

The Role of Family and Environment in Cultivating a Love of Learning in Early Childhood

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Abstract:

This study aims to analyze the role of the environment and family simultaneously on early childhood learning motivation. The approach used in this study is qualitative with the case study method in kindergarten. Data were collected through in-depth interviews, observations, and documentation with research subjects consisting of early childhood and parents. Data analysis is carried out with the stages of data reduction, data presentation, and data verification. The results show that a regular and comfortable physical environment, as well as positive social interactions, contribute greatly to increasing early childhood learning motivation. In addition, family support, both emotional and practical, greatly influences the child's internal drive to learn. Parents who are actively involved in assisting their children's learning create a sense of security that supports children to be more focused and confident. Fun and game-based learning strategies are also effective in increasing children's motivation to learn. The implications of this study show that collaboration between a conducive environment and a supportive family is very important in building children's motivation to learn. These findings provide insights for educational institutions and families to create a holistic and enjoyable learning atmosphere.

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INTRODUCTION

Environment and family are two of the main factors that influence early childhood learning motivation (Choi & Cho, 2020). A supportive environment and positive parenting style are expected to increase children's motivation to learn to the maximum. However, the reality shows that there is a gap between theory and practice. In some PAUDs, especially in rural areas, the learning environment is often inadequate due to limited facilities and less interactive learning methods. This is due to economic problems, unequal distribution of educational resources, and lack of training for teachers (Li, 2023; Xu, 2022). As a result, children from less supportive environments



tend to have lower motivation to learn compared to children from better families and environments. This gap is an important issue because early childhood is a crucial period for a child's cognitive and emotional development (Rafiyya et al., 2024). Therefore, it is important to research more deeply the influence of the environment and family on early childhood learning motivation so that improvement strategies can be found.

Various previous studies have emphasized the importance of environmental and family influences on early childhood development (Nīmante, 2023; Spinelli et al., 2021). Family and school, play an important role in shaping children's motivation. Children who grow up in families with positive parenting have higher learning motivation (Atma et al., 2021). However, these studies are still limited to cases in specific regions and do not discuss in depth how environmental and family factors may interact with each other in shaping learning motivation. Through a more holistic approach, this research is expected to provide deeper insights, especially in the context of early childhood in resource-limited areas.

This study explains the novelty in analyzing two important factors, namely the environment and family, to understand how both affect children's learning motivation at the same time. Many previous studies have only focused on one of these factors separately. This study highlights the differences in the influence of these factors in various socioeconomic contexts, including in rural areas with limited access to education. This novelty is important to provide a broader and deeper understanding of how these factors work interactively. With this approach, this research is expected to be a reference for the development of more inclusive and effective educational policies and practices.

This study aims to answer the question of how the environment and family simultaneously influence early childhood learning motivation. Based on the theory and preliminary findings, this study argues that a stimulating environment and supportive family parenting have a significant impact on children's learning motivation (Ji, 2024; Shengyao et al., 2024; Werang et al., 2024). An interactive, safe, and stimulation-rich learning environment can encourage children to be more active in exploring (Karlidag, 2021; Mundiri & Hamimah, 2022). In addition, attentive parenting and emotional support from family also play an important role in shaping learning motivation (Shen et al., 2024; Syakhrani & Aslan, 2024; Werang et al., 2024). The interaction between these two factors is believed to have an overall positive impact on the development of children's motivation. Therefore, this study will examine the interactive relationship between the environment and the family to strengthen the argument and provide a basis for more effective interventions.

RESEARCH METHOD

This research was conducted at Al Hidayah Sawentar 04 Kindergarten, Blitar Regency, which is the main analysis unit in understanding the influence of environment and family on early childhood learning motivation. The environment in question includes the physical condition of the school, the learning space at home, and the social interaction around the child. Family, as the main factor in this study, focused on parenting, emotional support, and parental involvement in children's learning activities.

This study observes how various activities, such as game-based learning at school, time with family at home, and support facilities such as educational tools, affect children's motivation to learn.

This study uses a qualitative approach with a case study method. This approach was chosen because the research aims to understand in depth how the environment and families influence early childhood learning motivation in specific contexts. The data analysis procedure for data analysis is carried out through three stages of data reduction, sorting, and selecting important data from the results of observation, interviews, and documentation. Data display arranges data in the form of matrices, narratives, or diagrams to facilitate interpretation. Verification and drawing of conclusions draw conclusions based on patterns and findings that emerge from the data. The analysis method used is interpretive analysis to understand the pattern of children's learning motivation from the results of interviews and observations. Content analysis to analyze supporting documents related to the learning program. Credibility data triangulation compares data results from observations, interviews, and documentation to ensure validity. Member check confirms the results of interviews with respondents to verify the accuracy of the data. Peer debriefing involves research colleagues to discuss and validate research findings.

The results show that a comfortable school environment, positive social interaction, and active family support have a significant influence on children's motivation to learn. Parental involvement, such as accompanying learning at home, providing appreciation for children's achievements, and providing time to play together, directly increases children's confidence and enthusiasm for learning.

RESULT AND DISCUSSION

Result

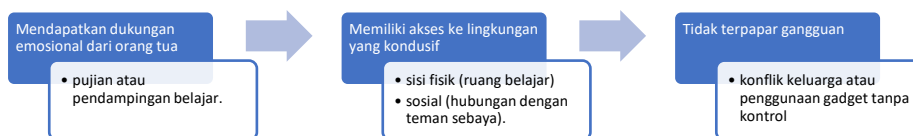
The Influence of the Environment on Learning Motivation

The community and family environment play an important role in early childhood learning motivation. Some of the keys to the influence of environmental factors consist of the physical condition of the study space that is comfortable, neat, and free from distractions can increase children's concentration. Social Interaction helps children feel more motivated to learn. The creation of good interaction can stimulate children's curiosity and collaboration in learning activities. The Educational Facilities are Access to find book sources, educational game tools as needed, and technology that can enrich the learning experience. The existence of Family Influence is also an important factor in fostering children's learning motivation consisting of Parenting Style Parenting approach by providing praise and encouragement can increase confidence in children. Emotional support from the family can help children feel safe and valued, parental involvement in reading activities together or help with homework, and provide an understanding of the importance of education for them.

Based on the results of the first interview with Vivi, "*Children who are in a supportive environment, such as a home that provides shared learning time or a school with appropriate facilities, seem to be more active and motivated in learning activities in the classroom.*" (W.VI/2024).

The results of the observation showed that children who lived in a conducive home environment with the support of positive interaction from family members showed a more enthusiastic attitude to learning. In the classroom, children tend to actively ask questions, pay attention to the teacher's directions, and complete tasks faster than children from less supportive environments, such as homes with family conflicts or lack of parental attention. In addition, children who have a special learning room at home also seem more focused than children who often study in crowded spaces.

Data from interviews and observations show that a supportive social environment, both from peers and interaction with family, affects the level of motivation for early childhood learning. The presence of actively involved parents provides a significant emotional boost, while a conducive physical environment such as a quiet study space also contributes to increasing the child's attention to learning tasks. Patterns that indicate that early childhood tends to be more motivated to learn



The results show that a regular and comfortable physical environment, as well as positive social interactions, contribute significantly to building early childhood learning motivation. The presence of parents who actively accompany children's learning and provide emotional support creates a sense of security that encourages children to be more focused and enthusiastic in learning. Meanwhile, educational facilities such as educational game tools and appropriate technology add to the variety and richness of children's learning experience. This pattern underscores the importance of a supportive holistic environment in maximizing children's learning potential.

The Influence of Family on Learning Motivation

The family is the first and foremost environment that affects a child's development, including his or her learning motivation. In this context, family influence includes parenting, attention, parental involvement in learning activities, as well as emotional support provided. Learning motivation is defined as the motivation that makes early childhood active and enthusiastic in participating in learning activities, both at home and at school. Positive family interactions are believed to give children confidence and

enthusiasm for learning.

From the results of the interview with Vivi, children who get attention and support from parents at home, such as being involved in learning activities together, look more confident and actively ask questions in class. They also find it easier to understand the material being taught. I always make time to accompany my child to study at home, either by reading books together or helping with schoolwork. This makes my child more enthusiastic about learning because he feels accompanied and appreciated. (W.V/2024)

Children whose parents pay direct attention to the learning process show higher levels of enthusiasm in the classroom. They tend to be more courageous to ask questions and show pride in the task they have completed. Children who often receive verbal support from their parents, such as praise or appreciation, also appear more confident. On the other hand, children who are often left to learn alone or do not receive special attention from their families tend to be less focused and easily lose interest in learning activities.

The results of the study show that family support and involvement are very important in shaping early childhood learning motivation. Children who receive attention, both emotionally and practically, from the family have a stronger internal drive to learn. This can be seen in their courage to explore new things and a higher sense of confidence. Based on the above data, the pattern appears as follows



keterlibatan orangtua secara langsung	pujian dan penghargaan dari keluarga	kurangnya perhatian dari keluarga
<ul style="list-style-type: none"> • mendampingi belajar dan komunikasi dengan guru • berperan dalam meningkatkan motivasi belajar anak 	<ul style="list-style-type: none"> • memberikan rasa percaya diri pada anak. • meningkatkan antusiasme anak dalam belajar 	<ul style="list-style-type: none"> • kesibukan atau ketidakpedulian • berdampak pada rendahnya motivasi belajar anak.

Strategies to Increase Early Childhood Learning Motivation

Strategies to increase early childhood learning motivation are approaches or methods used by parents, educators, or the surrounding environment to encourage children's interest and enthusiasm for learning. This strategy includes various forms of emotional support, fun teaching techniques, rewarding, and the creation of a conducive learning environment. Learning motivation to actively participate in learning activities here refers to the internal or external motivation that spurs the child to both at home and at school.

The results of my first interview with Vivi stated that we often use the learning while playing method to increase children's motivation. For example, using songs, educational games, or colorful props. Children look more enthusiastic in this way. (W.V/2024). My second interview with Santi revealed, I give small rewards such as

stickers or compliments every time my son completes his task. He became more enthusiastic and continued to try to complete other tasks. (W.S/2024)

The results of observations show that children who learn through the play method tend to be more focused and active in learning activities. When teachers use visual aids such as pictures or interactive games, children look enthusiastic about following directions and trying to solve the challenges given. In addition, children who receive small rewards from parents, such as verbal praise or simple gifts, look more confident and show more initiative to learn without being asked.

The results show that fun and actively engaging learning strategies, such as play-based learning or positive rewards, are effective in increasing early childhood learning motivation. Children are more motivated when they feel the learning process is interesting and get appreciation for the effort made. From the data obtained, the following pattern was created,



Metode belajar yang menyenangkan

- belajar sambil bermain atau penggunaan alat peraga kreatif,
- membantu anak usia dini merasa lebih tertarik terhadap materi belajar.

Penghargaan positif

- bentuk verbal (pujian) maupun material (stiker, hadiah kecil)
- memberikan dorongan tambahan bagi anak untuk lebih semangat belajar.

Keterlibatan aktif dari guru dan orang tua

- menciptakan suasana belajar yang kondusif untuk meningkatkan antusiasme anak.

Discussion

Diverse opinions from educators show that the implementation of effective strategies to build motivation for early childhood learning still faces challenges. Some educators may support a holistic environment-based approach and fun learning strategies because they have been shown to be effective in increasing children's motivation and participation (Abroto et al., 2022). However, others may find this approach difficult to apply consistently, especially in schools with limited resources or support from families. The implication is the need for training and mentoring for educators to understand and apply this approach optimally. This difference arises due to differences in experience, educational background, and access to resources among educators. Teachers who have experience and adequate educational facility support are more likely to support this holistic strategy. Conversely, educators in less supportive

areas may find these strategies difficult to realize. This correlation suggests that the success of this approach requires synergy between schools, families, and communities. Protests from the community against certain learning strategies or parenting styles can hinder the implementation of the approaches suggested in the study (Li, 2023). For example, there is a possibility that people reject the game-based learning method because it is considered too relaxed or does not emphasize discipline enough. This rejection can create dysfunction in the synergy between home and school, so that children's motivation to learn does not develop optimally. This rejection is usually due to a lack of public understanding of the importance of a flexible and fun approach in building motivation for early childhood learning (Atma et al., 2021).

Strong cultural and traditional factors can also influence people's perception of certain parenting styles and learning strategies. This emphasizes the importance of good communication and education to the public about the benefits of these approaches, so that they can be widely accepted and applied (Ndani & Kimani, 2010). Variations in academic outcomes suggest that environmental strategies and support do not provide uniform outcomes for all children. Some children may show significant improvements in motivation and learning outcomes, while others do not show the same changes despite being in the same environment. The implication is that this approach needs to be tailored to the individual needs and characteristics of the child to ensure success (Syakhrani & Aslan, 2024). This variation occurs due to many factors that affect children's motivation and learning outcomes, such as differences in abilities, learning styles, and family support. In addition, intrinsic factors such as children's temperament and interests also play a large role (Hardika et al., 2018). This correlation shows that although the environment and learning strategies are important, an individualized approach is still needed to maximize the potential of each child (Karlidag, 2021; Rahimah & Koto, 2022).

CONCLUSION

The environment and family play a central role in shaping early childhood learning motivation. A comfortable physical environment, positive social interactions, and emotional support from families make a significant contribution to encouraging a child's enthusiasm and enthusiasm for learning. Strategies that involve collaboration between family, school, and community can strengthen children's motivation to learn. An important lesson learned is the need for a holistic approach that integrates environmental and family factors to create motivated and independent children. The results of this study provide a new contribution to the scientific perspective, especially in the study of early childhood learning motivation. This study highlights the importance of a combination of physical environmental support, social interaction, and relevant family parenting in building learning motivation. These findings update previous views that tended to focus on only one aspect, such as the child's internal factors, without considering the synergistic role between external and internal factors.

The limitations of this study lie in the specific scope of cases, which are limited to several locations with certain cultural characteristics. This study also did not accommodate the wider variation in children's age, gender, and differences in

environmental conditions in various regions. In addition, the methods used are more qualitative, so the results tend to provide an in-depth picture but are not statistically comprehensive. Therefore, further research with a broader approach, such as quantitative survey methods is needed to reach greater variations in gender, age, and environmental conditions. This research also needs to pay attention to urban and rural areas to see how the environmental context affects children's learning motivation differently. With a more comprehensive picture, the results of the research can be used as a basis for making more effective and targeted education policies, both at the local and national levels. These findings provide the basis for the development of family- and community-based education models that can be applied in a variety of cultural and social contexts, strengthening a more inclusive and holistic education system.

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