

RESEARCH ARTICLE

JOURNAL LITERATURE REVIEW: HOW FAMILY ECONOMIC CONDITIONS, SOCIAL FACTORS, AND PSYCHOLOGICAL FACTORS AFFECT STUDENT LEARNING PERFORMANCE IN INDONESIA

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ABSTRAK

This literature review examines how family economic conditions, social factors, and psychological factors influence students' academic performance in Indonesia. Using a Systematic Literature Review (SLR) approach, the study synthesizes findings from national journal articles published between 2015 and 2025. The results indicate that family economic status significantly affects learning achievement through the availability of learning facilities and financial stability; however, emotional and motivational support can offset economic limitations. Social factors—such as family involvement, school environment, and community support—create a positive learning atmosphere that enhances motivation and discipline. Meanwhile, psychological factors, including intrinsic motivation, emotional intelligence, self-discipline, and emotional support, play a crucial role in improving academic resilience and optimizing learning outcomes. The interaction among these three domains demonstrates that student performance is shaped by a multidimensional process that requires an integrative and holistic educational policy approach. Such policies should not only address school quality but also focus on family welfare, social empowerment, and psychological well-being to promote educational equity and excellence in Indonesia.

Keywords : *Family Economic Condition; Social Factors; Psychological Factors; Academic Performance; Education In Indonesia.*

INTRODUCTION

Education functions as a fundamental instrument for improving the quality of human resources, which is essential for national development. Through education, individuals not only acquire knowledge and technical skills but also develop character, ethical values, and social competencies required to address the challenges of the contemporary era. Recent macro-level data show substantial disparities in access to and quality of education across regions, closely linked to families' socioeconomic conditions and the availability of educational facilities (BPS, 2024; Ministry of Education, Culture, Research, and Technology, 2024). These disparities are not only reflected in school participation rates but also in learning outcomes—such as low and stagnant literacy and numeracy scores on international assessments and achievement gaps across socioeconomic groups (BPS, 2024; Kemendikbudristek, 2024). These macro

findings underline the importance of examining family and social environment factors as primary determinants of students' academic performance in Indonesia.

Despite efforts to improve educational equity, students' learning outcomes in Indonesia still show significant gaps, often influenced by economic, social, and psychological factors. Empirical studies indicate that family economic conditions are strongly associated with students' academic achievement. Students from financially stable families are more likely to access supporting learning resources such as reading materials, educational tools, learning technology, and extracurricular tutoring programs, whereas students from low-income families often face financial barriers that negatively affect their motivation and learning achievement (Gulo et al., 2024). Data from the Central Statistics Agency (BPS) further reveal that financial limitations remain the leading

cause of school dropouts among Indonesian children.

In addition to economic aspects, social factors are crucial in shaping student behavior and academic outcomes. The social environment—consisting of the family, school, and community—serves as a support system that influences students' mindset, motivation, and learning discipline. A harmonious and supportive family environment increases enthusiasm for learning, whereas a non-conducive social environment can diminish academic motivation (Khairunnisa & Rigiandi, 2023). Supportive school environments and communities with positive values further contribute to the development of effective learning characteristics.

Family-related social dimensions—such as parental support, parental involvement, and family climate—play a significant role in shaping students' academic resilience and learning behaviors. Quantitative studies in Indonesia show that family support increases self-regulation and autonomous learning strategies, which mediate the relationship between family conditions and learning outcomes (Suud et al., 2024). Parental involvement is not limited to school meetings but also includes shaping learning routines, setting academic expectations, and fostering positive communication about learning.

Psychological factors—such as motivation, self-confidence, and emotional support—also significantly contribute to students' academic success. Learning motivation is a major driving factor that determines effort, persistence, and direction in the learning process. According to Djaali (2018) and Sardiman (2018), strong motivation enables students to overcome academic challenges, whereas weak psychological conditions often hinder learning performance despite the availability of adequate facilities. Emotional support from family increases students' resilience in facing academic demands (Mei et al., 2024).

The interaction among economic, social, and psychological factors shows that these domains are interdependent. For instance, children from low-income families with high family support and self-efficacy may perform better than expected based solely on economic indicators. Conversely, students from middle-income families but with high levels of anxiety and low

social support may experience declining academic achievement.

This conceptual framework suggests a multilevel model: family economic conditions (micro) influence psychological processes (meso), which in turn affect academic achievement, while school context and educational policies (macro) moderate these relationships.

This literature review aims to analyze how family economic conditions, social factors, and psychological factors influence students' academic achievement in Indonesia while offering an integrative perspective for policymakers and educators to improve national education quality and equity.

METHOD

This article employs a literature review research method. A Systematic Literature Review (SLR) was applied as the primary approach, involving a structured process of collecting, selecting, and analyzing scientific articles related to the influence of family economic conditions, social factors, and psychological factors on students' academic achievement in Indonesia. This approach was selected to provide a comprehensive and in-depth overview of previous empirical findings while identifying patterns of relationships among variables. Data sources were derived from national scientific journal articles published between 2015 and 2025, indexed in Sinta and Google Scholar. Data collection was carried out through systematic search and selection of relevant literature.

RESULTS AND DISCUSSION

Effect of Family Economic Conditions on Students' Academic Performance

Studies indicate that although family economic conditions are associated with access to learning resources, motivation is not fully determined by economic status; psychological support may increase learning enthusiasm among low-income students (Mei et al., 2024). Wini (Ilmiyah & Pendidikan, 2024) identified that parental economic conditions significantly affect learning motivation among high school students, contributing 26.95% through the provision of books, technology, and other learning resources. Chotimah et al. (2017)

found a 77.3% influence of family socioeconomic status on junior high school students' academic achievement.

Similarly, Panjaitan et al. (Abduh, 2023) concluded that learning discipline and socioeconomic status significantly affect academic performance (F -value $69.115 > 2.66$), with higher socioeconomic status reinforcing learning discipline and achievement. Sari et al. (2025) found that family socioeconomic conditions influence motivation, parental attention, and educational environment directly and indirectly.

Overall, family economic conditions play a vital role in learning performance through access to resources and learning support. However, economic factors alone are insufficient—parental motivation, attention, and discipline also strengthen academic success.

Effect of Social Factors on Students' Academic Performance

Social factors—including the family, school, and community—significantly predict academic performance across educational levels. Family support and involvement consistently correlate with higher motivation and academic achievement (Khairunnisa & Rigiandi, 2023; Prabawa et al., 2014). At the school level, positive teacher-student interactions and interactive learning methods enhance academic motivation and collaboration (Khairunnisa & Rigiandi, 2023; Ammar et al., 2024). Community environments that promote positive values further reinforce academic motivation, while non-supportive environments hinder learning. Thus, strengthening social environments across family, school, and community domains is essential to improve learning outcomes.

Effect of Psychological Factors on Students' Academic Performance

Psychological factors—including intrinsic motivation, emotional intelligence, self-discipline, and emotional support—play a critical role in academic achievement. High motivation drives effort and persistence, emotional intelligence helps manage stress and focus, and learning discipline supports consistency and responsibility. Emotional support increases confidence and reduces anxiety, while achievement motivation and effective learning strategies predict academic success. Therefore, education must also

emphasize psychological development to optimize students' academic potential.

Integration of the Three Factors

Academic performance is an outcome of the interaction between economic, social, and psychological factors. Economic conditions provide material support; social conditions bridge learning support through relationships; and psychological conditions serve as internal forces that drive student performance. Maximizing academic success requires a holistic approach that integrates all three domains.

CONCLUSION

Students' academic performance in Indonesia results from the multidimensional interaction of family economic conditions, social factors, and psychological factors. Family economic conditions provide foundational access to learning—yet social support and psychological strengths can compensate for financial limitations. Social factors across family, school, and community shape motivation, confidence, and learning discipline. Psychological factors—including motivation, emotional intelligence, self-discipline, and emotional support—serve as internal drivers that optimize learning outcomes. Improving education thus requires comprehensive policies that consider economic welfare, social empowerment, and psychological development to cultivate students who are academically strong, resilient, and socially competent.

RECOMMENDATIONS

Based on this review, increasing academic performance requires collaboration between government, educational institutions, families, and communities.

Government should expand economic support programs such as scholarships and educational subsidies for low-income families.

Schools should strengthen counseling services to support emotional and psychological needs and train teachers in socio-emotional-sensitive pedagogy.

Parents should actively foster a positive home learning environment and continuous moral encouragement.

Communities should cultivate positive social environments that support character development and learning motivation.

The synergy of economic policies, social support, and psychological interventions is key to improving the quality of national education and forming future generations who are academically excellent and mentally resilient.

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