

# Education Development Perspective: The Influence of Family Environment on Educational Motivation of Buddhist Youth

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**Abstract:** The family environment is the first place of education for children because this is where children first receive education and guidance. The research purpose is to explore the influence of the family environment on the motivation of the Buddhist youth in Buddhist Temples throughout Pringsewu Regency in Lampung Province. The problems faced include low educational motivation allegedly influenced by lack of family support, economic factors, and ineffective communication. The study developed the quantitative method and survey data collection technique with a questionnaire and supported by SPSS program. This study involved a population of 87 number of people. This study's results show a significant influence of the family environment on educational motivation. These findings show that family support is essential in increasing the motivation of young people in monasteries.

**Keywords:** family environment, motivation, education, learning

## 1. Introduction

In this increasingly progressive era, the government continues to strive to create superior human resources through education, including the participation of the family environment [1]. Families are responsible for children's development. Although children consider school to be a second environment after the family, the role of parents remains crucial and responsible for the success of a child's education [2]. The family environment is essential for the growth and development of the child, especially in his socio-emotional development [3]. The family environment as an educational environment has a significant role in shaping a child's characteristics. The family reflects the child's future because it significantly influences their life journey [4]. The experience gained by children in the family will affect the development of further education. Therefore, parents are the first and foremost educators in forming a child's personality [5]. The family plays a vital role in motivating a person to pursue education. When a person's desire for education increases, the family must always provide motivation [6]. A supportive family environment can often positively impact an individual's interest in the choices they want, while a less supportive family environment can potentially create a negative influence [7]. The condition of the family environment is a significant factor in achieving optimal learning outcomes. Therefore, the family environment will significantly influence

generating motivation [8]. In Buddhism, educating children wisely is one of the highest forms of virtue that brings blessings in life [9]. Maha Manggala Sutta emphasizes the importance of providing children good education, moral guidance, and spiritual values as part of the greatest blessings. As stated in educating children, providing moral guidance and spiritual values is part of the greatest blessings in life [10].

In the family environment, children receive education first and foremost. The education obtained by children includes religious education, socializing, and interacting with the environment [11]. In educational activities, motivation is needed to support youth; education based on solid motivation will provide better educational results [12]. Motivation comes from the word 'motive, which means encouragement. Motive is defined as a force in the organism that drives it to act (driving force) [13]. Motifs do not stand alone [14]. Motivation and education are two closely related aspects; Motivation, as it is known, is a change in energy in a person characterized by impulses and responses to achieve the desired goal [12]. Factors that can affect students' educational motivation include ideals or aspirations, ability levels, environmental conditions, dynamic elements in the learning process, and teachers' efforts in teaching [15]. Learning motivation can come from internal encouragement, such as curiosity and desire to achieve specific achievements, and external encouragement, such as appreciation or reinforcement from the environment [16]. Motivation plays a role as a driving force for educational activities, especially for young people both from within themselves (internal) and from outside themselves (external) to carry out the educational process [17].

Buddhism has always taught education by motivating it. Sonadanda Sutta stated that extrinsic motivation, such as advice from a teacher or a supportive environment, can fuel a person's enthusiasm to learn and work harder. Based on the description above, the researcher is interested in learning more deeply about the influence of the family environment on the educational motivation of adolescents in Pringsewu district. With this, the research must start with the main variable, educational motivation, which of course is related to other variables that are considered to be able to overcome the problem of educational motivation, such as the variable of the family environment. The expected final result of this study is to prove the research hypothesis regarding the Influence of the Family Environment on Educational Motivation.

## **2. Method**

The researcher used a quantitative approach to conduct this study. Using data processing techniques in the form of questionnaires [18]. The population in this study is young Buddhists in monasteries throughout Pringserwu Rengerncy with 87 people in number. This is the opinion [19], which states that if the population is less than 100 people, can be used as a sample. The design of this research includes observation, editing the background of the problem, identifying the problem, and formulating the problem. based on the relevant theoretical foundation, including the theory related to the influence of the family environment on educational motivation. The next step in this study is to determine the research variables, compile the instrument grid, collect data through questionnaires, analyze the data, and prepare conclusions and suggestions. This study

analyzed the data using simple linear regression, and to improve the accuracy of the results, the data was analyzed using the SPSS program.

### 3. Results

Based on the reliability test of the instrument, the reliability coefficient of valid items is obtained and shows that the instrument has an adequate level of reliability.

**Table 1.** Instrument Reliability Test

Reliability Statistics	
Cronbach's Alpha	N Of Items
.957	74

(Source: Results of SPSS 26 data processing)

Based on the output results, it shows that the significance values of the sample data are considered normally distributed which is presented in the following table.

**Table 2.** Results of the Normality Test

One- Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		87
Normal Parameters <sup>a</sup>	Mean	.0000000
	Std. Deviation	8.86449649
Most Extreme Differences	Absolute	.095
	Positive	.087
	Negative	-.095
Kolmogorov-Smirnov Z		.889
Asymp. Sig. (2-tailed)		.408
Test distribution is Normal		

(Source: Data processing results using SPSS 26)

Based on the results of the homogeneity test, it shows that both variances have the same criteria and the two data are homogeneous.

**Table 3.** Homogeneity Test Results

Test of Homogeneity of Variances			
Effect of X on Y			
Levene Statistic	df1	df2	Sig.
.177	1	172	.674

(Source: Data processing in 2024 using SPSS 26)

**Table 4.** Output of Regression Equations

Coefficients <sup>a</sup>	
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Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	39.172	9.518		4.116	.000
	Family environment	.736	.068	.761	10.801	.000

a. Dependent Variable: Educational Motivation

(Source: Data processing in 2024 using SPSS 26)

Based on the results of the coefficient, it shows that the family environment variable has a constant value and shows that the family environment has a positive impact on adolescents' desire to learn.

**Table 5.** Anova Analysis Output

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9275.790	1	9275.790	116.671	.000b
	Residual	6757.820	85	79.504		
	Total	16033.609	86			

a. Dependent Variable: Educational Motivation

b. Predictors: (Constant), Family Environment

(Sumber: Data processing in 2024 using SPSS 26)

Based on the results of the ANOVA analysis, it shows that the significant value of the family environment affects the educational motivation of young people.

**Table 6.** Determination Coefficient Value R

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.761a	.579	.574	8.916

a. Predictors: (Constant), Family Environment

(Source: Results of data processing in 2024 using SPSS 26)

The determination coefficient shown in the table above shows that the family environment affects learning motivation.

#### 4. Discussion

The hypothesis in this study is acceptable, which shows that the assumption is correct. Based on the results of data analysis and hypothesis testing, it was found that the family environment had positive experiences and had a significant effect on educational motivation [20]. based on the theory have been proven with data from the respondents. Further explanation will discuss in detail how the family environment affects educational

motivation in young people. Coefficients have a positive value, which means that the family environment positively affects the educational motivation of young monasteries in Pringsewu Regency. The determination of R Square shows how much the coefficient influences, which means that most educational motivation is influenced by the family environment, while the rest is influenced by external factors [2]. The family plays a vital role in children's education, the primary environment affecting their lives. As the smallest unit in society, the family meets physical needs and forms fundamental values, norms, and skills. Family support is essential for a child's educational and developmental success and creating an environment that supports their growth. [21]. Maha Manggala Sutta emphasizes the importance of providing children with education, moral guidance, and spiritual values as part of the blessing [10]. As stated in the sutta, educating children well and providing moral guidance and spiritual values is one of the greatest blessings in life [10]. This teaching shows that the role of parents in shaping children's character and morals significantly impacts family happiness and well-being. Effective education is not only dependent on school, but is also influenced by the family environment. The family has an important role in shaping children's habits and character. Family support, such as creating a conducive learning atmosphere and instilling positive values, can help students optimize their potential in school. Formal education and family support are essential to ensure students' needs are fully met [22].

In education, motivation is a driving force that not only arouses interest but also helps students overcome various challenges and obstacles. Motivation can come from various sources: intrinsic, such as the desire to master the material, and extrinsic, such as appreciation or recognition of the environment [23]. When motivation is the foundation of the educational process, the expected results are better because motivated students are usually more diligent, persistent, and committed to achieving achievements [12]. In Buddhism, education is an essential element in a person's life for the benefit of the future. Buddhism teaches that everyone is obliged to attend a proper education. The importance of education in Buddhism is found in the Dhammapada chapter XI of the verse Jara Vagga (Old Age), he who does not want to learn will grow old like a cow; the flesh is multiplied, but the wisdom is not developed [24] That is, people who do not make an effort to learn, either from experience, knowledge, or education, will only grow old physically, but will not develop in terms of wisdom or understanding of life. They age without experiencing any progress in thinking or wisdom that helps them live better.

## 5. Conclusion

This study shows that there is a positive and significant influence between the family environment and educational motivation. These results indicate that the theory in this study is acceptable, which means that the theoretical assumptions of the study are proven through empirical data obtained from the respondents. Further analysis revealed that the family environment significantly contributed to the educational motivation of young people in the monastery. In addition, other factors outside of this study also affect their motivation. The support provided by the family, such as the encouragement of learning and the active involvement of parents, is an essential factor that increases educational

motivation among young people. In the monastic environment, the family is essential in encouraging educational achievement by providing a supportive atmosphere for children to learn and develop.

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