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THE EFFECT OF SELF-EFFICACY, CLASSROOM CIMATE, AND PARENTAL SUPPORT ON STUDENTS' MOTIVATION IN LEARNING ECONOMICS

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ABSTRACT

This study aimed to examine: (1) the effect of self-efficacy on students' motivation in learning economics, (2) the effect of classroom climate on students' motivation in learning economics, (3) the effect of parental support on students' motivation in learning economics, and (4) the effect of self-efficacy, classroom climate, and parental support on students' motivation in learning economics. The research was based on observed phenomena and previous studies related to students' motivation in learning economics. A quantitative descriptive approach was used, with a sample of 242 students selected using the proportionate random sampling technique. Data were collected through questionnaires using a likert scale and analyzed using assumption tests and hypothesis testing, including t-tests and F-tests. The results of the study showed that self-efficacy, classroom climate, and parental support had a positive and significant influence of 91,2% on students' motivation in learning economics. Further analysis using multiple linear regression indicated that each independent variable partially had a significant effect on learning motivation, while simultaneously the three variables contributed substantially to the explained variance in students' motivation. These findings suggest that efforts to enhance students' self-efficacy, create a supportive classroom climate, and strengthen parental involvement are essential to improve students' motivation in learning economics and should be considered in the development of effective educational strategies.

Keywords: *Classroom climate, learning motivation, parental support, self-efficacy*

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INTRODUCTION

Education is one of the fields that contributes to creating skilled and high-quality human resources. The provision of educational services in Indonesia is carried out through three pathways, namely formal, non-formal, and informal education. The government has regulated education systematically and structurally in Law Number 20 of 2003 concerning the National Education System. It is expected that the quality of education will continue to advance and improve. The current condition shows that Indonesia is ranked 67th out of 209 countries in the world, indicating limited improvement in the quality of education (Jamilah et al., 2024).

One of the main challenges in improving the quality of education lies in the variety of problems encountered in classroom learning. Students, with their various characteristics such as intelligence, motivation, interests, and talents, represent a certain diversity in the learning process. Furthermore, external factors such as geographical conditions, culture, and infrastructure also have an impact on the success of learning.

The phenomenon observed in economics learning at one senior high school in Central Java Province shows that students' learning motivation is still far from expectations. In several classes, students had no initiative to search for and read learning materials in advance before the lesson. Specifically, in economics learning, it was found that students were passive and had to wait for instructions from the teacher. Although the teacher had designed the learning process with discussions, students' activeness was still limited to the implementation of the discussion itself; moreover, student conversations were dominated by topics outside the lesson. Thus, the classroom climate condition has not yet supported the optimal improvement of students' motivation in learning economics.

Consistent with this, several previous studies align with the phenomenon observed in economics learning. The majority of students perceive economics as a difficult, boring, or overly calculation-intensive subject, which causes students to behave passively (Herwan & Aryani, 2022; Suciati, 2023; Saputra, 2018). Students' academic achievement in economics remains relatively low, as reported by Titriani (2016), who found that most students were in the low-achievement category. These findings underscore the need to place greater emphasis on enhancing students' motivation to learn economics.

Motivation functions as an internal drive that encourages students to remain active, enthusiastic, and consistent in learning (Rahma et al., 2023; Nurfa et al., 2020). Highly motivated students tend to make greater efforts, overcome obstacles, and focus on mastering subject matter as well as developing independent learning skills (Tho et al., 2024). Conversely, students with low learning motivation exhibit behaviors such as a lack of enthusiasm, frequent boredom, passivity, and even absenteeism (Handayani & Sukari, 2024; Rusniyanti et al., 2021).

Although learning motivation has been widely examined in educational research, its frequent investigation does not reduce its significance. Instead, it confirms motivation as a fundamental and dynamic factor that is highly dependent

on learning context, subject characteristics, and students' social environments. In economics learning, which requires analytical thinking and sustained engagement, motivation plays a crucial role in determining students' participation and persistence. This study focuses on self-efficacy, classroom climate, and parental support because these variables represent key internal and external factors that jointly shape students' learning motivation. Self-efficacy reflects students' beliefs in their academic capabilities, while classroom climate and parental support provide situational and social reinforcement within school and family environments. Examining these variables simultaneously is necessary to obtain a more comprehensive and context-specific understanding of students' motivation in learning economics.

One of the internal factors that shape motivation is self-efficacy (Fitriah & Indrakurniawan, 2025). Self-efficacy refers to students' belief in their ability to complete learning tasks and overcome academic challenges (Kristiyani, 2020; Muhammad, 2024). The indicators of self-efficacy consist of perceived control, competence, persistence, and self-regulated learning (Dullas, 2018). These four indicators are predicted to influence students' learning motivation. Students who are persistent and possess self-control are expected to have a positive influence on their learning motivation.

In addition, there are external factors that shape learning motivation, namely classroom climate and parental support (Nofrialdi, 2022). Classroom climate also plays a role in creating a supportive and positive classroom atmosphere that can foster students' comfort and participation (Juniardi & Rizqa, 2024; Qiu, 2022).The indicators of classroom climate consist of cohesive, supportive, participative, planned, and fair (Wang et al., 2020). A supportive classroom climate is predicted to shape students' motivation in learning.

Another external factor is parental support, such as motivating students through care, communication, and involvement in their educational process (Elahi et al., 2022). Parental support consists of communication/messages, help/modelling, the kind of structure on children's activities, and the relationship with teachers/school (Tapia et al., 2013). A good parental relationship, such as effective communication and exemplary behavior, is predicted to contribute to students' learning motivation.

These three factors are believed to work synergistically in influencing students' learning motivation. Several studies have reported a significant influence of self-efficacy, classroom climate, and parental support on students' learning motivation (Hasanah et al., 2019; Kamala & Ulfah, 2024; Qodriyana et al., 2024). Other research, however, has reported minimal or even non-significant effects of self-efficacy on motivation.

Based on the observed phenomena and several previous studies, there appears to be a gap and an opportunity to further explore the effect of self-efficacy, classroom climate, and parental support on students' motivation in learning economics. The novelty of this research lies in its specific focus on examining these three variables

simultaneously in the context of economics learning, which has rarely been conducted. This study aimed to determine: (1) the effect of self-efficacy on students' motivation in learning economics; (2) the effect of classroom climate on students' motivation in learning economics; (3) the effect of parental support on students' motivation in learning economics; and (4) the effect of self-efficacy, classroom climate, and parental support on students' motivation in learning economics. By providing a more comprehensive understanding of the factors that effect learning motivation, this study is expected to contribute to teachers, schools, and parents in designing more effective learning strategies so that students become more motivated and achieve better learning outcomes.

RESEARCH METHOD

This study is categorized as descriptive quantitative research. The population comprised 612 students who participated in economics learning at a senior high school in Central Java. A total of 242 students were selected as the sample using the proportionate random sampling technique.

Data collection for the variables of self-efficacy, classroom climate, parental support, and learning motivation was conducted using questionnaires adapted from previous studies. The self-efficacy variable replicated the questionnaire from Dullas (2018). The classroom climate variable referred to the questionnaire from Wang et al. (2020). Parental support replicated the questionnaire from Tapia (2013). Students' learning motivation referred to the questionnaire from Gusmanida et al., 2024).

All questionnaire items were validated using the Pearson Product Moment Correlation Test and assessed for reliability using Cronbach's Alpha. For data analysis, this study applied assumption tests and hypothesis testing. The assumption tests consisted of normality, linearity, multicollinearity, and heteroscedasticity tests. The hypothesis testing consisted of multiple linear regression analysis, t-test, F-test, and the coefficient of determination test.

RESULTS AND DISCUSSION

RESULTS

Instrument Validity and Reliability Test

The validity test was conducted on 30 respondents at a 5% significance level, yielding an r-table value of 0,361. The analysis results indicated that all items measuring self-efficacy, classroom climate, parental support, and learning motivation variables had *r*-calculated values exceeding the *r*-table value. Therefore, all items for each variable were considered valid and suitable for use as data collection instruments in this study.

The reliability test was carried out using Cronbach's Alpha to assess the internal consistency of the research instruments. An instrument is considered reliable if the Cronbach's Alpha coefficient is greater than or equal to 0,60. The reliability test results are presented in Table 1.

Table 1.
Result Reliability Test

Variables	Cronbach's Alpha	Results
Self-Efficacy	0,863	Reliable
Classroom Climate	0,928	Reliable
Parental Support	0,900	Reliable
Learning Motivation	0,910	Reliable

Source: Processed Primary Data (2025)

Assumption Testing – Normality Test

The normality test using the Kolmogorov–Smirnov test with the Monte Carlo method (Table 2) produced a Monte Carlo Sig. (2-tailed) value of 0,072, which is greater than 0,05, indicating that the residuals are normally distributed and that the data meet the assumptions required for subsequent regression analysis.

Table 2.
Result Normality Test

One-Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual
N	242
Test Statistic	0,082
Monte Carlo Sig. (2-tailed)	0,072

Source: Processed Primary Data (2025)

Assumption Testing – Linearity Test

The results of the linearity test are presented in Table 3. The significance value for linearity was less than 0,05 for all variables, indicating a linear relationship between the independent and dependent variables. Based on Table 3, it can be concluded that the data meet the linearity assumption and are suitable for further analysis.

Table 3.
Result Linearity Test

Variables	Sig. Linearity	Results
Learning Motivation* Self-Efficacy	0,000	Linear
Learning Motivation* Classroom Climate	0,000	Linear
Learning Motivation* Parental Support	0,000	Linear

Source: Processed Primary Data (2025)

Assumption Testing–Multicollinearity Test

The results of the multicollinearity test are presented in Table 4. Tolerance values > 0,1 and VIF values < 10 for all variables indicate the absence of

multicollinearity in the regression model, thereby confirming that the data meet this assumption.

Table 4.
Result Multicollinearity Test

Variables	Tolerance	VIF
Self-Efficacy	0,289	3,460
Classroom Climate	0,249	4,009
Parental Support	0,513	1,948

Source: Processed Primary Data (2025)

Assumption Testing–Heteroscedasticity Test

The results of the heteroscedasticity test using Spearman's rho are presented in Table 5. Sig. (2-tailed) values > 0,05 for all variables indicate the absence of heteroscedasticity, thus confirming that the residuals meet this assumption.

Table 5.
Result Heteroscedasticity Test

Variables	Sig. (2-tailed)
Self-Efficacy	0,709
Classroom Climate	0,804
Parental Support	0,861

Source: Processed Primary Data (2025)

Hypothesis Testing – Multiple Linear Regression Analysis

This study examined the simultaneous effects of self-efficacy, classroom climate, and parental support on students' learning motivation using multiple linear regression. Based on the results presented in Table 6, it can be concluded that all three independent variables exert a positive influence on learning motivation, as reflected in the following regression equation:

$$Y = 0{,}003 + 0{,}299X_1 + 0{,}584X_2 + 0{,}135X_3$$

1. The self-efficacy coefficient of 0,299 indicates that for every one-unit increase in self-efficacy, students' learning motivation increases by 0,299, assuming other variables remain constant. This finding suggests that students' confidence in their own abilities plays an important role in strengthening their motivation to learn economics.
2. The classroom climate coefficient of 0,584 implies that a one-unit improvement in classroom climate results in a 0,584 increase in students' learning motivation. This highlights how a supportive, fair, and well-structured classroom environment can significantly enhance students' willingness to engage in learning activities.
3. The parental support coefficient of 0,135 shows that a one-unit increase in parental support contributes to a 0,135 increase in students' learning

motivation. This underscores the positive role of family involvement and encouragement in shaping students' motivation.

Table 6.
Result of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients Beta
	B	Std. Error	
Constant	0,003	0,068	
Self-Efficacy	0,299	0,036	298
Classroom Climate	0,584	0,040	0,562
Parental Support	0,135	0,021	0,171

Source: Processed Primary Data (2025)

Hypothesis Testing – t-Test

The t-test is used to determine the partial effect of each independent variable on the dependent variable. The decision rule for the t-test is if the t-count value > t-table value and the significance (Sig.) value < 0,05, then H_0 is rejected and H_1 is accepted. The results of the t-test in this study are presented in the following table.

Table 7.
Result of t-Test

Variables	t	Sig.
Self-Efficacy	8,298	0,000
Classroom Climate	14,558	0,000
Parental Support	6,339	0,000

Source: Processed Primary Data (2025)

Given that the t-table value is 1,651, the t-test results based on Table 7 are as follows:

1. The self-efficacy variable has a t-count value of 8,298 > t-table value of 1,651 with a significance (Sig.) of 0,000 < 0,05. Therefore, it can be concluded that H_1 is accepted, meaning that self-efficacy has a positive and significant effect on students' learning motivation.
2. The classroom climate variable has a t-count value of 14,558 > t-table value of 1,651 with a significance (Sig.) of 0,000 < 0,05. Thus, it can be concluded that H_2 is accepted, indicating that classroom climate has a positive and significant effect on students' learning motivation.
3. The parental support variable has a t-count value of 6,339 > t-table value of 1,651 with a significance (Sig.) of 0,000 < 0,05. Therefore, it can be concluded that H_3 is accepted, meaning that parental support has a positive and significant effect on students' learning motivation.

Hypothesis Testing – F-Test

The F-test aims to determine whether the independent variables simultaneously influence the dependent variable. If the F-count value is greater than

the F-table value and the significance level is less than 0,05, the hypothesis is accepted. The results of the F-test are presented in the following table.

Table 8.
Result of F-Test

F-count	F-table	Sig.	Alpha
817,200	2,64	0,000	0,05

Source: Processed Primary Data (2025)

Based on the data in Table 8, the F-test results show that the F-count value (817,200) is greater than the F-table value (2,64), and the significance value (0,000) < 0,05. Therefore, it can be concluded that H_4 is accepted, meaning that self-efficacy, classroom climate, and parental support simultaneously have a positive and significant effect on students' learning motivation.

Hypothesis Testing – Coefficient of Determination Test

The coefficient of determination test is used to determine how much of the variation in learning motivation can be explained by the independent variables. Table 9 shows an R-Square value of 0,912, indicating that 91,2% of the variation in learning motivation can be explained by self-efficacy, classroom climate, and parental support, while the remaining 8,8% is influenced by other factors outside the model.

Table 9.
Result of Coefficient of Determination Test

Model	R	R-Square
1	0,955	0,912

Source: Processed Primary Data (2025)

DISCUSSION

The Effect of Self-Efficacy on Students' Learning Motivation in Economics

The results of this study indicate that self-efficacy has a positive and significant effect on students' learning motivation in economics. The regression coefficient (0,299) shows that each one-unit increase in self-efficacy increases students' learning motivation by 0,299, assuming other variables remain constant. This is statistically supported by the t-value (8,298 > 1,651) and the significance level (p = 0,000 < 0,05).

These findings are consistent with Maslow's hierarchy of needs theory, particularly at the esteem level, which emphasizes the importance of self-confidence and recognition. When students feel capable, they tend to be more proactive, persistent in facing challenges, and exert greater effort in learning. High self-efficacy also fosters resilience and a positive learning orientation, which is particularly important in subjects such as economics that require analytical thinking.

Similar results have been reported in previous studies. For example, Aryanti & Muhsin (2020) reported that students with higher self-efficacy possess stronger

intrinsic motivation. Yu et al., (2022) also found that students with high emotional self-efficacy demonstrate better motivation and self-regulation in academic contexts. Meanwhile, Sucitno et al., (2020) confirmed a significant relationship between self-efficacy and learning motivation among high school students.

These findings support the current study. Students who perceive themselves as competent tend to ask more questions, complete tasks on time, and set clear learning goals. In contrast, students with lower self-efficacy often appear hesitant and give up easily when facing difficult material. This study underscores the role of perceived control, competence, persistence, and self-regulated learning in shaping students' learning motivation in economics.

The Effect of Classroom Climate on Students' Learning Motivation in Economics

This study also indicates that classroom climate has a positive and significant effect on students' learning motivation. The regression coefficient of 0,584 shows that a one-unit increase in classroom climate increases learning motivation by 0,584, assuming other variables remain constant. This finding is supported by the t-value (14,558 > 1,651) and the significance level (p = 0,000 < 0,05).

A conducive classroom environment fulfills students' social needs, as described in Maslow's theory. Supportive relationships between teachers and students, collaborative peer interactions, and a fair and well-structured classroom atmosphere foster a sense of belonging and psychological safety, which encourages students to be more actively engaged in learning. In such an environment, students are more motivated to participate, ask questions, and overcome learning challenges.

These conclusions are consistent with previous studies. Wang et al. (2020) emphasized that an inclusive and structured classroom climate enhances student learning motivation. Yu et al., (2022) reported similar findings among business students, highlighting the importance of teacher support and peer collaboration. Vosoogh et al. (2021) demonstrated a significant relationship between classroom climate and motivation among high school students, while Sari et al. (2018) found that students in more supportive classrooms exhibited higher motivation to learn economics.

Students reported higher motivation when the classroom atmosphere felt supportive, organized, and participatory. Indicators such as a sense of togetherness, fairness, structured lesson planning, and active student participation contribute to a learning environment that fosters confidence.

The Effect of Parental Support on Students' Learning Motivation in Economics

Parental support is also shown to have a positive and significant effect on students' learning motivation. The regression coefficient (0,135) indicates that a one-unit increase in parental support increases learning motivation by 0,135, assuming other variables remain constant. This relationship is statistically supported by the t-value (6,339 > 1,651) and the significance level (p = 0,000 < 0,05).

Parental involvement fulfills students' emotional security needs (Maslow), providing encouragement, supervision, and assistance that strengthen their confidence and persistence. Students who feel supported by their parents generally appreciate the importance of learning and are motivated to achieve better outcomes.

Previous studies also support this conclusion. Kong & Wang (2021) found that parental support enhances students' motivation and involvement in learning. (Widayati et al. (2022) showed that parental involvement increases motivation among elementary school students, while Baehaqi et al. (2023) also found a positive relationship between supportive parental behavior and academic motivation among high school students.

Field data from this study indicate that students whose parents actively discuss lessons, assist with assignments, or establish structured study schedules are more disciplined and enthusiastic in participating in economics classes. In contrast, students who receive insufficient support often appear less enthusiastic and less confident. Key observed factors include communication, parental role modeling, setting study routines, and cooperation with teachers.

The Effect of Self-Efficacy, Classroom Climate, and Parental Support on Students' Learning Motivation in Economics

This study indicates that self-efficacy, classroom climate, and parental support simultaneously have a positive and significant on students' learning motivation in economics at SMA Negeri 1 Banyudono. The F-test results (F = 817,200 > F-table = 2,64; Sig. = 0,000 < 0,05) support this conclusion, indicating that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_4) is accepted. Furthermore, the R-Square value of 0,912 shows that 91,2% of the variation in students' motivation is explained by the combination of these three factors, while the remaining 8,8% is influenced by other aspects outside this study, such as teacher creativity, students' personal interests, school environment, and available learning facilities (Pantow et al., 2021).

These findings align with Maslow's hierarchy of needs (1943). Self-efficacy relates to the esteem need, where students seek to feel competent and recognized. A positive classroom climate fulfills social belonging needs, as students feel supported and part of the learning community. Parental support addresses the need for emotional security by providing guidance, encouragement, and a safe learning environment at home. Together, these three factors create a strong foundation that encourages students to remain motivated and engaged in their learning.

Learning motivation itself does not emerge instantly but is shaped by a combination of internal and external factors. The synergy between self-efficacy, classroom climate, and parental support helps students stay persistent and enthusiastic, even when facing challenges in subjects such as economics, which require deep conceptual understanding. Field data indicate that students who are confident in their abilities, supported by peers and teachers, and consistently encouraged by their parents are generally more active, disciplined, and motivated.

In contrast, students who lack such support tend to be less engaged, easily distracted, and less confident in mastering the material.

Ultimately, these results highlight the importance of effective collaboration among schools, teachers, and parents/families in creating a supportive academic environment. By simultaneously fulfilling students' psychological and social needs, educators and parents can enhance students' motivation to learn economics, which in turn leads to better academic outcomes and greater learning resilience.

CONCLUSION

This study concludes that self-efficacy, classroom climate, and parental support have a positive and significant effect on students' learning motivation in economics, both individually and collectively. These findings indicate that students' confidence in their abilities, a supportive and fair classroom environment, and consistent parental involvement play an essential role in fostering active engagement and persistence in learning economics. The results emphasize that learning motivation is not solely shaped by students' internal beliefs, but is also strongly influenced by social and environmental factors within both school and family contexts. By integrating internal and external determinants of motivation, this study provides a more comprehensive understanding of how psychological and social support interact to influence students' learning behavior. The findings offer practical implications for teachers, schools, and parents in designing learning strategies and support systems that can effectively enhance students' motivation and improve learning outcomes in economics.

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