Jurnal Multidisiplin Indonesia (JOUMI)
Volume. 3, Nomor. 3 September 2025
E-ISSN .: 2986-7541; p-ISSN: 2986-7533, Hal 01-12
DOI: https://doi.org/10.62007/joumi.v3i3.565
Tersedia: https://ejournal.alhafiindonesia.co.id/index.php/JOUMI

Exploratory Analysis of Educational Ecosystem Factors Affecting the Learning Diligence

Elok Hidayah[1*], Aminatur Rosyidah[2], Izza Afkarina[3]
[1-3] Universitas KH.Mukhtar Syafaat, Indonesia

Korespondensi penulis: elokhidayah@iaida.ac.id [1]

Abstract*. Recent declines in student ethics and learning diligence indicate deeper systemic challenges within the contemporary educational ecosystem. This situation prompts critical inquiry into the respective contributions of school governance, teacher practices, and familial environments in shaping student's learning orientations. This study seeks to identify the principal determinants of learning diligence from the perspectives of teachers, parents, and students, employing a qualitative exploratory–interpretive design. Data were elicited through narrative stimuli intended to provoke reflective and affectively grounded responses, which were subsequently examined using inductive–thematic analysis. The findings demonstrate that structural weaknesses within school systems, particularly ambiguous policy direction, inconsistent institutional regulations, and ineffective evaluative mechanisms—constitute dominant factors undermining student's motivation and academic discipline. Parental influences also play a substantive role; insufficient parental engagement and inadequate developmental guidance contribute to weakened responsibility and diminished learner commitment. Some students report withdrawing from academic engagement due to unclear expectations and the absence of supportive school conditions. Moreover, perceptions of automatic grade promotion and guaranteed graduation exacerbate motivational decline. Collectively, these findings indicate that learning diligence emerges from a complex interplay between institutional structures, pedagogical practices, family dynamics, and student's psychosocial conditions. Addressing these issues thus requires coordinated, systemic, and multi-stakeholder intervention.*

Keywords*: Educational Ecosystem; Exploratory Interpretive; Learning Diligence; Student Ethics; Teacher Practices.*

1. INTRODUCTION

The current state of education in Indonesia is marked by significant disruptions concerning student behavior in schools. A considerable number of students exhibit disrespectful attitudes toward educators, reflecting a deterioration of basic ethical values within teacher–student relationships. Such behavior not only hinders the learning process but also fosters the perception that educators serve merely as institutional formalities (Saks et al., 2025). Student's indifference toward teachers further diminishes their appreciation of the educator's role as a guide in both character formation and intellectual development. When students regard schooling as a mere ritual, the quality of learning declines sharply, making the goals of character education increasingly difficult to achieve. Conversely, the professional ethics of teachers also require reinforcement to ensure that their pedagogical authority remains respected (Menter & Assunção Flores, 2021). Research on teacher ethics indicates that the enhancement of teacher professionalism and moral values is essential for cultivating student discipline (Alonso-Tapia & Ruiz-Díaz, 2022). Therefore, issues of ethics and respect within schools cannot be separated from the moral quality of educators. This condition underscores the

Naskah Masuk: Juli 19, 2025; Revisi: Agustus 28, 2025; Diterima: 28 September, 2025; Terbit: 30 September, 2025

importance of research that examines student's learning commitment through the lens of regulatory systems, teachers, and parents.

One of the underlying triggers of this problem is the growing perception among students that the presence of educators is not fundamentally important. In this context, many students regard teachers merely as time-fillers or routine formalities devoid of substantive meaning. Such perceptions progressively erode student's sense of responsibility and motivation to learn, as they feel they are not being genuinely guided. This view is detrimental because it diminishes the legitimacy of educator's authority, which is inherently responsible for instilling moral and intellectual values. The absence of respect toward teachers can also weaken the participatory climate of the classroom, thereby reducing student's active engagement (Hui & Tsang, 2012; Setyawati et al., 2018). Social theory posits that the legitimacy of educational authority forms the foundation of healthy and productive pedagogical interactions (Firmansyah & Saepuloh, 2022). When students fail to acknowledge the authority of teachers, the ideal structure of learning inevitably collapses. This condition thus necessitates critical inquiry into how student perceptions are shaped within the framework of modern schooling.

However, the root of the problem does not lie solely in external regulations, teachers as the primary agents of instruction, may also constitute part of the issue. Insufficient preparation in delivering instructional content, weak classroom management, or inconsistency in enforcing rules can diminish teacher's authority in the eyes of students (Zickafoose et al., 2024). Research by (Putri et al., 2025) demonstrates that teacher discipline and motivation are positively correlated with student's academic achievement, indicating that teacher professionalism is essential for fostering a healthy learning climate. Low teacher discipline or the absence of clear expectations communicated by educators can undermine instructional effectiveness and reduce student's learning enthusiasm. Moreover, the development of teacher ethics as moral figures can strengthen value-based solidarity among students (Kruse, 2021). Therefore, an analysis of student's learning commitment cannot be limited to the perspective of policy alone but must also encompass the pedagogical competence and ethical quality of educators.

Beyond the roles of teachers and the school system, family factors also contribute significantly to student's awareness and commitment to learning. Parents who are preoccupied with work and insufficiently involved in their children's development often delegate the full moral and academic responsibility to the school. Yet, parenting theory indicates that parental involvement in a child's education strongly influences the child's motivation, sense of responsibility, and learning discipline (El Nokali et al., 2010; Moè et al., 2018; Ryan & Deci, 2020; Zurriyati & Mudjiran, 2021). The absence of parental engagement in the educational

process can foster passive attitudes and indifference toward schooling. Research further demonstrates that parental presence and emotional as well as academic support substantially contribute to student's seriousness in learning (Zimmer-Gembeck et al., 2023). Thus, the role of parents cannot be overlooked when examining the underlying factors shaping student's learning commitment.

A striking duality has emerged in today's school environment: students feel "secure" due to the perceived guarantee of graduation, while teachers appear less active in lesson preparation and classroom management. This combination creates a stagnant educational atmosphere in which genuine learning commitment struggles to develop. To address this issue, it is essential for the present study to employ methods that enable deep and reflective information gathering. Therefore, data collection techniques incorporating narrative–diction prompts that evoke emotional responses from informants were selected to elicit sincere expressions of awareness unbounded by formal constraints. This approach allows respondents (teachers, students, and parents) to critique the educational system from an authentic standpoint rather than merely providing structured answers. The study is expected to offer a holistic depiction of how regulations, educator practices, and family dynamics collectively shape student's learning commitment in the context of contemporary education.

2. THEORETICAL REVIEW

Education, in essence, is a systematic process aimed at developing the cognitive, affective, and psychomotor potentials of learners. Thus, its success depends not only on the curriculum but also on the dynamic interaction among the various components involved within it. From the perspective of modern educational policy, schools are not merely institutions for delivering content but social environments that shape learner's character, discipline, and motivation. The conception of education as a social system emphasizes that learning processes reach optimal effectiveness when the factors of school, teachers, students, families, and policy operate in harmony and mutually reinforce one another (Alonso-Tapia & Ruiz-Díaz, 2022; Taub et al., 2021; Wang et al., 2020).

There are three internal components that play a direct role within the structure of education: teachers, students, and the school system. Teachers function as facilitators of learning, managers of the classroom environment, and models of professional behavior. Therefore, the quality of teacher professionalism critically shapes the extent of student engagement. Theories of teacher professionalism posit that pedagogical competence, consistency in classroom management, and the ability to build positive relationships are

principal determinants of student's academic engagement (Gore et al., 2017; Siahaya, 2024). The school system, encompassing its climate, regulations, and disciplinary policies also influences how students interpret authority, responsibility, and learning norms. Contemporary studies on school climate indicate that consistent and transparent rules enhance student discipline and intrinsic motivation (Benbenishty et al., 2016; Vanblaere & Devos, 2016; Wahyuni et al., 2022). Meanwhile, students as subjects of learning are influenced by their motivation, perceptions, and emotional stability, which reflect the internalization of learning values. These internal components operate simultaneously, collectively determining the direction of success or failure in the educational process.

Motivational frameworks such as Self-Determination Theory (SDT) provide a theoretical explanation of how learning commitment is shaped through the fulfillment of the psychological needs for autonomy, competence, and relatedness. When schools or teachers fail to provide space for autonomy or to offer clear structure, student's intrinsic motivation declines, leading to passive learning behaviors (Ryan & Deci, 2020, 2022). In the context of this study, student's perceptions that the school does not impose consequences for violations or lack of seriousness in learning may diminish their perceived competence and sense of responsibility, thereby reducing motivation. Furthermore, students who transfer with existing personal issues may trigger a contagion effect, wherein negative behaviors spread to peers within the classroom. Research on peer influence demonstrates that the behavior of a single student can shape the academic norms of the group, particularly when there is no active control from teachers or the school (Fudolin & Dioso, 2025; Peng & Zeng, 2025). Thus, motivational theories and peer-influence dynamics provide an analytical foundation for understanding the collective decline in student's learning commitment.

Furthermore, school climate theory asserts that the emotional, structural, and social atmosphere of a school directly influences student's academic engagement. Schools with clear regulations, emotional support from teachers, and consistent disciplinary policies tend to foster higher levels of learning motivation (Wang et al., 2020). Conversely, policy changes that reduce academic sanctions without accompanying support mechanisms may create normative ambiguity and weaken social control. The removal of behavioral boundaries often leads students to feel secure in their lack of seriousness, thereby altering classroom interaction patterns and affecting collective learning dynamics. School management theory emphasizes the need for a balance between restorative approaches and structured discipline to ensure that the school's educational role remains optimal (Chatzipanagiotou & Katsarou, 2023; Wang et

al., 2018). Thus, the role of the school system constitutes a crucial factor that cannot be separated from the phenomena identified in this study.

On the other hand, the family plays a fundamental role in shaping student's learning character. Educational ecology theory positions the family as the primary microsystem that first determines a child's self-regulation, ethics, and motivation (Bronfenbrenner's Ecological Systems Theory, n.d.; El Zaatari & Maalouf, 2022). Parental support that is both emotionally and structurally involved has been shown to increase student's intrinsic motivation and discipline. Conversely, low levels of parental involvement can undermine a child's emotional stability and behavioral consistency at school. Several previous studies indicate that school–parent collaboration enhances discipline, learning meaningfulness, and student's sense of academic responsibility (Winanjar Rahayu et al., 2023). Therefore, the family dimension becomes an integral component in explaining the phenomenon of declining learning commitment.

3. RESEARCH METHODS

This study employs a qualitative approach with an exploratory–interpretive design aimed at deeply investigating the psychological, social, and pedagogical dynamics that influence student's learning commitment. The selection of participants was conducted through purposive sampling, in which respondents were intentionally chosen based on specific characteristics relevant to the phenomenon under investigation—namely, students who have experienced a decline in learning motivation and previously encountered personality-related challenges. The primary instrument in this study is an educational-diction stimulus, consisting of a series of reflective statements designed to naturally elicit emotional, cognitive, and moral responses without the constraints of a structured interview format or conventional questionnaire. These diction-based prompts were delivered within a deep-talk context, allowing respondents to articulate their awareness, experiences, and personal interpretations rather than responding out of formal research expectations.

The research procedure began with the development of reflective diction derived from contemporary educational phenomena, followed by the direct delivery of these prompts to respondents within a deep, semi structured conversational context that remained free yet purposefully guided. All responses were documented in the form of narrative transcripts and subsequently analyzed using thematic analysis, which involves data coding, meaning categorization, pattern identification, and the extraction of core themes related to student's learning commitment, individual personality influences, peer-group dynamics, and the

implications of school policies. Data validity was maintained through triangulation by reflection and peer debriefing with fellow educators to ensure that the researcher's interpretations remained objective. The results of the analysis were then synthesized into a meaning-making model that illustrates the interrelationships among individual factors, social interaction patterns within the classroom, and the prevailing educational regulatory context.

4. RESULTS AND DISCUSSION

Contemporary education faces complex dynamics that require all components to play an active role in creating a conducive learning environment oriented toward character development. Numerous studies assert that the quality of education is largely determined by the synergistic management of interactions among teachers, students, parents, and the school system (Inan et al., 2024; Wayan Darna et al., 2023). The preliminary findings of this study indicate that when one component weakens, the entire system tends to lose direction, resulting in learning activities that function merely at an administrative level. This phenomenon aligns with the report by (Lessy et al., 2024), which emphasizes that the degradation of student's learning ethics increases when institutional guidance is unclear and educational regulations fail to support character development. In the field context, both teachers and students exhibit tendencies to operate without strong learning goals, causing instructional activities to be reduced to routine fulfillment. The absence of a coherent vision directly contributes to low student commitment to the learning process. Consequently, the educational system appears unstable and becomes less capable of regulating student behavior. Thus, education requires a more structured orientation so that each component can effectively fulfill its role.

The perspectives of teachers as one of the key informant groups reveal the presence of fundamental structural issues within the school education system. Teachers reported that the weakening of educational policy direction has created uncertainty in curriculum implementation and in managing student behavior in the classroom. An issue also highlighted by (Li et al., 2022) in his study on policy disorientation in schools. They further noted that increasingly lenient regulations, particularly those related to disciplinary measures, have reduced student's exposure to positive pressure necessary for cultivating learning ethics. Teachers no longer possess sufficient space to enforce firm corrective actions, resulting in a significant decline in their authority. This condition aligns with the findings of (Tria Ananda et al., 2023), which emphasize that teacher assertiveness is a critical variable in shaping student discipline. In practice, although teachers strive to maintain instructional quality, regulatory limitations have progressively weakened their ability to exercise control. The misalignment

between the demands of character education and the rules that restrict teacher's corrective roles produces contradictions that are difficult to avoid. Consequently, teachers perceive that the primary cause of student's declining learning commitment does not solely stem from individual student factors, but rather represents the cumulative effect of a weakened educational control system.

From the parent's perspective, education is understood as a shared process that cannot be delegated solely to schools but must actively involve the family. They emphasize that habituation within the home serves as the primary foundation for shaping children's character and learning motivation, a view supported by (Yuliani et al., 2024), whose research demonstrates that parenting practices significantly influence student's academic responsibility. Parents acknowledge that work routines and limited supervision have contributed to their children's lack of self-regulation in learning. This reinforces the conclusion of (Lunkenheimer et al., 2023; Yeung & Chen, 2023), which found that low parental involvement results in passive student behavior and diminished initiative. Informants also noted that children today tend to be more attached to peers and individual activities than to communication with their families. Insufficient emotional attention leads students to seek alternative sources of comfort, thereby weakening academic discipline. This condition is further exacerbated by minimal family communication, causing students to develop the perception that education is not a primary priority. Parents thus believe that collaboration between schools and families must be strengthened so that supervision and guidance can operate in tandem.

On the student side, several of them confirmed that family-related factors play a substantial role in shaping their attitudes toward learning. They acknowledged that limited parental attention prevents them from developing the internal drive to engage seriously in academic activities, a condition that aligns with the findings of (Wahyuni et al., 2022) regarding the relationship between family support and learning motivation. Students also reported that at home they are often left to manage their own activities, resulting in a form of independence that is not a directed, positive autonomy, but rather a tendency to avoid rules. This pattern is then carried over into the school environment, affecting their level of diligence in participating in the learning process. In addition, insufficient parental involvement leads students to feel that they do not have a supervisory figure monitoring their academic achievement, causing both success and failure at school to be perceived as matters that do not require accountability. Thus, their experiences reinforce the argument that emotional support and parental supervision have a tangible impact on student's seriousness in learning, a finding consistent with Bronfenbrenner's ecological theory, which positions the family as the most influential

microsystem in shaping learners' academic behavior (Moè et al., 2018; Taub et al., 2021; Zimmer-Gembeck et al., 2023).

Another group of students offered a different perspective, stating that the school system itself is insufficient in fostering learning motivation. They argued that the learning environment does not provide adequate stimulation, either in terms of facilities or in cultivating a collective enthusiasm for learning among peers. This view aligns with the report of (Huang, n.d.; Siahaya, 2024; Wahyuni et al., 2022), which found that an unconducive school environment significantly reduces student's academic engagement. The informants also emphasized that guaranteed graduation makes students feel that there are no clear consequences tied to their learning outcomes. Some students mentioned that teachers do not always display enthusiasm in teaching, resulting in the absence of an inspiring figure in the learning process. The school's inability to provide a challenging evaluation system further contributes to a monotonous and less meaningful learning experience. Ultimately, this lack of supportive school conditions becomes one of the root causes of student's low academic diligence.

Overall, the findings of this study indicate that the decline in student's learning diligence is not a singular phenomenon but rather the result of interactions among school-level factors, educational regulations, family conditions, and student's psychological dynamics. This conclusion aligns with the multi-level analysis model proposed by (Vitoria et al., 2024), which asserts that learning motivation is shaped by a combination of structural, interpersonal, and intrapersonal influences. A critical examination of the field data shows that an overly administrative education system leaves teachers, students, and parents without a strong moral and academic framework. Moreover, the existence of automatic graduation policies sends misleading signals to students that academic performance is not a priority. When this situation intersects with diminished parental supervision and inadequate school facilities, a passive cycle emerges that further weakens learning motivation. Therefore, enhancing student's academic diligence cannot be achieved by improving a single component, it requires comprehensive and systemic reform. These findings offer both theoretical and empirical grounding that educational reforms must involve all stakeholders in a more strategic and sustainable manner.

5. CONCLUSION

This study aims to understand the causes of declining student ethics and learning diligence from the perspectives of teachers, parents, and students. The findings reveal that unclear school policy directions strongly influence student's behavior and motivation to learn. Teachers feel that their ability to act is limited due to regulations that restrict the

implementation of firm corrective measures. Parents also play a substantial role, as insufficient supervision and attention contribute to the development of undisciplined student behavior. From the student's perspective, there is a growing tendency to withdraw, stemming from feelings of being unnoticed and unbound by clear rules. A learning environment that lacks adequate support, coupled with the perception that graduation can be achieved without significant effort, further exacerbates the decline in motivation. Overall, these interconnected factors highlight the need for stronger synergy among schools, teachers, parents, and students to restore student's learning diligence comprehensively.

REFERNCES

Alonso-Tapia, J., & Ruiz-Díaz, M. (2022). Student, teacher, and school factors predicting differences in classroom climate: A multilevel analysis. *Learning and Individual Differences, 94*, 102115. https://doi.org/10.1016/j.lindif.2022.102115

Benbenishty, R., Astor, R. A., Roziner, I., & Wrabel, S. L. (2016). Testing the causal links between school climate, school violence, and school academic performance: A cross-lagged panel autoregressive model. *Educational Researcher, 45*(3), 197-206. https://doi.org/10.3102/0013189X16644603

Bronfenbrenner's Ecological Systems Theory. (n.d.).

Chatzipanagiotou, P., & Katsarou, E. (2023). Crisis management, school leadership in disruptive times, and the recovery of schools in the post COVID-19 era: A systematic literature review. *Education Sciences, 13*(2), 118. https://doi.org/10.3390/educsci13020118

El Nokali, N. E., Bachman, H. J., & Votruba-Drzal, E. (2010). Parent involvement and children's academic and social development in elementary school. *Child Development, 81*(3), 988-1005. https://doi.org/10.1111/j.1467-8624.2010.01447.x

El Zaatari, W., & Maalouf, I. (2022). How the Bronfenbrenner bio-ecological system theory explains the development of students' sense of belonging to school. *SAGE Open, 12*(4). https://doi.org/10.1177/21582440221134089

Firmansyah, D., & Saepuloh, D. (2022). Social learning theory: Cognitive and behavioral approaches. *Jurnal Ilmiah Pendidikan Holistik (JIPH), 1*(3), 297-324. https://doi.org/10.55927/jiph.v1i3.2317

Fudolin, M. A., & Dioso, E. D. (2025). Perceived effects of peer pressure to academic performance: A correlational study. *International Journal of Interdisciplinary Viewpoints, 1*, 327-345. https://doi.org/10.5281/zenodo.16533901

Gore, J., Lloyd, A., Smith, M., Bowe, J., Ellis, H., & Lubans, D. (2017). Effects of professional development on the quality of teaching: Results from a randomized controlled trial of Quality Teaching Rounds. *Teaching and Teacher Education, 68*, 99-113. https://doi.org/10.1016/j.tate.2017.08.007

Huang, H. (n.d.). School climate affecting students' competence to learn. *Journal of Education and Educational Research*.

Hui, E. K. P., & Tsang, S. K. M. (2012). Self-determination as a psychological and positive youth development construct. *The Scientific World Journal, 2012*. https://doi.org/10.1100/2012/759358

Inan, H. Z., Jozwiak, M., Inan, Y. S., & Sarac, S. (2024). Examining concept development classroom interaction quality and children's developmental progress in state pre-K/head start programs using pre-K CLASS and LAP-3. *Acta Psychologica, 245*, 104201. https://doi.org/10.1016/j.actpsy.2024.104201

Kruse, S. D. (2021). Hiding in plain sight: Systems thinking and school organization. *Journal of Educational Administration, 59*(1), 43-58. https://doi.org/10.1108/JEA-01-2020-0011

Lessy, Z., Rantekata, N. A., Rohman, M., & Sada, H. J. (2024). Moral degradation in an educational milieu: Roles of guardian in fixing morality of students. *AL-ISHLAH: Jurnal Pendidikan, 16*(1), 273-283. https://doi.org/10.35445/alishlah.v16i1.4418

Li, J., Xue, E., & Li, K. (2022). Investigating the education policy implementation of the Excellent Teacher Plan for teacher education sustainability in China: Challenges and strategies. *Sustainability, 14*(21), 14526. https://doi.org/10.3390/su142114526

Lunkenheimer, E., Sturge-Apple, M. L., & Kelm, M. R. (2023). The importance of parent self-regulation and parent-child coregulation in research on parental discipline. *Child Development Perspectives, 17*(1), 25-31. https://doi.org/10.1111/cdep.12470

Menter, I., & Assunção Flores, M. (2021). Teacher education, teacher professionalism and research: International trends, future directions. *European Journal of Teacher Education, 44*(1), 1-4. https://doi.org/10.1080/02619768.2020.1850550

Moè, A., Katz, I., & Alesi, M. (2018). Scaffolding for motivation by parents, and child homework motivations and emotions: Effects of a training programme. *British Journal of Educational Psychology, 88*(2), 323-344. https://doi.org/10.1111/bjep.12216

Peng, S., & Zeng, C. (2025). Student academic performance: The influence of peers' problem behaviors and moderating effect of educational expectation. *Journal of Humanities and Applied Social Sciences*, 1-22. https://doi.org/10.1108/jhass-05-2025-0089

Putri, S. N., Apriana, D., Nisoh, A., & Farid, R. (2025). Discipline of the school principal in shaping teacher motivation. *Jurnal Pengabdian Masyarakat Dan Penelitian Thawalib, 4*(1), 59-68. https://doi.org/10.54150/thame.v4i1.587

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology, 61*, 101860. https://doi.org/10.1016/j.cedpsych.2020.101860

Ryan, R. M., & Deci, E. L. (2022). Self-determination theory. In *Encyclopedia of Quality of Life and Well-Being Research* (pp. 1-7). Springer International Publishing. https://doi.org/10.1007/978-3-319-69909-7_2630-2

Saks, K., Hunt, P., Leijen, Ä., & Lepp, L. (2025). From zero collaboration to teamwork: Forms of teacher collaboration and factors that support or hinder it. *Education Sciences, 15*(1). https://doi.org/10.3390/educsci15010087

Setyawati, V., Jurusan Pendidikan Ekonomi, S., Ekonomi, F., & Negeri Semarang, U. (2018). Pengaruh motivasi belajar, lingkungan keluarga dan peran guru terhadap disiplin belajar siswa. *Economic Education Analysis Journal*. http://journal.unnes.ac.id/sju/index.php/eeaj

Siahaya, A. (2024). Teacher professionalism as a key factor in creating a positive learning environment. *International Journal of Teaching and Learning (INJOTEL), 2*(2), 589-600.

Taub, M., Azevedo, R., Rajendran, R., Cloude, E. B., Biswas, G., & Price, M. J. (2021). How are students' emotions related to the accuracy of cognitive and metacognitive processes during learning with an intelligent tutoring system? *Learning and Instruction, 72*, 101860. https://doi.org/10.1016/j.learninstruc.2019.04.001

Tria Ananda, I., Elmiati, & Mega Putri, D. (2023). Teacher's role in applying assertive discipline to students at MAN 1 Solok Selatan. *Jurnal Pendidikan*, 8(3). https://doi.org/10.58258/jupe.v8i3.5901

Vanblaere, B., & Devos, G. (2016). Relating school leadership to perceived professional learning community characteristics: A multilevel analysis. *Teaching and Teacher Education, 57*, 26-38. https://doi.org/10.1016/j.tate.2016.03.003

Vitoria, L., Ramli, M., Johar, R., & Mawarpury, M. (2024). Key influences on students' academic success: Insights from scholarly research. *Journal of Educational Management and Learning, 2*(1), 9-19. https://doi.org/10.60084/jeml.v2i1.164

Wahyuni, S., Azizah, A. N. D., & Septiana, N. Z. (2022). The effect of family social support and school climate on students' learning motivation. *Edudeena: Journal of Islamic Religious Education, 6*(2), 102-116. https://doi.org/10.30762/ed.v6i2.561

Wang, M. T., Degol, J. L., Amemiya, J., Parr, A., & Guo, J. (2020). Classroom climate and children's academic and psychological wellbeing: A systematic review and meta-analysis. *Developmental Review, 57*, 100912. https://doi.org/10.1016/j.dr.2020.100912

Wang, M. T., Kiuru, N., Degol, J. L., & Salmela-Aro, K. (2018). Friends, academic achievement, and school engagement during adolescence: A social network approach to peer influence and selection effects. *Learning and Instruction, 58*, 148-160. https://doi.org/10.1016/j.learninstruc.2018.06.003

Wayan Darna, I., Dantes, N., & Gusti Ngurah Sudiana, I. (2023). Synergistic role of teachers and parents in performing the character building of students at SMA 3 Denpasar. *Jurnal Ilmu Pendidikan, 6*(1). https://jayapanguspress.penerbit.org/index.php/cetta

Winanjar Rahayu, T., Tazkiyah, E., Nurul Murtadho, & Slamet Arifin. (2023). The role of teacher ethics in developing student character in school. *Jurnal Ilmiah Sekolah Dasar, 7*(3), 546-557. https://doi.org/10.23887/jisd.v7i3.55245

Yeung, W. J. J., & Chen, X. (2023). Achievement gaps before school in Singapore: Family SES, parental values, and young children's self-regulation. *Early Childhood Research Quarterly, 65*, 352-362. https://doi.org/10.1016/j.ecresq.2023.07.012

Yuliani, A., Maftuh, B., Sapriya, S., Sujana, A., & Hayati, R. (2024). The implementation challenges of character education in primary schools. *Jurnal Cakrawala Pendas, 10*(2), 238-254. https://doi.org/10.31949/jcp.v10i2.8032

Zickafoose, A., Ilesanmi, O., Diaz-Manrique, M., Adeyemi, A. E., Walumbe, B., Strong, R., Wingenbach, G., Rodriguez, M. T., & Dooley, K. (2024). Barriers and challenges affecting quality education (Sustainable Development Goal #4) in Sub-Saharan Africa by 2030. *Sustainability (Switzerland), 16*(7). https://doi.org/10.3390/su16072657

Zimmer-Gembeck, M. J., Skinner, E. A., Scott, R. A., Ryan, K. M., Hawes, T., Gardner, A. A., & Duffy, A. L. (2023). Parental support and adolescents' coping with academic

stressors: A longitudinal study of parents' influence beyond academic pressure and achievement. *Journal of Youth and Adolescence, 52*(12), 2464-2479. https://doi.org/10.1007/s10964-023-01864-w