Implementation in Higher Education. In *Proceeding of International Management Conference and Progressive Papers (Vol. 3, No. 1)*.
- Hayati, N., Ismail, M., & Zukri, P. (2025). Peer Social Support Enhances a Student's Motivation to Engage in Studying. *Global Perspectives in Education Journal*, 1(1), 71-79.
- Husna, M., Utami, Y. L., Elrfhentri, F., Septiani, N., & Khosi'in, K. (2025). Hubungan antara Fasilitas dan Lingkungan Fisik Sekolah terhadap Motivasi Belajar Siswa. *Ainara Journal*, 6(2), 302-312. <https://doi.org/10.54371/ainj.v6i2.851>
- Husniah, A. R., & Jani, J. (2024). Pengaruh Lingkungan Madrasah terhadap Motivasi Belajar Siswa MTs Sunan Kalijogo Rejosari Kalidawir Kabupaten Tulungagung. *Jurnal Yudistira: Publikasi Riset Ilmu Pendidikan dan Bahasa*, 2(3), 328-337.
- Ikrom, B., & Darmawan, D. (2024). Pengaruh Lingkungan Sekolah terhadap Hasil Belajar Siswa MA. Malewa: *Journal of Multidisciplinary Educational Research*, 2(2), 48-60.
- Imanuddin, F. & D. Darmawan. (2024). Enhancing Learning Effectiveness Strategy: Self-Directed Learning and Learning Facilities at SMK Teknik Pal Surabaya. *Jurnal Al-Qayyimah*, 6(1), 99-105.
- Indirwan, Zulkifli, Z., Yuliana, Y., & Sari, N. (2023). Keterkaitan Penelitian Pendidikan Dengan Pendidikan Islam di Indonesia. *Al-Qalam: Jurnal Kajian Islam dan Pendidikan*, 15(1), 112-121.
- Irawan, A. I., Aliyah, N. D., & Darmawan, D. (2024). Pengaruh Lingkungan Keluarga, Kemandirian Belajar, dan Media Belajar terhadap Motivasi Belajar Siswa di MI Babussalam Krian Sidoarjo. *Journal on Education*, 6(3), 16220-16233.
- Irawan, A. I., Hariani, M., Mardikaningsih, R., Issalillah, F., Khayru, R. K., Darmawan, D., & Evendi, W. (2023). Integrasi Video Learning dan Praktik Pada Pembelajaran Wudhu untuk Membangun Pondasi Keagamaan Usia Dini. *Jurnal Pendidikan, Penelitian, dan Pengabdian Masyarakat*, 3(2), 61-66.
- Ismail, N. R. P., Abdol Razak, F., & Ahmad, N. (2025). The Relationship between Religiosity and Academic Motivation Among University Students. *International Journal of Research and Innovation in Social Science (IJRISS)*, 9(3S), 5075-5084.
- Jannah, E. R., & Marzuki, I. (2023). Peran orang tua dalam meningkatkan motivasi belajar peserta didik di mi muhammadiyah 1 pantenan. <https://doi.org/10.23969/jp.v8i1.9208>
- Japeri, J., Rahmi, E., Izmi, N., Irayanti, I., & Saputri, T. E. (2023). Identifying Student Motivation for Learning Islamic Education in Indonesian Senior High Schools. *Journal of Islamic Education. Ahlussunnah: Journal of Islamic Education*, 2(1), 26-34.
- Japeri, J., Rahmi, E., Izmi, N., Irayanti, I., & Saputri, T. E. (2023). Identifying Student Motivation for Learning Islamic Education in Indonesian Senior High Schools. *Journal of Islamic Education*. <https://doi.org/10.58485/jie.v2i1.188>
- Juaini, A., Aliyah, N. D., & Darmawan, D. (2024). Pengaruh Fasilitas Belajar dan Gaya Mengajar Guru dan Lingkungan Belajar terhadap Motivasi Belajar Siswa MTs NW Kotaraja Lombok Timur, NTB. *Jurnal Cahaya Mandalika*, 3(3), 1890-1909.

- Juma, S., Kiambati, F., & Kavua, M. (2025). The Role of Family Routines and Practices on Academic Performance in Middle School. *International Journal of Educational Methodology*, 11(4), 541-551.
- Khayru, R. K., Issalillah, F., Mardikaningsih, R., Putra, A. R., & Darmawan, D. (2025, October). The Impact of Islamic Digital Literacy on College Students Mental Health and Charity Behavior. In *Proceedings of International Conference on Educational Management* (Vol. 3, No. 1, pp. 103-113).
- Kholid, K., Aliyah, N. D., & Darmawan, D. (2024). Pengaruh Literasi Digital, Pemanfaatan Media Pembelajaran, dan Lingkungan Keluarga terhadap Motivasi Belajar Siswa SMPN 01 Tanjungbumi Bangkalan Madura. *El-Mujtama: Jurnal Pengabdian Masyarakat*, 4(4), 2098-2117.
- Khunafah, K., Aliyah, N. D., & Darmawan, D. (2024). Pengaruh Kemandirian Belajar, Lingkungan Belajar, dan Metode Pembelajaran Terhadap Prestasi Belajar Siswa SDN di Desa Bangeran Kecamatan Dukun Kabupaten Gresik. *Jurnal Ilmu Pendidikan Islam*, 22(02), 111-125.
- Krippendorff, K. (2004). *Content Analysis: An Introduction to Its Methodology* (2nd ed.). Sage Publications, Thousand Oaks.
- Kurniawan, F., Erita, Y., Syahrir, D., & Utami, V. Q. N. (2023). The influence of students' environment on students' learning motivation. 1(8), 297–305. <https://doi.org/10.56778/jdlde.v1i8.58>
- Kusumawati, I. R., Sah, R. W. A., & Hussain, N. (2023). Internalizing Islamic Religious Education Values will “increase” high school religious culture. *AMCA*. <https://doi.org/10.51773/ajrs.v3i2.305>
- Laili, N. & D. Darmawan. (2024). Investigating the Impact of Educational Media and Teaching Methods on Student Interest at SMP Buana Waru Sidoarjo. *Jurnal Pendidikan Inovatif*, 6(2), 456-471.
- Lailiah, N., Salsabila, A. F., Anwar, M. R., & Kusumadika, A. (2025). The Relationship Between Parental Support and Motivation High School Student Learning. In *Proceeding International Symposium on Global Education, Psychology, and Cultural Synergy*, 1(1), 305-308.
- Latif, A. & D. Darmawan. (2024). Examining How School Environment and Teacher Competence Affect Student Learning Motivation at MA Al Fatic Tambak Osowilangun Surabaya. *Teaching and Learning Journal of Mandalika (Teacher)*, 5(1), 69-75.
- Latif, A., Darmawan, D., & El Yunusi, M. Y. M. (2024). Pengaruh Lingkungan Sekolah, Kompetensi Guru dan Pola Asuh Orang Tua terhadap Motivasi Belajar Siswa MA Al Fatic Tambak Osowilangun Surabaya. *Journal of Innovative and Creativity*, 5(2), 11313–11323.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Sage Publications, Thousand Oaks.
- Lindra, K. F. P., Mardikaningsih, R., Safira, M. E., Chasanah, U., Darmawan, D., El-Yunusi, M. Y. M., & Yulianis, S. F. (2024). Partisipasi Mendukung Anak Yatim Dengan Kompetisi Olimpiade Al-Qur'an Dan Matematika. *Pelayanan Unggulan: Jurnal Pengabdian Masyarakat Terapan*, 1(2), 36-45.
- Liwak, S., Darmawan, D., & El-Yunusi, M. Y. M. (2023). Adaptation Readiness and Resilience Building of Novice Teachers in Navigating the World of Education Professional Work. *Journal of Social Science Studies*, 3(1), 213-222.
- Luthfiyah, N. A., & Nastiti, D. (2024). Dukungan Sosial Teman Sebaya dan Motivasi Belajar pada Siswa Kelas VIII. *Journal of Islamic Psychology*., 1(2), 13–13. <https://doi.org/10.47134/islamicpsychology.v1i2.86>
- Magfud, C., Hariani, M., & Aliyah, N. D. (2023). Islamic Education for All: A Review of Strategies and Inclusion Frameworks for Students with Special Needs. *Journal of Social Science Studies*, 3(2), 353-364.

- Maharani, L. & D. Darmawan. (2024). Factors Affecting Learning Achievement: Learning Discipline and Self-regulation at MTs Wachid Hasyim Surabaya. *TA'DIBUNA: Jurnal Pendidikan Agama Islam*, 7(1), 12-20.
- Maimandre, Y., Syahril, Susanti, L., Ningrum, T., & Padang, U. N. (2023). Students Perceptions About School Climate in Public Vocational High Schools IV Jurai District Painan. *Journal of Practice Learning and Educational Development*. <https://doi.org/10.58737/jpled.v3i3.223>
- Majid, A. B. A., Shofiyah, R., Masnawati, E., Masfufah, M., & Safira, M. E. (2023). The Society's Response to The Intentions of Studying the Islamic Religious Education Program. *International Journal of Service Science, Management, Engineering, and Technology*, 4(3), 7-12.
- Maksum, Muh. N. R., Ihsan, M., Vambudi, V. N., Rifai, A., Nisa, A. T., Alauddin, M. B., & Irfani, S. Z. A. (2025). Evaluating Learning Motivation as a Mediator Between Family Environment and Academic Achievement: Evidence from Indonesian Secondary Students. *JPP (Jurnal Pendidikan Progresif)*, 15(3), 1905-1929. <https://doi.org/10.23960/jpp.v15i3.pp1905-1929>
- Malwa, R. U. (2018). Dukungan sosial orangtua dengan motivasi belajar siswa putra tahfidz al-qur'an. 3(2), 137-144. <https://doi.org/10.19109/PSIKIS.V3I2.1758>
- Mardikaningsih, R. (2014). Faktor-Faktor yang memengaruhi Prestasi Belajar Siswa. *Jurnal Ilmu Pendidikan*, 8(1), 13-24.
- Mardikaningsih, R. (2014). Metode Pembelajaran dan Variasi Penerapannya. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 1(1), 43-54.
- Mardikaningsih, R., Masnawati, E., & Aisyah, N. (2021). Fostering Competence for Sustainability through Education and Adaptive Global Citizenship. *Journal of Social Science Studies*, 1(2), 267-272.
- Masnadi, M., Pranajaya, S. A., & Mahmud, S. (2024). Peningkatan Motivasi Belajar Siswa dalam Pembelajaran Pendidikan Agama Islam. *Fitrah*, 6(1), 106-120. <https://doi.org/10.22373/fitrah.v6i1.6066>
- Mendonca, C. N., Wahyudi, Kabalmay, R. N. K., & Amri, M. W. (2021). Developing Technical and Social Competencies for Future-Ready Education in Digitally Mediated Labor Environments. *Journal of Social Science Studies*, 1(2), 259-266.
- Milandari, O., Setiawan, F., & Nurhanifan, M. L. (2022). Pengaruh Budaya Sekolah dalam Meningkatkan Motivasi Belajar Pendidikan Agama Islam di Sekolah SDN 06 Lalan. *ALSYS: Jurnal Keislaman dan Ilmu Pendidikan*, 2(6), 763-774.
- Mubarok, L., & Darmawan, D. (2025). Pengaruh Disiplin Belajar Terhadap Hasil Belajar Madrasah Ibtidaiyah. *PHEDHERAL*, 22(2), 19-32.
- Muda'im, S., & Shanie, A. (2023). The Role of Parents in Fostering Student Learning Motivation. Scaffolding: *Jurnal Pendidikan Islam Dan Multikulturalisme*, 5(3), 901-911. <https://doi.org/10.37680/scaffolding.v5i3.3131>
- Mudzakkir, M. & D. Darmawan. (2024). The Influence of Teacher Teaching Styles and Learning Motivation on The Learning Achievement. *Edu-Riligia: Jurnal Kajian Pendidikan Islam dan Keagamaan*, 8(1), 79-91.
- Mulyanah, S. (2023). The Urgency Of Influence For Madrasah Head Leadership In Improving Madrasah Quality. *Attaqwa*. <https://doi.org/10.58355/attaqwa.v2i3.50>
- Munasir, M., Mustofa, M. A., & Subaidi, S. (2023). Peran Kepala Madrasah Dalam Mengembangkan Budaya Religius di MTs. Negeri 2 Jepara. *An-Nawa : Jurnal Studi Islam*, 5(2), 120-129. <https://doi.org/10.37758/annawa.v5i2.742>
- Mushtofa, M. A. R., Masnawati, E., & Darmawan, D. (2024). Pengaruh Kepemimpinan Kepala Sekolah, Lingkungan Kerja, dan Profesionalisme terhadap Motivasi Kerja Guru di Yayasan

- Tanbihul Ghofilin Al Mustofa Sidoraharjo Kedamean. *Journal of Innovative and Creativity*, 5(2), 8801-880.
- Nafisa, N. N. I., & Darmawan, D. (2025). Pengaruh Kompetensi Kepribadian Guru terhadap Pembentukan Karakter Setingkat Sekolah Menengah Atas. *Karakter: Jurnal Riset Ilmu Pendidikan Islam*, 2(2), 307-321.
- Nasution, N. A., Ginting, D. A. Br., Rambe, I. S., & Syahrial, S. (2024). Peran Orang Tua Dalam Motivasi Belajar Anak Di Rumah. *Jurnal Nakula*, 2(3), 25–31. <https://doi.org/10.61132/nakula.v2i3.737>
- Neliwati, Tambusai, R. H., Harahap, C., & Gemilang, C. (2025). Kepemimpinan Kepala Sekolah dalam Membangun Hubungan dengan Orangtua Siswa di Madrasah Aliyah Swasta Kecamatan Medan Area Kota Medan. *Religion, Education, and Social Laa Roiba Journal (RESLAJ)*, 7(1). <https://doi.org/10.47467/reslaj.v7i1.6132>
- Nihali, I., & Nimim, N. (2023). The madrasah's headmaster strategies in stimulating students' interest in schooling. *Jurnal Pendidikan Glasser*. <https://doi.org/10.32529/glasser.v7i2.2989>
- Noor, A., Tahir, M. S., & Latif, A. (2025). Parent-Teacher Collaboration and Student Learning Outcomes: Exploring Mechanisms, Strategies, and the Role of Technology at the Secondary Level. *The Critical Review of Social Sciences Studies*, 3(4), 206-217.
- Nuraini, R., Halizah, S. N., Sinambela, E. A., Mujisulistyo, Y. F., Darmawan, D., Arrozi, F., & Arifin, S. (2024). Upaya Membentuk Kepribadian Unggul Peserta Didik Melalui Pendidikan Al-Qur'an. *Jurnal Pendidikan, Penelitian, dan Pengabdian Masyarakat*, 4(1), 57-64.
- Nurleli, N., Idris, S., & Masbur, M. (2023). Korelasi Dukungan Orang Tua Terhadap Prestasi Belajar Siswa di SMP IT Abqari. *Tadabbur*, 5(1), 767–776. <https://doi.org/10.22373/tadabbur.v5i1.357>
- Nurmayani, N., Semaya, N., Salsabila, D., Bangun, N. C., & Situmorang, R. E. (2025). The Impact of Educational Resources Availability on Students Learning Motivation in Primary Schools. *Jurnal of Pedagogi: Jurnal Pendidikan*, 2(5), 51-61.
- Pertamasari, D., Kamalia, D., & Darmawan, D. (2025). Pengaruh Perhatian Orang Tua dan Lingkungan Sekolah terhadap Motivasi Belajar Siswa Setingkat MTs. *Indo-MathEdu Intellectuals Journal*, 6(5), 7570–7580.
- Pertamasari, D., Kamalia, D., & Darmawan, D. (2025). Pengaruh Perhatian Orang Tua dan Lingkungan Sekolah Terhadap Motivasi Belajar Siswa Setingkat MTs. *Indo-MathEdu Intellectuals Journal*, 6(5), 7570–7580. <https://doi.org/10.54373/imeij.v6i5.3963>
- Purwanto, F., & Nisa, K. (2023). Peran Lingkungan Madrasah dalam Meningkatkan Motivasi Belajar. *Awwaliyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 6(1), 74–80. <https://doi.org/10.58518/awwaliyah.v6i1.1717>
- Puspita, R., Waroh, S., & Gusmaneli. (2024). Peran Dukungan Orang Tua dalam Meningkatkan Motivasi Belajar Siswa Pendidikan Menengah. 1(2), 51–63. <https://doi.org/10.62379/jerd.v1i2.41>
- Putri, I. H., Fitria, Y., Putri, V., Firsya, R. H., Jofanry, R. O., & Putri, F. D. (2022). Parents' Efforts to Improve Children's Learning Interests in Islamic Families in Indonesia. <https://doi.org/10.24036/insight.v1i2.33>
- Qodariyah, N. A., Prihandono, T., & Bektiarso, S. (2024). Analisis faktor-faktor yang mempengaruhi rendahnya motivasi belajar siswa madrasah aliyah nurul iman: studi penelitian kualitatif. *Jurnal Inovasi Pendidikan Dan Teknologi Informasi (JIPTI)*, 5(1), 24–36. <https://doi.org/10.52060/pti.v5i1.1701>
- Rahmaniyah, S. B., & Darmawan, D. (2025). Pengaruh Lingkungan Keluarga terhadap Hasil Belajar Siswa Setingkat Madrasah Tsanawiyah (MTS). *Jurnal Edukasi dan Literasi Pendidikan*, 6(3), 269-278.

- Rahmanudin, D., Mustika, J., Brantasari, J. M., & Pada, D. (2024). The Impact of Parental Engagement, Extracurricular Programs, and School Climate on Holistic Education. *Join: Journal of Social Science*, 1(4), 389-397.
- Rahmawati, D. & D. Darmawan. (2024). The Relationship Between Assignment Methods and Social Interaction with the Level of Student Learning Activeness at Madrasah Ibtidaiyah Darul Ulum Tandes. *International Journal of Islamic Thought and Humanities*, 3(1), 49-58.
- Rahmawati, R., Subarno, A., & Rapih, S. (2023). Pengaruh Hubungan Interpersonal Guru-Siswa Dan Lingkungan Sekolah Terhadap Motivasi Belajar Siswa Di SMK Negeri 1 Banyudono. *Jurnal Rimba Riset Ilmu Manajemen Bisnis Dan Akuntansi*, 2(1), 258–276. <https://doi.org/10.61132/rimba.v2i1.566>
- Rambe, M. S., Darwis, M., & Siregar, A. H. (2024). Relationship of Parental Social Support with Adolescent Career Planning. *Jurnal Konseling dan Pendidikan*, 12(1), 66-75.
- Rizal, M. I., & Darmawan, D. (2024). Digital Literacy and Utilization of Learning Media: Their Contribution to Academic Achievement in Intensif Taruna Pembangunan High School, Surabaya. *Jurnal Inovasi Pendidikan*, 7(3), 22-30.
- Rojak, J. A. (2021). The Importance of Civic Education to Increase Community Legal Awareness. *Journal of Social Science Studies*, 1(1), 44-50.
- Rozi, F., & Qomariyah, T. (2022). Management of increased learning motivation spiritual guidance in optimizing student learning outcomes in madrasah. *Managere*. <https://doi.org/10.52627/managere.v4i3.170>
- Rozikin, M. Z., Ghozali, S., & Darmawan, D. (2023). Teacher Adaptation and the Role of Educational Institutions to Foster Learner Discipline and Participation in the Classroom. *Journal of Social Science Studies*, 3(1), 199-212.
- Safitri, M. S. & D. Darmawan. (2023). Enhancing Students' Learning Interest: The Role of Teacher's Teaching Style and Parental Support at SD Negeri Wadungasri Waru Sidoarjo. *Jurnal Cahaya Mandalika*, 4(2), 1343-1352.
- Safitri, Y., Risnawati, R., & Za'ba, N. (2024). The Influence of Parental Attention on The Learning Motivation of Junior High School Students in Riau. *Aurelia*, 3(2), 1075–1081. <https://doi.org/10.57235/aurelia.v3i2.2520>
- Sajjapong, T., Darmawan, D., & Marsal, A. P. (2022). The Role of Social Stereotypes in Shaping Opportunities and Inequalities in Society: Their Impact on Education, Employment, and Intergroup Interactions. *Bulletin of Science, Technology and Society*, 1(1), 44–49.
- Salsabila, W., Ramadhana, M. R., & Priastuty, C. W. (2024). The Role of Parental Communication in Supporting the Achievement Needs of Children. *Daengku: Journal of Humanities and Social Sciences Innovation*, 4(5), 867-875.
- Saputri, T. E., Izmi, N., Putera, O., & Irayanti, I. (2022). Identifying Student Motivation in Learning Islamic Education in Senior High School. *Deleted Journal*, 1(1), 28–36. <https://doi.org/10.58485/jie.v1i1.114>
- Septiani, I. D., Wilda, E., & Enoh. (2025). Analisis Layanan Bimbingan Konseling Islam dalam Peningkatan Motivasi Menuntut Ilmu pada Siswa Madrasah Aliyah Negeri Kota Cimahi. *Bandung Conference Series Islamic Education*, 5(2). <https://doi.org/10.29313/bcsied.v5i2.21232>
- Seran, G., & Ismail, A. binti. (2025). Family Social Capital and Quality Management in Primary and Secondary Education. *Bulletin of Science, Technology and Society*, 4(3), 91–102.
- Shao, Y., Kang, S., Lu, Q., Zhang, C., & Li, R. (2024). How Peer Relationships Affect Academic Achievement Among Junior High School Students: The Chain Mediating Roles of Learning Motivation and Learning Engagement. *BMC psychology*, 12(278), 1-12.

- Shidiq, A., Majid, A. B. A., Darmawan, D., Saleh, M., Evendi, W., Anwar, M. S., & Bangsu, M. (2024). Penguatan Nilai-Nilai Sosial Melalui Kegiatan Keagamaan Berbasis Komunitas. *Manfaat: Jurnal Pengabdian Pada Masyarakat Indonesia*, 1(1), 1–10.
- Shodiq, M. F., & Darmawan, D. (2024). Pengaruh Lingkungan Sekolah terhadap Hasil Belajar Siswa Sekolah Menengah Pertama. *IHSANIKA: Sekolah Tinggi Ilmu Agama Islam*, 3(1), 292-307.
- Simbolon, S. E. A., Kusumaputri, E. S., & Hadji, A. A. (2023). The Positive Impact of Parental Autonomy Support, Academic Socialization, Parental Responses, and Psychological Control on Muslim Students' Motivation. <https://doi.org/10.18196/ijiep.v4i2.19692>
- Solihin, S., Annisah, S. (2025). Internalization Of Religious and Social Values in the Family Parenting Patterns of Islamic Religious Education Teachers at Kaliawi Way Kanan Elementary School. *IMTIYAZ: Jurnal Ilmu Keislaman*, 9(4), 1128-1139.
- Söner, O., & Gültekin, F. (2024). Middle School Students' Career Parental Support and Adolescent–Parent Career Congruence: The Mediating Role of Self-Efficacy. *International Journal for Educational and Vocational Guidance*, 25, 1-23.
- Subando, J. (2022). Pengaruh Motivasi dan Perhatian Keluarga terhadap Prestasi Belajar Pendidikan Agama Islam pada Siswa Sekolah Dasar. *Mamba'ul 'Ulum*, 18(1), 80–88.
- Subroto, D. E., Nurhaliza, S., & Astuti, S. (2025). Pengaruh lingkungan sekolah terhadap motivasi belajar siswa. *Jurnal Ilmiah Multidisiplin Ilmu*, 2(2), 37–43. <https://doi.org/10.69714/dqzyra62>
- Sudahri, S., El-Yunusi, M. Y. M., & Ghozali, S. (2024). Duality and Dynamics of Education in the Transformation of Gender Roles in Modern Society. *Journal of Social Science Studies*, 4(2), 55-64.
- Sumarsono, R. B., Imron, A., Wiyono, B. B., & Arifin, I. (2025). Strengthening Educational Quality through Parental Engagement in Islamic Primary Education: Evidence from a Madrasah Context. *Munaddhomah*, 6(3), 420–433. <https://doi.org/10.31538/munaddhomah.v6i3.1919>
- Supriyadi, T. (2024). Academic Motivation as a Mediator of Social Support and Achievement Orientation: Case of Muslim High School in Indonesia. *Psikis: Jurnal Psikologi Islami*, 10(1), 175–185.
- Supriyadi, T. (2024). Academic Motivation as a Mediator of Social Support and Achievement Orientation: Case of Muslim High School in Indonesia. *Psikis : Jurnal Psikologi Islami*, 10(1), 175–185. <https://doi.org/10.19109/psikis.v10i1.23328>
- Susanto, S., Desrani, A., & Ritonga, A. W. (2023). The Demands of Madrasah Management Transformation: Strategies to Realize Quality Madrasah Climate. *AL-ISHLAH: Jurnal Pendidikan*, 15(4), 5804-5815.
- Susanto, S., Desrani, A., & Ritonga, A. W. (2023). The Demands of Madrasah Management Transformation: Strategies to Realize Quality Madrasah Climate. <https://doi.org/10.35445/alishlah.v15i4.3835>
- Thoyyibah, K. & Alfiasari. (2024). The effect of teacher-student interaction and friendship quality on academic motivation of modern islamic boarding school female students after distance learning. *Journal of Child Family and Consumer Studies*. <https://doi.org/10.29244/jcfcs.3.1.65-74>
- Umatgerieva, L. R., & Dzhabrailova, Z. R. (2024). The Influence of Family Environment on Students' Academic Performance. *Èkonomika i Upravlenie: Problemy Rešeniâ*, 12/11(153), 164–171.
- Umroh, U., El-Yunusi, M. Y. M., & Darmawan, D. (2024). Pengaruh Lingkungan Sekolah, Perhatian Orang Tua dan Kebiasaan Belajar Siswa SMA Negeri 1 Ketapang. *ISLAMIKA: Jurnal Keislaman dan Ilmu Pendidikan*, 6(3), 823-839.

- Wahyuni, S., Azizah, A. N. D., & Septiana, N. Z. (2022). The Effect of Family Social Support and School Climate on Students' Learning Motivation. *Edudeena: Journal of Islamic Religious Education*, 6(2), 102–116.
- Wahyuni, S., Azizah, A., & Septiana, N. Z. (2022). The Effect of Family Social Support and School Climate on Students' Learning Motivation. *Edudeena*, 6(2), 102–116. <https://doi.org/10.30762/ed.v6i2.561>
- Wahyuningsih, S., & Fadillah, M. (2022). The Influence of Learning Environment on Student Achievement of Islamic Religious Education Subjects at Shodiqussalam Vocational School Central Lampung. *Journal of Research in Islamic Education*, 4(2), 71–80. <https://doi.org/10.25217/jrie.v4i1.1776>
- Warin, A. K. (2022). Reconstructing Community Futures Through Non-Formal Education for Participatory and Inclusive Social Advancement. *Journal of Social Science Studies*, 2(1), 183-188.
- Yanti, N., & Masfufah, M. (2025). Pengaruh Motivasi Belajar Terhadap Hasil Belajar Siswa Setingkat Madrasah Tsanawiyah. *Journal of Islamic Elementary Education*, 3(2), 366–378. <https://doi.org/10.32806/islamentary.v3i2.1035>
- Yasinta, D. N., & Ratnaningrum, I. (2024). Harmony at Home and School Makes Them Superior in Learning Natural and Social Sciences. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 8(3), 441–449. <https://doi.org/10.23887/jipp.v8i3.83404>
- Yuda, Y. M., Syahril, S., Susanti, L., & Ningrum, T. A. (2023). The Students Perceptions About School Climate in Public Vocational High Schools IV Jurai District Painan. *Journal of Practice Learning and Educational Development*, 3(3), 315-321.
- Zahid, R. A., Fajar, A. S. M., Fauzi, A., El-Yunusi, M. Y. M., Darmawan, D., & Abror, S. (2025). Upaya Meningkatkan Kesadaran dan Keterampilan Mahasiswa dalam Menghadapi Era Kecerdasan Buatan di Masa Depan. *Jurnal Pengabdian Ibnu Sina*, 4(2), 129-139.
- Zhang, F., & Yang, R. (2025). Parental Expectations and Adolescents' Happiness: The Role of Self-Efficacy and Connectedness. *BMC psychology*, 13(24), 1-13.
- Zheng, H., Xiang, Z., & Yang, W. (2025). How Parental Involvement in Youth Sports Impacts on School Adjustment: A Dual Mediation Pathway Via Sports Interest and Extracurricular Sports Participation. *Frontiers in Public Health*, 13, 1621980.