

THE RELATIONSHIP OF FAMILY SUPPORT WITH THE LEARNING MOTIVATION OF FINAL SEMESTER NURSING STUDENTS

¹Tania Devi Zhariyah, ²Apriyani Puji Hastuti, ^{3*}Dian Pitaloka Priasmoro
^{1,2,3}Institut Teknologi Sains dan Kesehatan RS dr. Soepraoen Kesdam/V Brawijaya Malang
*Email: dianpitaloka@itsk-soepraoen.ac.id

Abstract

Aim: This study aims to determine the relationship between family support and the learning motivation of final semester nursing students at ITSK Dr. Soepraoen Hospital Malang.

Method: The study used a quantitative design with a cross-sectional approach. The sample consisted of 114 final-semester nursing students at ITSK Dr. Soepraoen Hospital Malang, selected using stratified random sampling. Instruments included the Family Support Scale (FLS) questionnaire and Hamzah B. Uno's Theory. Data analysis was performed using the fisher test to identify the relationship between the two variables.

Result: Most students indicated instrumental support (35.09%), and 47.37% indicated learning motivation as a path to achieving future goals. The fisher test showed a significant relationship between family support and nursing students' learning motivation (p -value 0.0001). The higher the family support, the greater the students' learning motivation.

Conclusion: There is a significant relationship between family support and learning motivation in final-semester nursing students at ITSK Dr. Soepraoen Hospital, Malang. This finding emphasizes the importance of family involvement to maintain nursing students' motivation to learn, even though they live far from home.

Keywords: Family support, Learning motivation, Nursing students

HUBUNGAN DUKUNGAN KELUARGA DENGAN MOTIVASI BELAJAR MAHASISWA KEPERAWATAN SEMESTER AKHIR

Abstract

Tujuan: Penelitian ini bertujuan untuk mengetahui hubungan dukungan keluarga dengan motivasi belajar mahasiswa keperawatan semester akhir di ITSK RS Dr. Soepraoen Malang.

Metode: Penelitian menggunakan desain kuantitatif dengan pendekatan cross-sectional. Sampel berjumlah 114 mahasiswa keperawatan semester akhir di ITSK RS Dr. Soepraoen Malang yang dipilih menggunakan stratified random sampling. Instrumen meliputi kuesioner *Family Support Scale* (FLS) dan Teori Hamzah B. Uno. Analisis data dilakukan dengan uji *Fisher* untuk mengidentifikasi hubungan kedua variabel.

Hasil: Sebagian besar mahasiswa menunjukkan 35,09% dukungan instrumental, dan 47,37% motivasi belajar sebagai jalan mencapai tujuan masa depan. Uji *Fisher* menunjukkan adanya hubungan signifikan antara dukungan keluarga dengan motivasi belajar mahasiswa keperawatan (p -value 0,0001). Semakin tinggi dukungan keluarga, semakin besar motivasi belajar mahasiswa.

Simpanan: Terdapat hubungan signifikan antara dukungan keluarga dengan motivasi belajar pada mahasiswa keperawatan semester akhir di ITSK RS Dr. Soepraoen Malang. Temuan ini menegaskan pentingnya

keterlibatan keluarga agar mahasiswa keperawatan senantiasa termotivasi dalam belajar meskipun mahasiswa tinggal jauh dari rumah.

Kata kunci: Dukungan keluarga, Mahasiswa keperawatan, Motivasi belajar

INTRODUCTION

Advances in information technology and mobility in higher education have led more and more students to study outside the city or even outside the province, thus living apart from their immediate families. This "migrant" situation means that relationships between students and their families are no longer always face-to-face or directly monitoring their daily learning activities. Nevertheless, families still play a crucial role in providing the emotional, informational, and instrumental support students need to maintain their motivation to learn. Final-year students face heavier academic burdens, such as completing final assignments and preparing for the workforce. In these situations, family support becomes a source of psychological strength that helps students maintain their motivation to study and reduce academic stress.¹

²Explains that support emotional plays a big role in maintaining mental health ² Families who understand the academic process can help students make informed decisions about their studies ³. ³ Students who travel to pursue higher education often experience limited direct interaction with their families, which impacts the family's ability to provide optimal monitoring and learning support. ⁴. ⁴ This is in line with research ⁵ that the geographical distance between students and their families can influence individual motivation and learning discipline. ⁵

As a student, you're still considered young, so you're often referred to as teenagers or young people. However, it's possible that some students are more mature than others. According to the WHO, there are three age

groups for adolescents: "Adolescents" are individuals aged 10-19, and "Youth" is defined as those aged 15-24. Meanwhile, "Youth" encompasses the age range of 10-24. (WHO, 2024). ⁶

According to World Top, Indonesia's education ranking is not in the top 20, namely 67th out of 203 countries. High school graduates often... experiencing confusion and hesitation between following personal desires or fulfilling parental expectations ⁷. ⁷ Based on research conducted by ⁸ Among nursing students at Sultan Agung Islamic University, 109 respondents (72.7%) had moderate learning motivation, while 122 respondents (81.3%) had satisfactory learning motivation. Therefore, it can be concluded that there is a relationship between family support and learning motivation and academic achievement index. ⁸ Family support is an external factor that has a significant influence on student learning motivation, both directly and indirectly ⁹.

Based on research ¹⁰, the results showed that 37 students had moderate family support (43.5%), while 23 students had high family support (27.1%). ¹⁰ Therefore, one of the external factors within a person is family support, consisting of physical and psychological support for students, which influences learning motivation. According to ¹¹ family support covers the whole assistance provided by one family member to other members without causing pressure or stress. ¹¹

Internationally, research has expanded our understanding of social support, including parental support, and its relationship to students' academic motivation and

engagement. For example, a study¹² found that the relationship between environmental support (including parental support) and academic engagement was mediated by students' basic psychological needs and autonomous motivation, suggesting the role of internalized motivation in the context of consistent external support (autonomous motivation as a bridging influence). Furthermore, research on graduate students indicates that perceived social support influences academic achievement through positive academic emotions, which are relevant to motivation as a psychological mediator in the context of social support (family support as a primary dimension).¹²

Based on this context, the author expressed a strong interest in conducting research on nursing students. The aim was to determine the relationship between family support and learning motivation in final-year nursing students.

METHOD

This study used a quantitative design with a cross-sectional approach, namely the measurement of variables is carried out once at a time to determine the relationship between family support and learning motivation of final semester nursing students at ITSK RS Dr. Soepraoen Malang, undergraduate nursing study program. The study population consisted of all active students in classes A, B, C, and D totaling 160 people. The sample was obtained using a *stratified random sampling technique*,

so that each class level has a proportional opportunity to be selected as a respondent. The sample size was determined using the Slovin formula, resulting in a total of 114 students. respondents.

Inclusion criteria include active final year Nursing Study Program students (7th semester) of the academic year of research with a minimum age of 20 years and a maximum of 24 years, coming from families who still have at least one biological parent (father or mother) who is still alive, because the variable "family support" requires real support resources from parents. And willing to be research respondents and fill out the informed consent form. Respondents who did not fill out the questionnaire completely were excluded from the analysis.

The research instruments used consisted of two questionnaires. The Family Support Scale (FLS) was used for the family support variable, while the Hamzah B. Uno Theory was used for the learning motivation variable. The instrument used in this study was an existing and standardized questionnaire developed by¹³.¹³ Shows that this instrument is reliable and does not need to be retested.

The questionnaire collection was conducted online including Respondents' consent on informed consent. This study has obtained ethical approval from the Health Research Ethics Committee (KEPK) ITSK Dr. Soepraoen Hospital Malang, with registration number KEPK-EC/373/XI/2025.

RESULTS

The research results are presented in a table. The general characteristics of the respondents include age, GPA, reason for choosing nursing, and having at least one living biological parent.

Table 1

General characteristics of respondents (n=114)

Variables	Category	Frequency	Percentage (%)
Age	20 years	1	0.88%
	21 years	51	44.74%
	22 years	52	43.86%
	23 years	10	8.77%
	24 years	2	1.75%
GPA	2.76-3.00	0	0%
	3.01-3.49	11	9.65%
	3.50-4.00	103	90.35%
Reasons for choosing Major nursing	Parents' wishes.	8	7.02%
	Own desire	106	92.98%
Condition of parents	Both parents are still alive	110	96.49%
	One of the people the old man has died	3	2.63%
	Both parents have died	1	0.88%

Based on Table 1, it can be seen that almost the majority of students are 22 years old with a percentage of 43.86%, with the highest Cumulative Achievement Index of 3.50-4.00 at 90.35%. The majority of students chose the nursing major because of their own desires, namely 92.98%, and most of the respondents' parents are still alive with a percentage of 96.49%.

Table 2
Family Support (n=114)

No.	Category	Frequency	Percentage (%)
1.	Good	76	66.67%
2.	Fair	32	28.07%
3.	Less	6	5.26%
Total		114	100%

Based on Table 2, it shows that the family support perceived by 114 respondents. Based on the research results, the majority of respondents reported receiving good family support, 76 (66.67%), the next category was fair family support, with 32 respondents (28.07%). This percentage indicates that although family support is available, and last only 6 respondents (5.26%) reported receiving insufficient family support.

Table 3
Student Learning Motivation

No	Motivation to learn	Frequency	Percentage (%)
1.	High	107	93.86%
2.	Medium	6	5.27%
3.	Low	1	0.87%
Total		114	100%

Table 3. shows the level of student motivation for 114 respondents. The majority of students have high learning motivation, namely 107 people (93.86%). A small portion were in the moderate motivation category, namely 6 people (5.27%), and only 1 person (0.87%) had low motivation. Overall, this data explains that student learning motivation is very good, because almost all respondents are in the high motivation category.

Table 4
Analysis of the Relationship between Family Support and Learning Motivation of Final Semester Nursing Students.

No	Family Support	Learning Motivation				Total		p-value
		High		Medium+Low				
		n	%	n	%	n	%	
1	Good	76	100	0	0,0	76	66,7	0.001
2	Fair+Less	31	81,6	7	18,4	38	33,3	
Total		107	93,9	7	6,1	114	100	

Source: Primary Data 2025

DISCUSSION

The results of the study showed that the majority of final-year students at ITS Dr. Soeptraoen Hospital Malang received good family support, amounting to 66.67%. This finding indicates that family remains an external factor that plays an important role in supporting students' educational process, even though many of them live far from their parents. Family support enhances learning motivation among final-semester nursing students

by reducing stress and promoting adaptive behaviors, aligning with evidence linking psychosocial support to lower stress levels¹⁴. The forms of support provided include emotional, informational, instrumental, and rewarding support, as explained in the theory of family support. This support helps students feel cared for, appreciated, and have someone to depend on when facing academic pressure. Therefore, it can be concluded that family support is a process that occurs in life with the presence of a family that provides assistance to its

members in various forms such as emotional aspects, information, appreciation, advice, tangible assistance, and positive attitudes^{15, 14}

The results of this study are in line with the findings of⁵ which states that family support has a strong influence on student learning motivation, especially for students who live far from their families. Although geographical distance can hinder the intensity of direct communication, families can still provide support through communication technologies such as telephone, text messages, and social media. This is further supported by the statement⁴ Family involvement plays a crucial role in students' educational success, both in the form of monitoring and motivation. The greater the external support received, the higher the students' motivation to learn^{16, 15}

Research¹⁰ also supports this finding, where family support was found to be associated with students' learning motivation during the pandemic. Saragih explained that family support, whether rational, emotional, or instrumental, has a significant impact on students' learning enthusiasm. When students feel they receive attention and support from their families, they are better able to cope with academic stress and improve their learning focus. Saragih's findings confirm that family is a key foundation in building student learning resilience, especially when facing academic challenges or situations that require adaptation, such as distance learning.

Furthermore, in terms of respondents' age,⁶ states that students are generally in the "young people" category (10–24 years old), which is a crucial developmental phase in establishing independence, life goals, and personal identity. In this phase, family support plays a crucial role in shaping motivation, decision-making, and adaptability to academic and social pressures. WHO emphasizes that social support from parents is a protective factor for mental well-being and academic success in this

young age group. Therefore, the high learning motivation of students in this study can be understood as a result of strong family support during the developmental period towards adulthood.

According to¹⁷ there are five roles for students, including Direct of Change (due to the large number of workers, students can make changes directly), Agent of Change (driver of transformation, where the source of change comes from), Iron Stock (student resources will never run out), Moral Force (a group of individuals who have good moral values), Social Control (regulators in social life).¹⁶ Based on research conducted by (Ayunengrum, 2023) on nursing students at Sultan Agung Islamic University, it was found that the learning motivation of nursing students was moderate for 109 respondents (72.7%) and the satisfactory category was 122 respondents (81.3%). Therefore, it can be concluded that there is a relationship between family support and learning motivation with the academic achievement index.

Regarding the learning motivation variable, this study shows that 93.86% of students have high learning motivation. These results indicate that final-year students generally have clear academic goals and a strong drive to complete their studies on time. According to the theory¹⁸, high learning motivation is influenced by internal factors (desires, goals, hopes), but is also influenced by external factors such as family support.¹⁷ Students who feel supported by their families tend to be more confident in facing academic and daily life challenges, and better able to make the right decisions¹⁹ Thus, the high percentage of motivation in this study can be attributed to the amount of family support given to students.

Fisher analysis showed a significant relationship between family support and learning motivation (p-value = 0.001). This means that the level of family support

correlates with students' learning motivation. The better the family support, the higher the students' learning motivation. This finding is also consistent with research by ⁸ Ayunengrum (2023), which states that family support is directly related to students' academic achievement through increased learning motivation.

The results of this study indicate a relationship between family support and student learning motivation, which aligns with research ²⁰ which found that family support positively influences nursing students' achievement and learning enthusiasm. Emotional and instrumental support from family helps students maintain focus and commitment in the learning process. ¹⁹ Furthermore, ²¹ explain that family support is a crucial factor in increasing student learning motivation and academic engagement. This support encourages students to be more active, responsible, and consistent in their learning process. These findings reinforce research findings that family support is a significant external factor in increasing student learning motivation. ²⁰ Additionally, supportive family environments may counteract passive lifestyles among students, indirectly strengthening academic engagement and motivation²².

Thus, this study confirms that family remains a crucial factor in higher education, even though it is not always physically present. The emotional and moral support provided by family can provide positive energy for students in their studies, completing their final assignments, and preparing for the workforce. Furthermore, in line with the WHO's perspective on young people and Saragih's findings on the power of family support in increasing motivation, the results of this study reinforce the importance of family support as a vital element for students' academic success.

CONCLUSIONS AND SUGGESTIONS

Based on the results of research on the relationship between family support and the learning motivation of final-semester nursing students at ITSK Dr. Soepraoen Hospital Malang, it can be concluded that most respondents received good family support and had a high level of learning motivation. This finding indicates that family still plays an important external factor in supporting students' academic process, even though students are in the independence phase and some live apart from their families.

The results of statistical analysis using the Fisher test showed a significant relationship between family support and the learning motivation of final-semester nursing students ($p\text{-value} = 0.001$). The better the family support received, whether in the form of emotional, instrumental, informational, or reward support, the higher the students' learning motivation. Thus, family support has been shown to contribute positively to increasing the learning motivation of nursing students in completing their studies and achieving their academic goals.

Further research is recommended to examine other factors that can influence students' learning motivation, such as peer support, academic environment, and psychological conditions, and to use a longitudinal research design to observe changes in learning motivation over time.

REFERENCE

1. Kerenly Sahabat A, Marcela Salamor J. Pengaruh Dukungan Keluarga Terhadap Motivasi Belajar Mahasiswa Di Halmahera Utara. Leleani J Keperawatan Dan Kesehat Masy [Internet]. 2022 Mar 16;1(2):93–101. Available From: [Http://E-Jurnal.Lppmunhena.Ac.Id/Index.Php/Leleani/Article/View/78](http://E-Jurnal.Lppmunhena.Ac.Id/Index.Php/Leleani/Article/View/78)

2. Anderson E. Motivasi Dan Keterlibatan Pada Prestasi Belajar Mahasiswa Fakultas Keperawatan Universitas Klabat. *Nutr J* [Internet]. 2020 Oct 30;4(2):27–35. Available From: <https://ejournal.unklab.ac.id/index.php/Nutrix/Article/View/473>
3. Sulistyono Re, Rahmawati Pm, Surtikanti S, Aristawati E, Rahmi C, Huda N, Et Al. Buku Ajar Keperawatan Keluarga [Internet]. Pt. Sonpedia Publishing Indonesia; 2023. Available From: <https://books.google.co.id/books?id=Trrieaaqbaj>
4. D Widyastuti R. Hubungan Dukungan Keluarga Dengan Tingkat Keberhasilan Studi Mahasiswa Keperawatan Universitas Islam Sultan Agung Semarang (Unissula) [Internet]. Universitas Islam Sultan Agung Semarang; 2023. Available From: <https://repository.unissula.ac.id/id/eprint/30084>
5. Puspitasari Ki, Sianturi Sr, Novita Rvt. Dukungan Keluarga Dengan Motivasi Belajar Siswa. *J Keperawatan Prof* [Internet]. 2024 May 31;5(1):176–84. Available From: <https://salnesia.id/kepo/article/view/971>
6. Who (World Health Organization). Adolescent Health. World Health Organization [Internet]. 2024; Available From: https://www.who.int/southeastasia/health-topics/adolescent-health?utm_source=.com
7. Wahyuni T, Hastuti Ms, Darisan Kn, Mardiana S, Resdyanugraha D, Selatan T. Menjaga Kesehatan Komunitas Dan Keluarga Di Masa Pandemi Covid-19. 2021; Available From: <https://jurnal.umj.ac.id/index.php/semnaskat/article/view/24011/10832>
8. Ayunengrum E. Hubungan Antara Motivasi Belajar Dengan Prestasi Akademik Mahasiswa Keperawatan Unissula. Unissula [Internet]. 2023; Available From: <https://repository.unissula.ac.id/id/eprint/29929>
9. Tamon Pik, Sarajar Dk. Hubungan Motivasi Belajar Dengan Prestasi Akademik Mahasiswa Fungsionaris Lembaga Kemahasiswaan Universitas Kristen Satya Wacana. *Innov J Soc Sci Res*. 2024;4(3):15262–71.
10. Saragih M, Silitonga E, Sinaga Tr, Mislika M. Hubungan Dukungan Keluarga Dengan Motivasi Belajar Mahasiswa Selama Pandemi Covid-19. *J Ilm Keperawatan Imelda* [Internet]. 2021 Mar 30;7(1):73–7. Available From: <https://jurnal.uimedan.ac.id/index.php/jurnalkeperawatan/article/view/494>
11. Sari Ti. Gambaran Mekanisme Koping Dalam Menyusun Tugas Akhir Di Masa Pandemi Covid-19 Pada Mahasiswa Poltekkes Kemenkes Yogyakarta. Poltekkes Kemenkes Yogyakarta [Internet]. 2022; Available From: <http://eprints.poltekkesjogja.ac.id/id/eprint/8445>
12. Li Y, Sueb R, Said Hashim K. The Relationship Between Parental Autonomy Support, Teacher Autonomy Support, Peer Support, And University Students' Academic Engagement: The Mediating Roles Of Basic Psychological Needs And Autonomous Motivation. *Front Psychol* [Internet]. 2025 Apr 28;16. Available From: <https://www.frontiersin.org/articles/10.3389/fpsyg.2025.1503473/full>
13. Nasution. Hubungan Minat Belajar Dan Dukungan Keluarga Terhadap Prestasi Belajar Mahasiswa. 2022;
14. Priasmoro Dp, Lestari R. Prevalence Of A Sedentary Lifestyle As A Predictor Of Risk Of Chronic Diseases And Stress Levels In Malang, Indonesia. *Malaysian J Public Heal Med* [Internet]. 2023 Apr

- 24;23(1):11–6. Available From: [Http://Www.Mjphm.Org/Index.Php/Mjphm/Article/View/1816](http://Www.Mjphm.Org/Index.Php/Mjphm/Article/View/1816)
15. El-Sayed Mm, Taha Sm, Abdelhay Es, Hawash Mm. Understanding The Relationship Of Academic Motivation And Social Support In Graduate Nursing Education In Egypt. *Bmc Nurs* [Internet]. 2024 Jan 2;23(1):12. Available From: [Https://Bmcnurs.Biomedcentral.Com/Articles/10.1186/S12912-023-01671-5](https://Bmcnurs.Biomedcentral.Com/Articles/10.1186/S12912-023-01671-5)
16. Azzahra Sp, Imallah Rn, Kurniasih Y. Hubungan Dukungan Keluarga Dan Teman Sebaya Dengan Motivasi Belajar Pada Mahasiswa Keperawatan Semester Iii Prodi Keperawatan Di Universitas ‘Aisyiyah Yogyakarta The Correlation Between Family And Peer Support With Learning Motivation In Semester Iii Nur. *Pros Semin Nas Penelit Dan Pengabd Kpd Masy*. 2024;2(September):1056–63.
17. Gumilang Na. Fungsi Dan Peran Mahasiswa [Internet]. 2021. Available From: [Https://Share.Google/Dfq8cod2gz8itqfls](https://Share.Google/Dfq8cod2gz8itqfls)
18. Uno Hb. Teori Motivasi Dan Pengukurannya: Analisis Di Bidang Pendidikan [Internet]. Bumi Aksara; 2021. Available From: [Https://Books.Google.Co.Id/Books?Id=8o5_Tqeacaj](https://Books.Google.Co.Id/Books?Id=8o5_Tqeacaj)
19. Putri S. Hubungan Dukungan Keluarga Terhadap Hasil Belajar (IpK) Mahasiswa Di Satu Universitas Kota Bogor. 2025;10(4):1–9.
20. Syamsudin S, Rachmawanto W, Astuti Wt. Dampak Dukungan Keluarga Terhadap Prestasi Belajar Mahasiswa Keperawatan Tingkat Vi. *J Keperawatan Karya Bhakti* [Internet]. 2022 Oct 15;8(2):70–7. Available From: [Https://Journal.Akperkbn.Com/Index.Php/Jkkb/Article/View/106](https://Journal.Akperkbn.Com/Index.Php/Jkkb/Article/View/106)
21. Azhari Sc, Siti Fadjarajani, Ely Satiyasih Rosali. The Relationship Between Self-Regulated Learning, Family Support And Learning Motivation On Students’ Learning Engagement. *J Educ Res Eval* [Internet]. 2023 Mar 20;7(1):147–58. Available From: [Https://Ejournal.Undiksha.Ac.Id/Index.Php/Jere/Article/View/52481](https://Ejournal.Undiksha.Ac.Id/Index.Php/Jere/Article/View/52481)
22. Priasmoro Dp. A Analysis Of Sociodemographic Factors As A Trigger For A Passive Lifestyle Of The College Student In Malang. *Babali Nurs Res* [Internet]. 2023 Jan 31;4(1):153–60. Available From: [Https://Babalinursingresearch.Com/Index.Php/Bnr/Article/View/157](https://Babalinursingresearch.Com/Index.Php/Bnr/Article/View/157)