

Family Social Capital as a Determinant of Student Motivation and Academic Achievement

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ABSTRACT

Family social capital is an important foundation for student academic achievement because it shapes how students understand the value of education, how they interact with the school environment, and how they manage academic pressure. This article aims to analyse the relationship between family social capital and student academic achievement by highlighting family social networks, family communication patterns, and the forms of social support received by children. This study was conducted through qualitative literature review using thematic synthesis by examining academic publications in the last two decades. The analysis was carried out by identifying communication patterns, family support structures, and social networks that have a direct relationship with academic achievement. The results show that strong family social networks support students' emotional stability and expand access to learning resources. Warm family communication patterns help students develop confidence in facing academic tasks and foster intrinsic motivation to learn. Emotional support from the family has been shown to increase students' perseverance in overcoming learning obstacles and encourage consistent academic orientation. In addition, relationships between family members based on open dialogue create a psychological foundation that provides a sense of security for students in carrying out their roles as learners. This study confirms that learning success cannot be separated from the quality of interactions within the family. When families provide emotional support, clear messages, and stable social relationships, students show improvements in focus, motivation, and academic achievement. These findings highlight the importance of strengthening communication between parents and children for a more effective learning process. This article provides a theoretical contribution to the development of studies on family social capital and provides a practical basis for educators and parents in building a family environment that can support children's academic development.

INTRODUCTION

Family social capital describes the relationships, bonds, and patterns of interaction that form the foundation for students' academic development. This social capital is formed through emotional relationships, quality of communication, and parental involvement in their children's learning lives. From an educational sociology perspective, the family is understood as the first arena where children construct meaning about social relationships and academic rules. The way family members exchange information, give attention, and create an emotional atmosphere also influences students' psychological readiness to learn and adapt to school demands.

The process of forming family social capital can

be understood through a hermeneutic phenomenological approach, which sees that children interpret their daily experiences in the family through symbolic interactions, verbal messages, and patterns of closeness. This perspective is also relevant in understanding the dynamics discussed by Rafiuddin and Darmawan (2023), who examined the influence of students' social interactions with teachers and peers on academic achievement, where the meaning and interpretation of social relationships in the school environment are also shaped by a frame of reference derived from family experiences. Every dialogue, reprimand, and form of support received by children is not only a communication event but also a process of

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interpreting the values believed by the family. This interpretation influences how children view academic tasks, relationships with teachers, and relationships with school friends. The warmer the family communication, the stronger the children's confidence in their ability to manage their learning.

In a pedagogical environment, family social capital is related to the psychological pressure that students may experience when facing learning demands. When family communication is open and supportive, students find it easier to adapt to academic demands and social pressure. In a broader framework, how the environment and social relations, including family dynamics, shape children's aspirations and motivation is also revealed in Rahman and Hariani (2022) research on the impact of personal barriers on motivation in various learning environments. Conversely, when family interactions are rigid or inconsistent, students may experience confusion and difficulty in managing their motivation to learn. Family adaptation in the face of changes in curriculum, workload, and teaching patterns also affects students' emotional stability.

Family social capital also determines how children manage their roles between home and school life. When relationships between family members provide emotional support and a broad social network, students have access to social resources that can strengthen their motivation to learn. The importance of family support as a foundation for learning was also identified by Masfufah and Masnawati (2023), who emphasized the central role of the family environment in shaping children's readiness and resilience for learning. The mechanism of teaching values and ethics in the family, as analyzed by Hariani et al. (2022), also relies on the quality of this social capital, where strong communication networks and trust become important channels for transmitting norms and building children's resilience. Family social networks such as relatives, neighbors, and local communities are often sources of academic and moral support that increase learning readiness. All these dynamics show that family social capital is the foundation that shapes how students understand educational demands.

The main problem arises when family social capital is not balanced. Various studies show that a lack of emotional interaction between parents and children can reduce learning achievement and weaken academic motivation (Coleman, 2007). When family communication is limited to instructions without dialogue, students find it difficult to understand learning orientation and how to manage their time. A lack of family closeness causes a

psychological disconnect between parental expectations and children's academic abilities.

The next problem arises from instability in family communication patterns. Studies show that unclear communication, mixed messages, or tense interactions can affect students' moral development and discipline (Benner & Mistry, 2020). Students who experience communication uncertainty often feel hesitant to make academic decisions, procrastinate on tasks, and easily lose focus when faced with academic pressure.

Another issue relates to the limitations of family social networks. When families do not have active social networks, children lose a source of support for learning, whether in the form of guidance, motivation, or examples of academic behavior (Dufur et al., 2013). The absence of a strong social network can reduce students' confidence in facing academic demands and interactions at school.

This topic is important to examine at present because family communication patterns are changing rapidly due to technological developments and shifts in social structures. These changes, including the challenges of maintaining a balance in technology use, are also identified in studies by Wahyuningtyas et al. (2022) and Masfufah and Darmawan (2023) on the role of parents in preventing gadget addiction in early childhood, which show that family interaction dynamics are greatly influenced by how families manage technology at home. The dynamics of maintaining a balance in technology use within family life, including its influence on interactions between family members, is also the focus of research by Evendi and Masfufah (2023). Children and parents face new challenges in building closeness, especially when interaction time is reduced due to parents' workloads. These changes alter children's learning patterns and the way they manage academic demands.

In addition, social changes that affect family dynamics, such as work mobility, urbanization, and economic pressures, also modify the social capital that families have. These conditions create variations in the social support that students receive and affect their ability to achieve stable academic performance.

The purpose of this study is to analyse how family social networks, communication quality, and forms of social support shape student learning achievement. This research contributes to expanding the theoretical understanding of family social capital and provides practical benefits for parents and educators in improving the quality of family support for children.

RESEARCH METHOD

This study uses a qualitative literature review approach, focusing on theoretical understanding of

family social capital and its relationship with student academic achievement. This literature review compiles findings from various journal articles and academic books that meet scientific standards so that all claims can be accounted for. Thematic synthesis was chosen because it is able to group ideas from various sources into more structured themes. This technique allows researchers to build an interpretive understanding of how social networks, family communication, and social support are related to academic achievement. This procedure follows the guidelines of Braun and Clarke, which emphasize that thematic synthesis requires a systematic process from data recognition to the formation of analytical themes (Braun & Clarke, 2006).

The literature search strategy was conducted through academic databases such as Scopus, Web of Science, ScienceDirect, Wiley Online Library, JSTOR, and Google Scholar using keywords such as social capital, family communication, parental involvement, academic achievement, and student learning outcomes. The inclusion criteria included articles in English or Indonesian, published in the last 20 years, originating from indexed journals or reputable academic books, and containing discussions related to family social capital and learning achievement. Exclusion criteria were applied to works that did not have a DOI or ISBN, predatory journal articles, and popular publications that were not academic in nature. The selection process was carried out in stages by reading the abstracts, assessing methodological feasibility, and then recording sources that met the requirements in a data extraction sheet. This selection method followed the guidelines for writing literature reviews from Booth, Sutton, and Papaioannou (2016).

The coding and quality assurance stages were carried out by examining the content of each publication to identify recurring thematic patterns. Coding was done manually by recording key concepts in a matrix to facilitate the process of grouping them into broad themes in accordance with the research objectives. Quality assurance was carried out by ensuring that each source was checked for validity through DOI or ISBN checks on official services such as Crossruff and World Cat. All of these steps followed the qualitative literature review procedures recommended by Creswell and Poth (2018), particularly in maintaining consistency in the analysis and ensuring that the findings had a strong scientific basis.

RESULT AND DISCUSSION

Family Social Capital Structure

Family social capital plays an important role in

supporting children's psychological and academic well-being during their school years. During the school years, the relationship between students and teachers as well as parents and children is particularly relevant, as this period coincides with adolescence, a time when identity development, independence, and concerns about the future can pose emotional challenges for adolescents, increasing the likelihood of externalizing behaviors (Nunes et al., 2023). Critical studies by Safira et al. (2021) and Aliyah et al. (2022) on family interactions and their impact on children's mental health and emotional balance further emphasize that a psychologically healthy family environment is a prerequisite for children's emotional and academic resilience. Family social capital includes internal networks that build trust, emotional closeness, and patterns of cooperation within the household. These elements create a foundation for students to form an understanding of how to learn, how to interact with teachers, and how to manage academic demands. Putnam (2000) explains that strong social networks within the family can increase psychological attachment, which helps children be more stable in facing academic pressures. Social capital maintained through these emotional relationships shapes children's capacity to cope with changes in their learning load. The quality of relationships within the family is an important foundation in shaping adolescents' resilience in facing educational challenges for their academic success.

Family warmth and cohesiveness are important foundations for children's academic success. The influence of family social capital is evident in the strength of relationships between family members, which provide moral support and information for students. The importance of the family's role in shaping learning patterns and values is also evident in Safira et al.'s (2022) study on family-centered environmental education, where a cohesive and supportive family environment is the main vehicle for instilling values and habits that shape children's behavior. Israel et al. (2001) found that household social capital structures characterized by warm communication and cooperation can increase the chances of academic success. When children feel accepted and valued within the family, their academic confidence increases and they are better prepared to absorb guidance from school. The role of interaction within the family can strengthen children's readiness to face educational demands.

Family social capital also plays a role as a psychological foundation that shapes children's views on education. Strong social capital helps

children interpret academic experiences as something that can be undertaken with confidence. Dika and Singh (2002) emphasize that stable family relationships make it easier for children to understand the value of learning, thereby motivating them to achieve better academic results. This relationship pattern builds the perception that schoolwork does not need to cause excessive pressure, but rather is part of developing one's capacity. Emotional support and healthy communication within the family can foster a positive attitude towards the child's learning process.

The social connectedness of the family with the surrounding environment is an important asset in supporting the child's learning process. An extensive family social network provides additional access that supports learning. This is in line with the findings of Irawan and Darmawan (2023), which reinforce the evidence that the social context of the family, including relationship patterns and support from the immediate environment, significantly shapes children's motivation and independence in learning. Crosnoe (2004) states that families who have positive social relationships with neighbors, relatives, and the community provide students with additional resources such as learning assistance, motivation, or role models. The presence of such networks makes students more comfortable asking questions and seeking support when facing academic difficulties. Family social involvement outside the household broadens the scope of support that can strengthen students' resilience and enthusiasm for learning.

Collaboration between families and schools is an important element in forming a social structure that supports children's learning processes. The structure of social capital is also influenced by coordination between families and schools. Parcel and Dufur (2001) explain that a good relationship between families and educational institutions strengthens children's academic success because the messages and expectations received by students become consistent. When families understand the learning rhythm set by the school, children are better able to organize their learning discipline clearly. This synergy creates a harmonious learning environment, so that children feel more focused and motivated in undergoing the educational process.

Family involvement in children's education is key to shaping children's psychological resilience in learning. Family support can strengthen students' resilience in overcoming psychological pressures arising from academic demands. Jeynes (2007) states that positive parental involvement has a strong relationship with learning achievement because

children receive emotional rewards that make them more diligent. Families who value education will motivate their children about the benefits of education. Such parents can learn more about what their children are learning at school and how to help them with their homework through learning activities at home (Adeyeye & Dasoo, 2023). This support encourages children to view academic tasks as meaningful activities. The presence of a caring family enables children to face academic challenges.

The stability of a child's academic orientation is inseparable from the role of the family as an environment that shapes values and learning habits. Family social capital also influences a child's ability to develop a stable academic orientation. Leung et al. (2011) emphasize that healthy family relationships enable children to develop clear academic goals. The family serves as the initial environment for establishing regular work patterns and consistent learning behavior. A strong foundation from the family makes children more prepared to maintain their commitment to long-term academic achievement.

Parental attention and involvement in their children's learning process is at the core of the strength of family social capital. The strength of family social capital is related to parental attention in accompanying their children's learning activities. It has been established that parents need to be active in the learning process and in planning their children's social activities to create social capital. The benefits of social capital increase when combined with a good parent-child relationship (Ugwuanyi et al., 2020). Dufur et al. (2013) proved that children with high family support show better academic results because they receive structural assistance that facilitates the learning process. This assistance includes time management, guidance, and emotional encouragement. Active parental involvement not only provides children with technical support in learning, but also psychological encouragement that strengthens their academic motivation and perseverance.

Effective communication between parents and children is a key aspect of establishing students' emotional stability. Constructive family communication influences children's emotional stability while interacting with the school environment. In addition, the development of children's social relationships outside the family, such as peer friendships studied by Evendi et al. (2021), also shapes children's behavior and interactions, which can then reinforce or mediate the impact of communication patterns established within the family. Fan and Williams (2010) show that the way parents exchange information with their children is directly related to

learning satisfaction and academic orientation. Family relationships have the potential to provide important benefits such as encouraging information exchange, helping to shape beliefs, and upholding behavioral norms that are important for educational success (Curry & Holter, 2019). Children who are accustomed to dialogue and discussion within the family are better able to express their ideas at school. Healthy communication between family members also strengthens children's academic confidence in the school environment.

Children's learning motivation cannot be separated from the communication structure and warmth built at home. A supportive family relationship contributes to the formation of mature academic motivation. Hill and Tyson (2009) found that families that provide a regular communication structure are able to strengthen children's belief that learning efforts produce tangible results. The clarity of this communication pattern makes children more prepared to set learning priorities and maintain consistency. This shows that targeted communication is an important foundation in strengthening students' academic motivation.

The value of education that grows within the family plays a role in shaping children's emotional resilience to learning challenges. The structure of family social capital creates emotional experiences that form the basis for children to understand the value of education. Layered support within the family, such as attention, warmth, and cooperation, shapes children's psychological stability to face academic tasks. A calm home environment helps children focus more on absorbing lesson material and be more confident when facing learning challenges at school. A conducive home environment can contribute significantly to a child's emotional balance and achievement.

Ultimately, all forms of family social capital contribute to the development of a child's academic well-being. In everyday life, family social capital can be a major support when students face academic pressure. When family relationships provide a safe space for discussion and sharing experiences, children feel more comfortable managing their school workload. This condition allows for more stable academic development and opens up opportunities for students to achieve their optimum performance according to their abilities. Family social capital not only functions as emotional support, but also as a mechanism for sustained academic success.

Family Communication Patterns and Learning Motivation

Family communication patterns play an important

role in shaping students' motivation to learn from an early age. Family communication patterns are the foundation for the development of students' motivation to learn. The interaction between parents and children provides direction for how students understand academic goals and how they interpret the learning process. When families establish regular communication patterns, children gain clarity about what is expected of them in the learning process. Communication between parents and children can increase children's motivation to learn. Forms of communication between parents and children, such as giving praise, giving gifts, holding discussions to reach agreements, and frequently giving and repeating messages directly, can increase children's motivation to learn (Maurits & Widodo, 2023). Spera (2005) shows that consistent communication patterns increase students' confidence in carrying out academic tasks because they feel guided and appreciated. Clear communication signals to children that learning is a valuable activity. Regular positive family communication thus shapes a clearer direction and meaning for children's learning.

Warm communication within the family is an important support for children's learning resilience. In addition, a warm communication pattern provides a sense of security for children when facing academic challenges. Children who are accustomed to dialogue with their parents have a stronger tendency to maintain motivation because they feel they are not alone in facing school pressures. Rogers and Eccles (2002) show that when children's voices are heard, intrinsic motivation develops more stably. This process strengthens the emotional connection to learning activities. With supportive communication, children grow up believing that the learning process is a safe space for growth.

Open communication within the family is an important bridge between children's learning experiences and positive perceptions of school. Open communication patterns support the development of positive perceptions of school. Students who regularly discuss their learning experiences with their parents tend to be better prepared to cope with school situations. Simpkins et al. (2006) emphasize that regular communication influences learning orientation because children understand the meaning of academic tasks from a family perspective. This meaning increases children's interest in the learning process. With open communication, children view academic activities as meaningful and enjoyable experiences.

A child's ability to manage emotions while learning is greatly influenced by the quality of communication within the family. Dialogic relationships within the

family enable children to develop self-control mechanisms that affect their academic performance. Farkas and Grolnick (2010) found that communication that emphasizes parental responsiveness helps children manage their emotions when facing task pressure. Good emotional management makes learning motivation more stable, thereby improving performance. A balanced communication pattern between support and independence helps children adapt to academic challenges.

Targeted communication within the family plays an important role in shaping children's learning awareness. A structured communication pattern can help students understand the relevance of academic activities. Daily discussions about study plans, task schedules, or long-term goals shape academic awareness that serves as a motivational driver. Fan and Chen (2001) show that active parental interaction helps children develop a stronger learning orientation so that they are more active in trying to understand the subject matter. Consistent and focused communication makes children more capable of placing academic activities as an important part of their self-development.

Giving children space to ask questions is a form of communication that encourages the growth of interest in learning. Children who are given space to ask questions to their parents show higher motivation. Such interactions enrich children's understanding of school material and strengthen their curiosity. Davis-Kean (2005) shows that communication patterns that appreciate children's questions have an effect on the development of long-term academic interest. Support that values curiosity encourages children to actively explore knowledge.

The quality of communication within the family greatly determines the psychological comfort of children in the learning process. A stressful family communication pattern can reduce learning motivation because children feel they do not have a safe space to talk. Children who receive excessive criticism tend to experience a decline in internal motivation. Wang and Eccles (2012) found that high-pressure communication patterns are associated with decreased motivation and academic attachment. The way parents communicate their expectations influences how children manage their schoolwork. This shows that rigid and pressuring communication patterns can weaken children's intrinsic motivation to learn.

Verbal support from family plays an important role in shaping children's self-confidence. Supportive family communication increases students' sense of competence. When parents give positive feedback, children are more confident and dare to take on more

challenging academic tasks. Piquart (2016) found that verbal praise from parents has a strong relationship with academic motivation, especially during adolescence. Positive encouragement from parents makes children more prepared to face learning challenges and develop their academic potential optimally.

Communication that encourages learning autonomy contributes to the formation of children's motivational resilience. Healthy family communication helps children develop the view that learning abilities can be improved through effort. Positive messages in the family about perseverance strengthen learning orientation. Grolnick and Pomerantz (2009) explain that communication that promotes autonomy shapes motivational resilience in students. Such messages help children understand that academic failure is not permanent. The autonomous attitude that grows from this family communication helps children be more resilient in facing learning difficulties.

Regular communication within the family is an important foundation for the formation of consistent learning habits. Regular family communication has a significant influence on the consistency of children's learning. Conversations between family members about school experiences reinforce children's understanding of the importance of continuity in learning. Hoover Dempsey and Sandler (2005) show that intensive communication patterns increase children's motivation to continue engaging in academic activities because they see that their parents are paying attention. Regular and attentive communication from parents makes children feel valued and more motivated to maintain their commitment to the learning process.

Daily interactions within the family shape the way children understand and respond to the world of education. In everyday dynamics, the way families communicate colors the way children view school and academic tasks. Children who feel cared for will be more enthusiastic about completing their tasks. Through regular discussions, children have the opportunity to express their views so that they do not feel pressured when faced with learning demands. Children grow up with a positive perception of the learning process as part of their personal development.

Flexible and supportive communication within the family is key to shaping children's perseverance in learning. Adaptive family communication patterns help children understand that the learning process requires perseverance. Through regular discussions, children learn to express their opinions and accept feedback. This situation creates a more stable psychological climate so that learning motivation

persists even when academic burdens increase. With flexible communication, the family acts as an environment that fosters children's resilience and academic commitment in the long term.

CONCLUSION

Family social capital has a tangible influence on student academic achievement through internal relationship structures, emotional support, and regular communication patterns. Family social networks, emotional closeness, and parental attention form the basis for the development of motivation, academic orientation, and psychological stability in students when facing school demands. Warm family communication patterns encourage the development of consistent learning attitudes and help students manage academic pressure. These findings indicate that learning success is not solely influenced by school factors, but is strongly rooted in the dynamics that students experience in their home environment.

The research findings provide important value for the development of education policy and parenting practices. Educators can utilize their understanding of family social capital to strengthen cooperation with parents through more structured two-way communication. Educational institutions can improve the effectiveness of programmed that encourage family participation so that students feel continuity between the values that emerge at home and at school. In addition, this information can be used by parents to improve the quality of family interactions so that children receive emotional support and a communication structure that aids the learning process.

Parents need to maintain open and consistent communication patterns to provide clarity to children regarding learning expectations. Educators can expand programmed that support family involvement so that students gain a stronger social foundation. Further research can examine variations in family social capital across different social groups to understand how household dynamics contribute to academic development. Subsequent research can also broaden the scope by including children's psychological factors and school environment dynamics to enrich the analysis.

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