

Students' Perceptions of the Role of Parental Support in Increasing Interest in Learning Social Science at State Junior High School 10 Palu

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ABSTRACT

This study aims to determine students' perceptions of the role of parental support on learning interest in social studies at SMP Negeri 10 Palu. To determine the influence of what form of parental support is perceived by students on learning interest in social studies at SMP Negeri 10 Palu. This population consists of all 5 classes of class VIII. Sampling using purposive sampling technique. Data collection techniques use interview and documentation processes. Based on the results of the study, the most influential form of maternal support on students' learning interest at SMP Negeri 10 Palu includes emotional support, motivational support, learning facilities, and loving supervision. Each form of support has a different impact, but all contribute to fostering learning interest. This support creates a pleasant learning atmosphere and makes children feel appreciated.

Keywords: Student Perception, Parental Support, And Increasing Interest In Learning.

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INTRODUCTION

Education has always been a key factor in shaping the quality of human resources and the character of the next generation. Every nation places great emphasis on this area because educational success determines a nation's competitiveness and progress. Student success in education is influenced not only by the quality of teaching in schools but also by the family environment. In this regard, parental support plays a crucial role because it can foster children's motivation and readiness to learn, including in Social Studies (IPS) subjects, which require conceptual understanding and the ability to relate knowledge to everyday life. (Rahiman & Kodikal, 2024)

Education itself is understood as a conscious and planned effort to develop students' potential, both physical and spiritual, so they can live independently (Mu'allimah Rodhiyana, 2024:102). The family, as the primary educational environment, plays a significant role in shaping a child's personality. Parents who are present in their child's educational process strive to provide attention, guidance, and adequate learning facilities.

This support not only fosters a passion for learning but also serves as a foundation for achieving better performance (Sahara, 2018).

In line with this, according to Slameto (2010:2), learning is a process of behavioral change through experience and interaction with the environment. This change is often reflected in student learning outcomes evaluated by teachers, as also emphasized by Sulastri et al. (2010:3) who stated that learning outcomes are a manifestation of the interaction between the teaching and learning processes. However, these outcomes do not stand alone because they are influenced by both internal and external factors. Among external factors, family support, especially from parents, is often the determining factor that differentiates students with stable achievement from those who tend to experience difficulties.

The crucial role of parents is also emphasized in national education policy. Government Regulation No. 4 of 2022 concerning National Education Standards and Minister of Education and Culture Regulation No. 30 of 2017 concerning Family Involvement in Education Provision emphasize the obligation of parents to be actively involved in their children's education. However, practice shows that this involvement is not always optimal. Busy schedules, limited literacy, and economic pressures make some parents less present to accompany their children's learning at home. This situation then impacts students' motivation, independence, and uneven academic achievement.

In this context, SMP Negeri 10 Palu is an interesting school to study. This school accommodates students from diverse socioeconomic backgrounds, reflecting the real conditions of the community. In the eighth grade, for example, there is a clear difference between students who receive intensive support from their families and those who study without parental guidance. This situation illustrates that family support is not merely an additional factor but a key factor in academic success, particularly in social studies, which requires encouragement for critical and active thinking.

Initial observations revealed significant differences between students who received support and those who did not. Students without support tended to be less motivated, often procrastinated, and experienced fluctuating learning outcomes. Meanwhile, students with parental support demonstrated a higher enthusiasm for learning, were actively engaged in class, and demonstrated relatively stable achievement. To understand this phenomenon more deeply, the study employed a qualitative approach. Data collection techniques included in-depth interviews with students and parents, observations of learning activities, and a review of school documents. This approach enabled researchers to capture the experiences, meanings, and dynamics of parental involvement in their children's learning process.

Based on the above description, SMP Negeri 10 Palu was chosen as the research location due to the diverse conditions of its students, the school's openness to research, and easy access for researchers. This school also represents the socioeconomic reality of lower-middle class communities that are relevant to the issue of family support in education. Therefore, the research title "The Impact of Parental Support on Student Learning Process in Social Studies Subjects at SMP Negeri 10 Palu" was formulated to

describe the phenomena that actually occur in the field and is expected to provide theoretical and practical contributions to strengthening the synergy between schools and families.

METHOD

Research Design

This study employed a qualitative approach with a descriptive approach. A qualitative approach is used to understand phenomena in depth through detailed descriptions of situations, events, and participants' experiences (Waruwu, 2023). Qualitative descriptive research aims to depict social phenomena as they exist and analyze the meanings emerging from the data based on the researcher's interpretations (Nursanjaya, 2021; Siahaan et al., 2024). This approach is suitable for comprehensively exploring the dynamics of parental support for students' learning and its impact on social studies learning.

Location and Time of Research

The research was conducted at SMP Negeri 10 Palu , located at Jl. Cumi-cumi No. 40, Lere, West Palu District, Palu City, Central Sulawesi. This location was chosen because it was relevant to the research topic, had adequate subjects, and provided the necessary access and support for data collection. The research was conducted in the even semester of the 2024/2025 academic year , namely July–September 2025.

Research Subjects

Subject selection used **purposive sampling** , which is the deliberate selection of informants based on specific criteria to obtain relevant and in-depth data (Faisal, 2021). The primary informants consisted of **five eighth-grade students** selected based on:

1. level of parental involvement in accompanying learning,
2. variations in social studies learning outcomes, and
3. willingness to provide information honestly.

In addition to students, the research also involved teachers, parents, and school officials as supporting informants. Overall, the informants consisted of:

Informant	Amount
Vice Principal for Curriculum/Academics	1
Social Studies Teacher	2
Students of SMP 10 Palu	5
Parents/Guardians	5
Total	13

Data Types and Sources

Data Types

The data used is qualitative data , obtained through interviews and observations to describe the impact of parental support on the student learning process in social studies at SMP Negeri 10 Palu.

Data source

1. **Primary data** , namely data obtained directly through interviews with students, social studies teachers, curriculum vice principals, and parents/guardians.
2. **Secondary data** , in the form of school documents, archives, literature, and publications from related agencies that support research analysis.

Data collection technique

Data collection is carried out through three main techniques:

Observation

Observations were conducted with students, social studies teachers, and parents to obtain insights into student engagement in learning, forms of parental support, and the dynamics of interactions between the school and families. Observations took place in February 2025.

Interview

In-depth interviews were conducted to gather information about students' experiences, how parents provide support, and teachers' perspectives on the students' learning process. The interviews were semi-structured so researchers could tailor questions to the informants' responses.

Documentation

Documentation was used to obtain data in the form of school archives, administrative records, and photographs of relevant activities. Documentation supports the validity of data from interviews and observations.

Data Analysis Techniques

Data analysis was conducted continuously before, during, and after data collection (Nurkholiq, 2019). The analysis procedures included:

a) Data Reduction

The process of selecting, simplifying, and organizing raw data into meaningful information without losing the main meaning.

Data Presentation Data is arranged in narrative, matrix, or chart form to make it easier for researchers to understand patterns and relationships between categories.

b) Data Verification

Validity checks are carried out by checking data consistency, triangulation between sources, and confirmation with informants to ensure the accuracy of the information.

c) Conclusion Drawing

Conclusions are drawn based on the patterns of findings that emerged from the data interpretation process. The research findings are expected to provide a new perspective on the influence of parental support on student learning in social studies.

RESULTS AND DISCUSSION

RESEARCH RESULT

1. Students' Perceptions Regarding the Role of Parental Support on Learning Interest in Social Studies Subjects at SMP Negeri 10 Palu

The research, conducted on September 29, 2025, at SMP Negeri 10 Palu, involved five eighth-grade students: Muhammad Fahri, Ma'rifa, Nabila, Nauren, and Muhammad Al-Arif. In-depth interviews revealed that all students expressed a similar view that parental support plays a crucial role in fostering interest in learning, particularly in Social Studies (IPS). They felt that encouragement and attention from their families made the learning process more meaningful and fostered a sense of responsibility for achieving success in school. They viewed this support not only in the form of material support but also in the form of attention, motivation, and emotional support that made them feel valued as students.

Muhammad Fahri revealed that his enthusiasm for learning grew thanks to the attention he received from his parents. He said, "When my parents encourage me before studying, I feel calmer and more confident in understanding social studies." He also added that his father often reminded him not to be lazy about reading books and to keep trying even when the lessons were difficult. When he got good grades, his parents gave him small compliments, and this made him proud and motivated him to continue improving his academic performance. He felt that simple attention from his parents was enough to make him confident in his own abilities. (Interview Monday, September 29, 2025)

From the interview with Fahri, it was clear that parental attention and encouragement can foster intrinsic motivation in children. Supportive words can create a positive emotional atmosphere at home, making children more comfortable learning. This also proves that parental support isn't always measured by the amount of material assistance, but by the depth of attention and moral encouragement they provide to their children.

Ma'rifa also shared a similar experience. She said, "Mom often asks what I studied today, and if there's a test, she usually helps me reread. Sometimes, if I'm feeling lazy, she tells me not to waste school time." She feels that such words and attention foster a sense of responsibility. Even though her parents are busy, they always make time to ask about her progress every day. This attitude makes her feel less alone in facing schoolwork. (Interview Monday, September 29, 2025)

From Ma'rifa's account, it's clear that emotional and communicative parental support significantly impacts a child's enthusiasm for learning. Feeling cared for makes children value the learning process more and strive to maintain their parents' trust. This also fosters discipline and consistent study habits, thereby maintaining a passion for learning over time.

Nabila had a different, yet meaningful, experience. She said, "My mother wasn't very helpful with my assignments, but she always told me I could do it if I tried. If I got bad grades, she wouldn't get angry, but instead encouraged me." She admitted that such support helped her overcome her fear of failure. She realized that her parents valued her efforts, not just her final grades. When she got good grades, her mother would talk casually about her studies and advise her not to be complacent. (Interview Monday, September 29, 2025)

Nabila's experience shows that moral support in the form of positive motivation can foster student self-confidence. Children feel valued as individuals who are learning, not as children who must always be perfect. This type of support significantly contributes to fostering interest in learning because students feel emotionally secure and better prepared to face various academic challenges.

Meanwhile, Nauren said that she often felt support from her parents in the form of advice and supervision. She explained, "If I was lazy about studying, my mom would immediately tell me not to play too much, or I'd regret it if I didn't study. When I sat studying, my mom would often pass by and look at my books." She viewed this attention not as a prohibition, but as a form of affection that made her more disciplined. She also said that when her parents reminded her, she felt a sense of responsibility to study seriously. (Interview Monday, September 29, 2025)

Nauren's story demonstrates that supervision coupled with attention can foster a sense of learning in children. Students who feel positively monitored by their parents are more careful in managing their time and more focused on their responsibilities. This kind of supervision creates a balance between freedom and responsibility, ultimately strengthening their motivation to learn.

Muhammad Al-Arif explained that the support he felt from his parents stemmed from their life experiences and the advice they consistently gave him. He recounted, "My mother often told me how difficult school was because it was far away and they couldn't afford it, so she told me not to be lazy. She said if I studied hard, I could have a better life than my parents." He credits stories like these with making him realize the importance of education. Whenever he feels tired, he remembers his father's advice and feels compelled to work harder to avoid disappointing his family. (Interview Monday, September 29, 2025)

From her experience, she concluded that support in the form of parental role

models and life stories also has a significant impact on children's enthusiasm for learning. Through true stories told warmly, children learn to appreciate their parents' struggles and are encouraged to make the most of their current learning opportunities.

In addition to interviews with students, researchers also interviewed two social studies teachers, Ms. Mutmaina and Ms. Hartini. Ms. Mutmaina explained that students who receive attention from their parents typically exhibit positive learning behaviors. She said, "When parents pay attention to their children, it's very visible in class. They're more prepared, diligent in taking notes, and rarely late." She believes that family support is a motivating factor for students' enthusiasm for learning. She also added that some students who frequently receive motivation from their parents appear more confident in answering questions in class. (Interview Monday, September 29, 2025)

Mrs. Mutmaina's opinion demonstrates that parental involvement significantly impacts readiness for learning at school. Support provided at home helps children arrive at school mentally stable and with high self-confidence. This demonstrates the inextricable role of the family in the formal learning process at school.

Meanwhile, Mrs. Hartini stated that parental support not only impacts achievement but also children's daily behavior at school. She explained, "Children whose parents frequently monitor their learning appear calmer and less likely to give up. They are also polite and easily guided." She added that a good relationship between teachers and parents also impacts learning outcomes because open communication makes the mentoring process more effective. (Interview, Monday, September 29, 2025)

Interviews with the two teachers concluded that parental support plays a dual role: strengthening children's enthusiasm for learning and fostering positive character within the school environment. Students who receive attention at home are more easily guided and tend to exhibit a strong interest in social studies.

This research also involved several parents: Rini, Salma, Lia, Mina, and Opi. Mrs. Rini said, "I always ask my child about their lessons at school, especially if they have social studies assignments. If they're tired, I tell them to take a break and then study again." She believes that small gestures like this can make children feel cared for and less alone in their learning. She believes that a parent's presence while their child is studying is the most important form of support. (Interview Monday, September 29, 2025)

Salma shared a similar experience. She explained, "I can't help much with homework, but I always sit with my child while he studies. Sometimes I encourage him to keep him from getting bored." She believes that small, shared experiences at home can create a calm learning environment and make children feel fully supported by their families.

Lia shares a similar view. She said, "I usually ask my child if they've finished their homework. If not, I'll stay with them for a while so they don't procrastinate. Sometimes I praise them for being diligent." Her attitude demonstrates a simple yet effective form of support for maintaining their child's discipline. (Interview, Monday, September 29, 2025)

Meanwhile, Mina said she tries to communicate with teachers to monitor her child's progress at school. She explained, "If my child's grades drop, I immediately ask the teacher. If possible, I help at home so his grades can improve." She believes that collaboration between parents and teachers is crucial for maintaining a child's enthusiasm for learning.

Opi explained that she tries to instill the values of learning through example. She said, "I often read books at home so my child can see it. I want him to know that studying is a good habit." She believes that children will be more motivated if they see their parents' direct example.

From all interviews with students, teachers, and parents, it can be concluded that perceptions of parental support have a strong influence on students' learning interests. Emotional, moral, and gentle supervision have been shown to foster enthusiasm and discipline in learning. All parties believe that family support is a crucial foundation for fostering interest in social studies at SMP Negeri 10 Palu.

2. The Form of Parental Support Perceived by Students Influences Learning Interest in Social Studies Subjects at SMP Negeri 10 Palu

The results of follow-up interviews conducted on September 29, 2025, showed that the forms of parental support considered most influential on students' learning interests included emotional support, motivational support, provision of learning facilities, and gentle and consistent supervision at home. Five eighth-grade students who served as informants, namely Muhammad Fahri, Ma'rifa, Nabila, Nauren, and Muhammad Al-Arif, had the same view that attention and encouragement from parents, especially mothers, were factors that fostered their enthusiasm for learning, especially in Social Sciences (IPS) subjects that require perseverance and conceptual understanding.

Muhammad Fahri said that the most influential form of support for him was his mother's attention and presence while he studied. He explained, "When I study at night, my mom often comes into my room to ask if I understand. Sometimes she just sits there for a moment, but it makes me more motivated." He feels that his mother's presence while studying creates a sense of comfort and keeps him from giving up easily on schoolwork. Fahri also said that his mother often gives him encouraging words before exams to help him stay calm. (Interview Monday, September 29, 2025)

From Fahri's experience, it's clear that the emotional support a mother

provides creates a warm and calming learning environment. When children feel supported, a sense of security develops, which strengthens their interest in learning. This kind of support fosters discipline without coercion, as children learn with the awareness that their parents care about their efforts.

Ma'rifa explained that the support she felt came from her mother's direct attention and guidance. She said, "If I had trouble understanding social studies, my mom would help me look it up online or ask a more knowledgeable relative. Sometimes she would even sit with me until I understood." She admitted that her mother not only encouraged her but also actively tried to help her find solutions when she struggled. She found this kind of support invaluable because it made her feel like she was being accompanied in her learning process, rather than left to face difficulties alone. (Interview Monday, September 29, 2025)

The support Ma'rifa receives reflects the informational involvement of her parents. Her mother acts as a learning facilitator, providing assistance according to her abilities and available time. In this way, the child not only learns to understand the material but also appreciates the efforts her parents make in supporting her.

Nabila shares a similar view. She said her mother always provides moral support and motivation whenever she feels tired of studying. "When I start to feel lazy, my mother tells me not to give up because the results will not betray my efforts. She also often tells me that I can do anything if I believe in myself," she said. She feels those words are like a renewed energy that reawakens her to study. She believes her mother understands the best way to encourage her without making her feel pressured. (Interview Monday, September 29, 2025)

Nabila's explanation demonstrates that motivational support, such as words of encouragement, gentle attention, and confidence in a child's abilities, can foster a lasting interest in learning. The moral encouragement her mother provides isn't just advice, but also a reaffirmation of the value that learning is a vital process toward a better future.

Nauren explained that her mother's support was mostly expressed through her attention to her study routine and the provision of supportive facilities. She said, "Mom bought me a new study table and lamp so I could study more calmly. If I looked tired, Mom told me to take a short break and then continue." She felt that her mother truly cared about her comfort and physical condition while studying. This kind of support helped her avoid boredom and stick to her study schedule more consistently. (Interview Monday, September 29, 2025)

The support Nauren received demonstrates the crucial role mothers play in creating a conducive learning environment at home. Simple facilities like a desk, books, and adequate lighting demonstrate real attention to a child's learning needs. Through this attention, students learn to appreciate their parents' efforts and are encouraged to make the most of their study time.

Muhammad Al-Arif also expressed a similar sentiment, explaining that his mother's support came in the form of loving supervision and advice. He recounted, "If I'm on my phone for too long, my mom comes and says, 'It's time to study, come back later.' Sometimes I get annoyed, but over time I understand that my mom just wants me to remember to study." He admitted that while his mother's reminders can sometimes be annoying, they are precisely where the habit of disciplined study begins. (Interview Monday, September 29, 2025)

Al-Arif's experience demonstrates that the mother's supervision is not coercive, but rather educational. The child feels gently controlled, resulting in a lack of resistance and a heightened sense of self-awareness. This form of supervision strengthens the emotional bond and fosters a sense of responsibility in the child for their learning obligations.

In addition to student interviews, the study also involved two social studies teachers, Ms. Mutmaina and Ms. Hartini, to deepen their understanding of parental support. Ms. Mutmaina explained, "The most tangible support for children usually comes from their mothers. Children whose mothers are often present appear more confident and focused in class. They are less likely to be lazy about their homework." She believes that the presence of mothers in the home learning routine is a key determinant of students' success in understanding social studies. (Interview, Monday, September 29, 2025)

Mrs. Mutmaina's perspective demonstrates that maternal attention not only influences learning motivation but also affects a child's mental readiness for school. The presence of a mother who actively monitors and provides encouragement can boost a child's confidence in facing academic challenges.

Mrs. Hartini shared a similar view. She said, "If mothers communicate frequently with teachers, their children are usually more focused. They're easier to manage because they're used to receiving attention at home." She added that communication between parents and teachers is a crucial but often overlooked form of support. When this relationship is well-established, a child's learning progress can be comprehensively monitored. (Interview Monday, September 29, 2025)

Interviews with the two teachers revealed that maternal support significantly impacts students' learning behavior. Involvement in the form of communication, mentoring, and regular attention makes children feel cared for, which ultimately fosters curiosity and a passion for continued learning.

This study also involved five female parents: Rini, Salma, Lia, Mina, and Opi. Mrs. Rini said, "I always try to accompany my child studying, even though I can't always help with assignments. Sometimes I just sit next to him to encourage him." She believes that a mother's presence while her child is studying is the simplest yet most meaningful form

of support. She also added that she always provides a little encouragement after her child completes an assignment. (Interview Monday, September 29, 2025)

Salma said, "When my child is studying, I make sure the house is quiet. I turn off the television and tell his younger siblings to be quiet." She feels that creating a comfortable learning environment is the best way to help children focus. She also always provides breaks to prevent fatigue. This attitude demonstrates emotional support that is sensitive to children's needs. (Interview, Monday, September 29, 2025)

Lia has a similar habit. She says, "Every night I ask my child if his homework is done. If he has studied, I praise him to increase his enthusiasm." She believes that simple recognition from a mother can motivate a child to study harder. A child who feels appreciated will strive to maintain the trust placed in him.

Mina said she tries to maintain communication with the school to keep abreast of her child's progress. "If a grade drops, I find out why. I help him study again at home," she said. She believes that a mother's support extends beyond just being at home, but also through collaborating with teachers to guide her child. Meanwhile, Opi added, "I like to read at home so my child gets interested. I want him to see that reading is fun." She believes that a mother's direct example is more influential than mere advice. (Interview Monday, September 29, 2025)

From the results of interviews with students, teachers, and parents, it can be concluded that the form of maternal support that most influences students' learning interest at SMP Negeri 10 Palu includes emotional attention, moral motivation, the provision of adequate learning facilities, and consistent supervision and guidance. The presence of mothers in the learning process makes children feel appreciated, loved, and encouraged to try harder. All parties believe that a mother's affection and attention are the main foundation that fosters students' enthusiasm and interest in learning, especially in social studies lessons that require perseverance and patience to understand.

DISCUSSION

The research results show that parental support, particularly the role of mothers, significantly contributes to the development of students' learning interest in Social Studies (IPS). This finding reinforces the view that the family environment is a crucial foundation for a child's academic development. Support in the form of attention, motivation, tutoring, and role modeling directly influences students' readiness and enthusiasm for learning. This aligns with Slameto's (2017) argument that learning interest grows from the attention and support of their surroundings. Children who receive attention from their parents tend to feel more secure and more motivated to participate in learning. (Wulandari & Nisrina, 2023)

From a developmental perspective, the family is the primary environment that shapes attitudes, habits, and values toward education. Santrock (2019) emphasized that

family involvement can strengthen a child's intrinsic motivation through emotional support and positive social control. Vygotsky (2016) also emphasized that social interactions within the family, including communication and guidance, play a crucial role in facilitating cognitive development. The findings of this study indicate that the presence and involvement of mothers in the home learning process can increase students' self-confidence and independence. (Sihombing et al., 2024)

This study also shows that family support is not only emotional but also includes psychological reinforcement that helps students overcome learning obstacles. Gunarsa (2020) explains that family support functions as a mental booster that helps children stay motivated when facing difficulties. In the context of the study, students reported being more enthusiastic about learning when their parents provided attention, advice, and supervision. This finding reinforces Uno's (2021) theory that learning motivation is influenced by internal and external factors, with family support acting as an external driver that stimulates children's internal motivation. (Abhi Purwoko et al., 2021)

Students' Perceptions of the Role of Parental Support in Interest in Learning Social Studies

Student perceptions indicate that parental support is crucial in fostering their interest in learning. Nearly all students stated that their mother's attention and affection create a comfortable and enjoyable learning environment. This finding aligns with Hurlock's (2018) perspective, which states that family emotional support plays a role in fostering a sense of security, thus improving children's readiness for learning activities. (Kur'ani, 2022)

Motivation provided through positive words, moral reinforcement, and regular reminders has been shown to increase students' self-confidence. Encouraging words make students feel valued and supported, thus encouraging them to try harder. The theories of Uno (2021) and Crow & Crow (1983) support these findings by emphasizing that external motivation serves as a stimulus that fosters consistent learning interest.

Furthermore, attentive parental supervision of learning is also perceived as a form of care. This aligns with Gunarsa's (2020) finding that caring supervision fosters positive learning habits. Social studies teachers also corroborate this finding by stating that students who receive parental support appear more disciplined, confident, and actively participate in learning activities. This view aligns with research by Tan, Gillies, and Jamaludin (2024), which shows that parental involvement positively impacts children's academic readiness and engagement in school. (Kaesa Siska Hapsari et al., 2025)

In addition to student and teacher perspectives, interviews with parents also demonstrated their understanding of the importance of learning support. Parental presence during children's learning, praise, communication with teachers, and role modeling are all forms of support believed to strengthen children's motivation. The theories of Vygotsky (2016) and Bandura (2017) support this view, explaining that social interaction and imitation of adult behavior are crucial elements in developing positive learning habits. (Handayani, 2023)

Overall, student perceptions indicate that family support plays a significant role in fostering interest in learning. A warm and caring family environment helps students feel

valued, thus increasing their readiness for social studies learning. This finding reinforces Santrock's (2019) theory that family involvement is a key factor in developing learning motivation.

Forms of Parental Support that Influence Interest in Learning Social Studies

This study identified four forms of parental support that students perceived as having a major influence on learning interest, namely: (1) emotional support, (2) motivational support, (3) provision of learning facilities, and (4) attentive learning supervision.

First, **emotional support** was the most dominant form of support cited by students. The presence of mothers who accompany their children while studying, provide attention, and understand their children's difficulties creates a comfortable psychological environment. Hurlock (2018) emphasized that emotional factors are crucial in building children's self-confidence. These findings demonstrate that emotional support not only makes the learning process more enjoyable but also strengthens students' interest in the subject.

Second, **motivational support** in the form of advice and words of encouragement is a factor that encourages students to continue trying. Uno (2021) explains that external motivation from parents can strengthen a child's internal motivation, giving them the drive to learn without coercion. Research findings show that repeated moral reinforcement acts as a stimulant that fosters optimism and perseverance in learning. (Sudrajat, 2024)

Third, **providing learning facilities** such as desks, adequate lighting, and a conducive learning environment demonstrates parental concern for their children's needs. According to Gunarsa (2020), a good learning environment can improve concentration and learning quality. This finding confirms that learning facilities serve as material support that strengthens students' learning interests.

Fourth, **learning supervision** serves as a form of support that helps students develop learning discipline. Reminders to manage time, limit device use, and monitor learning activities demonstrate positive control that helps children develop academic responsibility. Santrock (2019) emphasizes that supervision conducted with warmth, rather than pressure, can foster a child's self-awareness and commitment to fulfilling their obligations.

Parental role models, such as reading habits and positive communication, have also been found to influence students' learning interests. Bandura's (2017) social learning theory supports this finding, stating that children learn through observation and imitation. Therefore, positive parental behavior is an important role model in shaping children's learning habits.

Overall, the findings indicate that parental support plays a role in building students' motivation, study habits, and resilience in the face of adversity. Consistent support creates a conducive learning environment and increases students' interest in social studies. This aligns with Uno's (2021) view that motivation and interest in learning grow when the family environment provides positive, warm, and caring support.

CONCLUSION

Based on research conducted at SMP Negeri 10 Palu, it can be concluded that parental support plays a crucial role in fostering students' interest in learning Social Studies (IPS). This support includes emotional attention, motivation, provision of learning facilities, and compassionate supervision. Through this attention and encouragement, students feel valued and supported, fostering enthusiasm and responsibility for their studies. The active role of parents has been shown to help create a comfortable learning environment and encourage the development of positive study habits.

Furthermore, parental support also influences the development of students' character and learning attitudes. Students who receive attention from their families demonstrate self-confidence, discipline, and a desire to achieve. Parental involvement through good communication with the school further strengthens the child's learning process. Therefore, it can be concluded that parental support is a crucial factor in fostering students' interest in learning, through moral, emotional, and social encouragement.

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