LEARNING MOTIVATION: ANALYSIS THE INFLUENCE OF FAMILY AND PEER ENVIRONMENT ON ONLINE BUSINESS AND MARKETING STUDENTS

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ABSTRACT

This study aims to examine the influence of family environment and peer environment on the learning motivation of students majoring in Online Business and Marketing (BDP) at SMKN 44 Jakarta. This study uses a quantitative approach. The population consists of all students majoring in Online Business and Marketing (BDP) in the 2023/2024 academic year totaling 174. From this population, a sample of 121 students was taken randomly using the probability proportional random sampling technique. The analysis in this study used SPSS 25 which includes classical assumption analysis, multiple regression, and coefficient of determination. The findings show a positive and significant influence between family environment and learning motivation, a positive and significant influence between peer environment and learning motivation, and a positive and significant influence between family environment, peer environment, and motivation to learn simultaneously.
Keyword: Learning motivation, Family environment, Peer environment

ABSTRAK

Penelitian inibertujuan untuk mengkaji pengaruh lingkungan keluarga dan lingkungan teman sebaya terhadap motivasi belajar siswa jurusan Bisnis Daring dan Pemasaran (BDP) di SMKN 44 Jakarta. Penelitian ini menggunakan pendekatan kuantitatif. Populasi terdiri dari seluruh siswa jurusan Bisnis Daring dan Pemasaran (BDP) tahun akademik 2023/2024 yang berjumlah 174. Dari populasi tersebut diambil sampel sebanyak 121 siswa yang dipilih secara acak dengan menggunakan teknik probability proportional random sampling. Analisis dalam penelitian ini menggunakan SPSS 25 yang meliputi analisis asumsi klasik, regresi berganda, dan koefisien determinasi. Temuan menunjukkan pengaruh positif dan signifikan antara lingkungan keluarga dan motivasi belajar, adanya pengaruh positif dan signifikan antara lingkungan teman sebaya dan motivasi belajar, serta adanya pengaruh positif dan signifikan antara lingkungan keluarga, lingkungan teman sebaya, dan motivasi untuk belajar secara bersamaan.
Kata kunci: Motivasi belajar, Lingkungan keluarga, Lingkungan teman sebaya

INTRODUCTION

The phenomenon of learning loss due to educational disruption during the pandemic has a significant impact on students' interest and motivation to learn (Muzdalifa, 2022; Pratiwi, 2021; Makaria et al., 2022). Data from the 2022 Program for International Student Assessment (PISA) shows a significant decline in the academic achievement of Indonesian students, where

reading literacy scores decreased by 12 points, and mathematics and science scores decreased by 13 points compared to 2018 (Jauhari, 2023). This decline not only indicates a decline in national academic achievement, but also a decrease in students' interest and motivation to learn during the pandemic (Suryani & Megawati, 2022).

The negative impact of learning loss on learning motivation continues until the new normal era. According to Dewi (2023), the habit of using technology during online learning makes students complacent and lose their enthusiasm for learning because they are bored with monotonous learning. In addition, technological habits also trigger students' tendency to like instant and easy things which in turn makes students less active and critical thinking. Therefore, the existence of new habits that emerged after the pandemic made students' motivation to learn decrease (Dwilamiisa et al., 2022).

Learning motivation plays an important role in determining the effectiveness and success or failure of the learning process because motivation has become a source of encouragement to achieve success in learning (Setiawan, 2017). Learning motivation is seen as a driving force in students that can cause activity, continuity, and direction in teaching and learning activities (Ramadhani et al., 2021). High or low learning motivation can determine the high or low level of effort or enthusiasm of students to carry out activities and of course determine the results obtained (Rahman, 2021).

Each student has a different level of motivation to learn because of different backgrounds and drives (Mantahir & Hamsiah, 2019). Based on observations made by researchers in PKM activities at SMKN 44 Jakarta, researchers found that the problem of learning motivation in some students majoring in Online Business and Marketing (BDP) is suspected to be quite low. This can be seen from the behavior of students during the teaching and learning process, where only a few focus on paying attention to the teacher's explanations, while the rest do not pay attention to the teacher such as chatting, using mobile phones secretly, doing homework during studying, tilting their heads on the table as if they are sleeping in class, and lack of attention from other students.

Many factors affect students' motivation to learn, one of which is the environment. Support from the environment makes it easier for students to master the material and determine the direction and goals of learning (Dwiyanti & Ediati, 2020). According to Poondej & Lerdpornkulrat (2019), the way students learn is influenced by their perception of the learning environment. Therefore, researchers identified external environmental factors that affect students' learning motivation based on family environment, school, peers, and society. The results of the pre-study showed that the most dominant environmental factors affected students' learning motivation, namely the family environment by 86.7% and the peer environment by 73.3%. Then followed by the school environment at 27% and the community environment at 6.7%.

The family environment has an important role in children's development, especially in the success of children's learning as students (Rachmah et al., 2019). The family plays the role of a child's first educational institution from birth, where the family environment can shape a child's character, values, habits, and readiness to face life and education (Handayani et al., 2020). Through the family, children receive guidance, guidance, and supervision in the learning process and are even given support and motivation to be more enthusiastic in learning so that they get maximum learning outcomes (Zahro & Navisa, 2022). A good and positive family environment will encourage an increase in children's learning motivation to study harder and achieve maximum learning outcomes (Hidayat & Abdilah, 2019).

Meanwhile, the peer environment has an equally important role in students' motivation to learn, because the peer environment is the second environment after family that can influence students in their adolescence (Desiani, 2020). Student interaction with peers lasts long and intense in the school environment and the environment outside of school, allowing the influence of friends to enter more into students (Hidayat & Abdilah, 2019: Putri et al., 2020). Students pay attention to acceptance from peers and tend to follow what peer groups do (Hidayat & Abdilah, 2019: Elinggrawati et al., 2023). Therefore, the peer environment can affect learning motivation both positively and negatively, depending on the student and his peers (Hartanti, 2023).

Previous research conducted by Ratunguri et al., (2022) has shown that the family environment has a significant impact on the learning motivation of students who attend SDN Inpres Parepei. The findings of the study show that an increase in family environmental conditions of 1 results in an increase in the learning motivation of elementary school students by 0.530 (Ratunguri et al., 2022). In addition, research by Triansari & Widayati (2019) has shown a significant influence of the peer environment on students' motivation to understand the basics of accounting. Departing from these problems, the researcher intends to test the influence of the family and peer environment on the learning motivation of students of the Online Business and Marketing Department at SMKN 44 Jakarta. Therefore, this study aims to examine the influence of family environment and peer environment on the learning motivation of students majoring in Online Business and Marketing (BDP) at SMKN 44 Jakarta.

LITERATURE REVIEW
Learning Motivation

Learning motivation is defined as the meaning, value, and benefits of learning that are interesting for students in carrying out learning activities (Jainiyah et al., 2023). Setiawan (2017) defines learning motivation as an internal or external drive that encourages individuals to strive towards learning goals, especially achieving optimal learning outcomes. Learning motivation is very important in the educational environment because the absence of motivation can make learning activities passive (Ilmiyah & Sumbawati, 2021). Motivation will foster enthusiasm in students, curiosity, and increase active involvement in learning so that students are encouraged to learn more seriously in facing learning challenges (Krismony et al., 2020). Therefore, motivation can be a determinant of the effectiveness of the learning process as well as a determinant of success or failure in learning, because motivation is a source of encouragement to achieve success in learning (Setiawan, 2017).

Family Environment

The family environment is described as a fundamental unit in society consisting of the head of the household and several of its members who live together in a common space, interconnected with the goal of preserving traditions and promoting the holistic development of each family member (Nasution et al., 2023). As the primary and important environment, the family is entrusted with the responsibility of nurturing, caring for, and educating children to ensure their growth and development holistically (Kartika et al., 2021; Wahid et al., 2020). In its capacity as the earliest and primary informal education entity, the family environment contributes significantly in shaping children's character, instilling values, cultivating habits, and preparing them for future life and educational challenges (Ahmad et al., 2021). Through the provision of nurturing, support, guidance, example, and fulfillment of material needs, the family plays an important role in enabling children to develop their capacity for a brighter future (Kartika et al., 2021).

Peer Environment

A peer environment is defined as a place where children or adolescents of almost the same age or maturity level spend time gathering both at school and outside of school (Santi & Khan, 2019). In line with Desiani (2020) defines peers as a social group consisting of individuals of the same age, both children, adults, parents, and the elderly, where the group has similarities in acting, thinking, and dreaming. Intense interaction with friends allows the influence of friends to penetrate deeper into students (Hidayat & Abdilah, 2019). According to Elinggrawati et al., (2023), students who have a desire to be recognized by their peers, tend to follow what their peer group does. Therefore, interactions in this area can produce both positive and negative impacts on a child's development that include behaviors, cognitive patterns, routines, and more.

METHOD

Research on the influence of family environment and peer environment uses a quantitative research methodology that uses a descriptive approach to describe and research the characteristics of student learning motivation. The total population consists of 174 students enrolled in the Online Business and Marketing department at SMKN 44 Jakarta for the 2023/2024 academic year with a research sample of 121 students randomly selected through propotional random sampling techniques. Data collection involves the administration of questionnaires or surveys using the Likert scale ranging from 1 to 5, which have undergone validity and reliability testing. The data analysis for this research employs SPSS 25, incorporating classical assumption analysis aimed at confirming statistical prerequisites such as normality, linearity, multicollinearity, and heteroscedasticity. Multiple regression analysis is conducted to establish the correlation or impact between independent variables (X) and dependent variables (Y). Additionally, determination coefficient analysis is utilized to determine the extent of the contribution or the percentage of influence of independent variables on dependent variables (Prihastuty, 2023).

RESULTS AND DISCUSSION

Normality Results

The normality check was carried out to assess whether the independent and dependent variables showed a normal or abnormal distribution (Sahir, 2021). The findings of normality assessment using Kolmogrov-Smirnov showed a Sig. 0.200. With a Sig. $0.200 > 0.05$, it can be concluded that the independent and dependent variables adhere to the normal distribution.

Linearity Results

Linearity examination is carried out to determine the existence of a linear correlation between different variables (Sahir, 2021). The findings of the linearity assessment showed a Sig. 0.138. With a Sig. $0.138 > 0.05$, it can be concluded that there is a linear relationship between the family environment and the peer environment as well as the learning motivation.

Multicolinierity Results

Multicoloniality checks are carried out to ensure the existence of substantial connections or correlations between independent variables (Sahir, 2021). High-quality data is characterized by the absence of multicollinearity and meets the criteria where the VIF is < 10 and the tolerance value > 0.100. Multicollinearity analysis regarding family environment and peer environment showed tolerance values of $0.735 > 0.100$ and VIF $1.360 < 10$, it can be concluded that there is no multicollinearity in the data.

Heterokedasticity Results

   The heterokedacity examination was carried out to determine whether there was a difference in variance between residues from different observations (Sahir, 2021). High-quality data was characterized by the absence of heteroscedasticity and met the criteria where the significance level > 0.05. The heteroscedasticity analysis using the Speaman rho method on the family environment showed a Sig. 0.653 > 0.05. Meanwhile, the peer environment showed a Sig. 0.505 > 0.05 so that it can be concluded that there is no heteroscedasticity in the data.

Results of Multiple Regression Analysis

        Multiple regression analysis is carried out with the aim of knowing the relationship or influence between two or more independent variables (X) and the dependent variable (Y) (Prihastuty, 2023). The multiple regression results reveal a constant value for learning motivation of 3.145, a regression coefficient of 0.073 for the family environment, and a regression coefficient of 0.063. The positive value of 3.145 indicates that without the influence of the family environment ($X_1=0$) and the peer environment ($X_2=0$), the student's learning motivation is 3.145. On the other hand, the family environment regression coefficient of 0.073 indicates that a one-unit increase in family environment results in an increase in student learning motivation by 0.073. Similarly, the peer environment regression coefficient of 0.063 indicates that a unit increase in the peer environment results in an increase in student learning motivation of 0.063. Thus, it can be concluded that the higher and more positive the role of family and peer environment can show an increase and the more positive student learning motivation.

Results of Data Determination Coefficient Analysis (R^2)

        The coefficient of determination analysis is carried out to evaluate the extent of the contribution value or the percentage of the influence of the independent variable on the dependent variable (Prihastuty, 2023). The coefficient of determination produces an R Square value of 0.381. This indicates that 38% of learning motivation can be influenced by the family and peer environment, while the remaining 62% is influenced by other factors that have not been studied.

Discussion

Family Environment influence the Learning Motivation of Online Business and Marketing at SMKN 44 Jakarta

        The partial regression coefficient value indicated a Sig. 0.036 < 0.05 and a Tcount of 2.126 > Ttable 1,980.27, leading to the rejection of H0 and acceptance of H1. This demonstrates a positive and significant influence between the family environment and students' motivation to learn, confirming the initial hypothesis "There is a positive significance influence of the family environment on students' motivation to learn".

According to Saeful et al. (2021), the family environment is the main educational institution that plays an important role in instilling and teaching good values and attitudes to children. The values obtained from parents of BDP students at SMKN 44 Jakarta such as assertiveness, discipline, and independence will form similar habits and characters in the future, especially in motivating student learning. In addition, the way parents educate students by directing education according to students' interests and talents also affects students' learning motivation. When parents understand and support their interests and talents, students will feel motivated to study harder. The support and encouragement provided by parents can help children develop their abilities for the future.

        The results of this study are supported by relevant research, such as research conducted by Ratunguri et al., (2022) which emphasizes the important role of the family environment in

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shaping students' learning motivation. Additionally, a study by Avandri et al., (2023) underlined the substantial impact of positive family support on students' learning motivation, while Lestari et al., (2019) highlighted the importance of improving the family environment to increase students' learning motivation.

Peer Environment influence the Learning Motivation of Online Business and Marketing Students at SMKN 44 Jakarta

The partial regression coefficient value revealed a Sig. 0.001 < 0.05 and a Tcount of 5.986 > Ttable 1,980.27, leading to the rejection of H0 and acceptance of H1. This shows a positive and significant relationship between peer environment and student learning motivation, thus validating the second hypothesis "There is a positive significance influence of peer environment on student motivation to learn".

According to Santrock in Utomo & Pahlevi (2022), peers play an important role for children as physical supporters, providers of familiarity, and attention in warm and trusting friendships. At SMKN 44 Jakarta, peer support in various forms contributes to increasing students' learning motivation. When students struggle to understand lessons, explanations or guidance from peers make the material easier to understand. Encouragement from diligent and accomplished friends also motivates students to follow in similar footsteps. Also, peer support in school activities can increase students' self-confidence and maintain a positive image of themselves.

The outcomes of this study are reinforced by pertinent research, such as the study by Damayanti et al., (2021), which suggests that increased social interaction among students leads to higher motivation to learn. Moreover, research by Elinggrawati et al., (2023) and Rosa et al., (2023) stresses the significant impact of peer environment on students' learning motivation. Similarly, the study by Triansari & Widayati, (2019) emphasizes the importance of improving the peer environment to increase students' motivation to learn.

The family environment and peer environment influence the learning motivation of online business and marketing students at SMKN 44 Jakarta

The impact of the family environment and peer environment on the learning motivation of online business and marketing students at SMKN 44 Jakarta was analyzed. The assessment of the simultaneous regression coefficient value indicated a significant relationship with a Sig. 0.001 < 0.05 and an Fcount of 36.347 > Ftable of 3.07, leading to the rejection of H0 and acceptance of H1. This shows that there is a positive significance influence between the family environment, peer environment and learning motivation simultaneously, strengthening the validation of the third hypothesis regarding the existence of a positive and significant joint influence between the family environment and peer environment on student learning motivation.

Students' motivation to learn can be influenced by various aspects, including the family and peer environment. In the family sphere, the way parents raise children with a firm, disciplined and independent attitude can build productive learning patterns in children. On the other hand, the home environment of students who lack awareness of the importance of building an ideal home atmosphere for learning can affect children's concentration on learning. In addition, peer support in various forms helps increase students' motivation to learn. However, the lack of acceptance from peers when interacting makes students feel pressured at school so they are less motivated to take part in the learning process. Therefore, the family environment and the environment with peers can affect students' learning motivation.

The results of this study are supported by relevant research, such as the research conducted by Wati & Isroah (2019), which highlights the positive and significant influence of peer environment, family environment, and learning motivation on academic achievement. Therefore, an optimal family and peer environment not only fosters learning motivation but

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also improves students' academic achievement. Furthermore, research by Fadilah & Marjohan (2021) underscores the existence of a strong positive relationship between parental support, peer compatibility, and student learning motivation, leading to an increase in student learning motivation and confidence. Similarly, Yudha (2020) research emphasizes the relationship or significant influence of parental support, peer support, and learning motivation on student learning outcomes. Parental support plays an important role in a child's education, while students' desire to learn is not only shaped by the school environment and peers but is also driven by the desire to acquire knowledge.

CONCLUSION AND RECOMMENDATION
Conclusion

Based on the research process that has been carried out by the researcher starting from data collection, data management, to discussion, the researcher concludes as follows: (a) The results of the initial test hypothesis revealed a positive significance influence between the family environment (X_1) and learning motivation (Y). Increased involvement with the family environment leads to increased learning motivation among students majoring in Online Business and Marketing (BDP) at SMKN 44 Jakarta; (b) The results of the second test hypothesis revealed a positive significance influence between peer environment (X_1) and learning motivation (Y). Increased engagement with the peer environment leads to increased learning motivation among students majoring in Online Business and Marketing (BDP) at SMKN 44 Jakarta; and (c) the results of the third test hypothesis reveal a positive significance influence between family environment (X_1) and peer environment (X_2) and learning motivation (Y). Increased role involvement with the family environment and peer environment leads to an increase in learning motivation among students majoring in Online Business and Marketing (BDP) at SMKN 44 Jakarta.

Recommendation

Recommendations for schools and teachers to implement coaching programs that focus on improving students' learning motivation and social skills in every lesson. In addition, schools can also implement socialization to parents about students' conditions and needs, especially in creating a supportive learning environment at home. And further research is expected to consider adding other variables related to learning motivation in depth.

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