

Reconstruction of the Meaning of Learning Motivation of Students from Low Socioeconomic Backgrounds in Continuing Higher Education

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ABSTRACT

Students from low socioeconomic backgrounds often face various limitations in accessing education, such as financial constraints, learning facilities, and information about higher education opportunities. These conditions have the potential to influence their learning motivation and decisions to continue their education to a higher level. This study aims to analyze the meaning of learning motivation for low socioeconomic students in their efforts to continue their education to a higher level. The study used a library research method by reviewing various scientific literature such as books, articles, and journals that align with the research theme. Data were analyzed using content analysis techniques to identify concepts, patterns, and findings related to learning motivation and students' socioeconomic conditions. The results of the study indicate that learning motivation plays a significant role in encouraging low socioeconomic students to continue their education. This motivation is interpreted as a drive to improve living conditions, achieve goals, make their families proud, and achieve a better future. In addition to intrinsic motivation, support from parents, teachers, the school environment, and access to educational information also contribute to strengthening students' enthusiasm in overcoming various economic limitations. Therefore, inclusive educational support, adequate access to information, and educational assistance programs are needed to increase students' opportunities to continue their higher education.

Keywords: Learning Motivation, Low Socioeconomic Status, Higher Education

INTRODUCTION

SMKN 1 Tambora is a vocational high school that accepts students from various economic classes. Some students come from low-income families, making the learning process challenging. Several factors contribute to this, including limited access to educational resources, lack of family support, and financial pressures, which can lead to a lack of desire to learn. These circumstances significantly impact student achievement, motivation, and interest in learning, as well as their social and economic development.

Motivation is a change in energy within a person, demonstrated by the emergence of an inner drive to achieve a goal. This drive will trigger several efforts and reactions in response to the need to achieve success in life ¹. Motivation can be divided into two types: intrinsic motivation and extrinsic motivation. Motivation theories can take the form of both intrinsic and extrinsic drives to achieve a dream or a predetermined goal ². Learning success can be determined by several factors, such as learning interest and motivation.

¹ Maryam Muhammad, "The Influence of Motivation in Learning," *Lantanda Journal* 4, no. 2 (2017): 87, <https://doi.org/10.22373/lj.v4i2.1881>.

² Widayat Prihartanta, "Theories of Achievement Motivation," *Ar-Raniry State Islamic University* 1, no. 83 (2015): 1–11.

Motivation has a significant impact on learning outcomes, interest in learning, critical thinking skills, and even interest in pursuing higher education (college)³. The same applies to economic issues, but it can be alleviated by obtaining scholarships provided by the government and other institutions. Scholarships are not always a solution because the concept of the scholarship has several quotas that will be taken, so not all students will graduate. This explains that parents who are economically well-off will certainly expand their children's interests, especially to continue their studies to a higher level, namely college. On the other hand, parents whose economic status is poor or low often consider many things⁴.

Several studies have shown that students from low-income families tend to have lower motivation to learn than those from families considered economically well-off. This is due to several factors, including a lack of student interest in learning, family support for education, and financial pressures that require them to contribute to family finances. Often, low motivation to learn and low socioeconomic status are among the causes of both poor and good academic achievement. Several previous studies have also shown that motivation to learn significantly influences student learning success, especially when they are faced with various limitations. Furthermore, research has shown that motivation to learn is crucial for student learning success, especially in the context of limitations. Motivation plays a crucial role in determining the path of strength and the achievement of educational goals.

There are several relevant theories used to understand the above problem. Maslow's Hierarchy of Needs theory states that everyone has several levels of basic needs such as food, safety, and a sense of belonging. If these needs are not met, people will find it difficult to concentrate on their personal development, including learning. The self-determination theory created by Deci and Ryan also emphasizes the importance of intrinsic motivation in the learning process⁵. Students who feel they have control over their learning, have the ability, and receive social support will be more motivated to learn. However, students from low-income backgrounds will find it very difficult to fulfill these three elements.

Students who have motivation to learn are very important for their own success in continuing to college (college). Students' motivation to learn greatly influences their desire to go, especially for those whose lives are in low economic conditions to a higher level (college)⁶. Disisi achieved similar results and concluded that motivation to learn also influences students' interest in continuing their education after they graduate⁷. However, their academic achievement is not always the regulator. This confirms that students of SMKN 1 Tambora are strong evidence of their desire to improve their lives through education.

The two studies above show that low socioeconomic status will affect students' desire to continue their education to a higher level. Nadhila's research⁸ states that students from low

³ Nungki Anditiasari, Emi Pujiastu, and Bambang Eko Susilo, "Systematic Literature Review: The Influence of Motivation on Students' Mathematical Creative Thinking Ability," *Journal of Mathematics and Mathematics Education* 12, no. 2 (2021): 236–48.

⁴ Listya Aryanti Nurjannah and Kusmuriyanto, "The Influence of Learning Achievement, Learning Motivation, Parents' Socioeconomic Conditions and Social Environment on Interest in Continuing to Higher Education," *Economic Education Analysis Journal* 5, no. 2 (2016): 495–504.

⁵ Anita Puji Apriyantoo Nugroho Astuti, "Digital Transformation of Islamic Boarding School Education," *Indonesian Journal of Islamic Studies (IJIS)* 12, no. 2 (2024).

⁶ Mawar Shafira Nadhila, "The Influence of Learning Motivation and Parents' Socioeconomic Status on Interest in Continuing Studies at University," *Revista Brasileira de Ergonomia* 9, no. 2 (2023): 10.

⁷ Shinta Bunga Oryza and Agung Listiadi, "The Influence of Learning Motivation and Parents' Socioeconomic Status on Interest in Continuing to College with Learning Achievement as a Mediating Variable," *JPEKA: Journal of Economics, Management and Financial Education* 5, no. 1 (2021): 23–36, <https://doi.org/10.26740/jpeka.v5n1.p23-36>.

⁸ Nadhila, "The Influence of Learning Motivation and Parents' Socioeconomic Status on Students' Interest in Continuing Their Studies at College."

socioeconomic backgrounds have a significant influence on their decisions to continue their education to a higher level. Furthermore, Oriza⁹ also shows that even though students have low socioeconomic status, it does not directly affect their interest in education, but rather impacts their academic achievement as a mediator. This indicates that students at SMKN 1 Tambora really need a lot of encouragement and strong motivation to channel their aspirations to study.

Students are often not intrinsically motivated due to a lack of socioeconomic support and limited access to educational resources. Students from low-income backgrounds tend to be passive towards learning activities, especially those that require exploration and teacher support¹⁰. In the study, Bella and Abdul emphasized the importance of teachers using inclusive learning strategies and emotional support in increasing the motivation of students from low-income backgrounds to learn,¹¹ emphasizing that; conditions like this explain the situation of SMKN 1 Tambora students who need pedagogical intervention.

Several previous studies have shown how these two factors (socioeconomics and learning motivation) are related. According to some studies, students' behavior and desire to learn can be influenced by family economic factors. Lyna Latifah's research found¹² that motivation and socioeconomic factors significantly influence students' learning interests in pursuing higher education. Mat Rosit's research also found¹³ that student learning outcomes can be influenced by factors such as motivation and family socioeconomic status.

Several studies have concluded that learning motivation and socioeconomic factors significantly influence students' educational sustainability. This study focused on further exploring how students at SMKN 1 Tambora understand their desire to learn despite their low economic status. The results are expected to help educators and policymakers create more inclusive learning environments for students from diverse backgrounds by identifying elements believed to influence their learning motivation.

Therefore, this study aims to analyze the factors influencing the learning motivation of students from low socioeconomic backgrounds and to understand the meaning of this learning motivation in the context of their lives. Understanding students' socioeconomic conditions is crucial for identifying their needs, expectations, and the challenges they face in continuing their education. The results of this study are expected to provide recommendations for teachers and schools to design more inclusive learning strategies and support increased student learning motivation according to their circumstances and needs.

RESEARCH METHODS

This study uses library research as a scientific approach to obtain conceptual and theoretical data from various relevant literature. This method is carried out by reviewing books, journals, articles, and even scientific documents. According to Milya Sari,¹⁴ library research is a method that systematically examines written sources, utilizing library materials as the basis

⁹ Oryza and Listiadi, "The Influence of Learning Motivation and Parents' Socioeconomic Status on Interest in Continuing to Higher Education with Learning Achievement as a Mediating Variable."

¹⁰ Moch Rifa, Nabila Fitria Azro, and Mohammad Edy Nurtamam, *The Impact of Socioeconomic Status on the Learning Motivation of Grade VI Elementary School Students in Natural and Social Sciences Subjects*, 13 (2025): 9–13.

¹¹ Dwitya Bella and Muhammad Abduh, "Teachers' Efforts to Improve Learning Motivation of Students from Low Socioeconomic Status (SSE) Backgrounds," *Basicedu Journal* 6, no. 4 (2022): 6354–60, <https://doi.org/10.31004/basicedu.v6i4.3250>.

¹² Lyna Latifah Nabila Kharisma □, "The Influence of Motivation, Learning Achievement, Socioeconomic Status of Parents and Peer Environment on Interest in Continuing Education to Higher Education in Grade XII Students of Accounting Expertise Competence in State Vocational High Schools in Semarang City in the 2014 Academic Year/," *Economic Education Analysis Journal* 4, no. 3 (2015): 833–46.

¹³ Mat Rosit, "The Influence of Parents' Socioeconomic Status, Learning Motivation, and Learning Environment on Social Studies Learning Outcomes of Students at Mts. Raden Fatah in the 2019/2020 Academic Year," *Journal of Social Studies Research and Education (JPPI)* 15, no. 1 (2021): 33–37.

¹⁴ Milya Sari and Asmendri, "Library Research," *Natural Science; Journal of Science Research and Science Education* 6, no. 1 (2020): 41–53.

for analysis, without collecting field data. Therefore, this study utilizes literature as the primary source to explore theories, concepts, and previous research results, so that the analysis becomes more structured and evidence-based.

The data sources for this study were obtained from various openly published scientific literature, including journal articles, books, and research results relevant to the topic of learning motivation and economic background. In the data collection process, researchers will use the *Snowballing technique*, namely searching and reviewing from one literature to another to expand the data reach and avoid bias in source selection. This technique is effective in enriching the study results and finding important literature that may not be found in the initial literature. Sumarno's research ¹⁵also shows a similar trend, where the study explains that *Snowballing* helps researchers expand the scope of literature and deepen conceptual understanding of the topic to be studied.

The data analysis in this study employed a content analysis approach, a systematic process for identifying, categorizing, and interpreting information from various literature sources. This technique was used to identify patterns, conceptual similarities, and relationships between variables relevant to the research theme. According to Sugiyono, ¹⁶qualitative data analysis is conducted through a process of data reduction, data presentation, and drawing logical and systematic conclusions. Therefore, this literature review is expected to provide a deep theoretical understanding of the influence of socioeconomic background on student learning motivation and enrich studies in the field of educational psychology.

RESULTS AND DISCUSSION

Motivation to Learn as a Drive to Improve the Quality of Life

Based on the results of the literature review, motivation is an internal or external drive that influences students' personal behavior during the learning process. According to Tisar Adi Nugroho ¹⁷, internal motivation arises from within a person, while external motivation comes from outside sources, such as teachers, the community, and peers. The literature explains that motivation has a significant influence on various aspects of education, including learning interest, student achievement, and student success in achieving learning outcomes. Furthermore, motivation also plays a significant role in determining students' decisions to continue to higher levels of education.

According to Muhammad Wakhid, ¹⁸motivation is one of the important factors that helps students understand their lessons. Based on the results of the literature review, motivation has several roles, namely as a driving force to learn, setting learning goals, controlling stimuli for the learning process, and maintaining student persistence in participating in learning activities. The role of strong motivation can show how student learning behavior is formed through consistent means. In this context, several scientific works emphasize that a conducive and interactive school environment contributes to increasing student learning motivation. Students who actively participate during learning activities will have a higher enthusiasm to achieve their goals in the future, whether in continuing higher education or entering the world of work.

¹⁵ Sumarno, "Content Analysis Research Design," *Elsa Journal* 18, no. 2 (2020): 55, <https://doi.org/10.13140/RG.2.2.12201.08804>.

¹⁶ Sugiyono, *Quantitative, Qualitative and R & D Research Methodology* (Bandung: Alfabeta, Bandung, 2013), <https://doi.org/979-8433-64-0>.

¹⁷ Tisar Adi Nugroho, "The Influence of Learning Style, Learning Motivation, and Parents' Socioeconomic Conditions on Learning Outcomes," *Economic Education Analysis Journal* 6, no. 1 (2017): 188–201.

¹⁸ Muhammad Wakhid Ibrahim and Fachrurrozie, "The Influence of Self-Efficacy, Parents' Socioeconomic Conditions, and Career Guidance on Motivation to Continue Education to Higher Education," *Economic Education Analysis Journal* 5, no. 2 (2016): 416–416.

Students from low economic backgrounds still maintain the enthusiasm and drive to continue their education. A literature review found that intrinsic motivation arises from the belief that education can improve their living conditions and family's future. Previous research indicates that determination and commitment to learning are the main drivers of student success in the face of low economic and social constraints. This is further supported by Igka Winata's findings,¹⁹ which explain that strong learning motivation can boost students' enthusiasm even under the pressure of economic hardship. The enthusiasm for learning that grows from self-awareness is a crucial factor in strengthening students' resilience amidst the challenges of the educational environment.

Motivation is a key factor described in various literature as a motivator for students from low-income backgrounds to continue their education. Studies²⁰ have shown that strong self-motivation and the hope of a better life are the main reasons why students want to attend college even if they lack financial incentives. The intention to attend college is explained as being related to better career prospects. This study emphasizes the importance of high motivation and the belief that education can change their socioeconomic situation. The literature review indicates that educational strategies in vocational high schools need to provide access to information on aligned career paths and strengthen students' intrinsic motivation to maintain high motivation.

The Influence of Socioeconomic Background on Learning Motivation

The main component that can determine the success of student learning is their motivation in learning, especially for those with low economic *background* status. A study on *the Influence of Socioeconomic Conditions on Student Learning Motivation* shows that the economic situation of parents has a positive and significant influence on learning motivation²¹. Students from a low economic background tend to have higher learning motivation than students who feel limited economic facilities. The study emphasizes that learning success has a dependence on the student's personality, but is also greatly influenced by the support of the socioeconomic environment, including the role and efforts of teachers in building the character and morals of students through an approach that accommodates and understands their conditions as a whole.

Improving student achievement is a shared responsibility between families, communities, and the government to support the process. The government and communities play a crucial role in providing adequate educational facilities and equitable access to learning for all students. Schools also play a crucial role in accepting and guiding students from diverse backgrounds. Based on a literature review, students from well-off families typically receive sound guidance and instruction from their families. Meanwhile, students from lower-income backgrounds tend to receive less adequate learning support because their parents' primary focus is on meeting basic daily needs. Low family economic conditions have been shown to impact student motivation and achievement, as explained in a study by Rosit,²² which emphasized that economic factors have a significant relationship with students' enthusiasm for learning.

¹⁹ IGKA Winata, "Entrepreneurial Marketing and Operational Capabilities to Increase LPD Competitive Advantage," *Performance* 18, no. 3 (2021): 323–29.

²⁰ Eka Susanti, Isfie Sallsa Billa, and Teguh Hardi Rahardjo, *The Influence of Learning Motivation and Career Expectations on the Intention to Continue Further Studies with Parents' Socioeconomic Status as a Moderating Variable*, 6, no. 1 (2025): 1–24, <https://doi.org/10.15294/baej.v6i1.20097>.

²¹ Samrin Samrin et al., "The Influence of Socioeconomic Conditions on Students' Learning Motivation," *Shautut Tarbiyah* 26, no. 2 (2020): 250, <https://doi.org/10.31332/str.v26i2.2400>.

²² Rosit, "The Influence of Parents' Socioeconomic Status, Learning Motivation and Learning Environment on Social Studies Learning Outcomes of Students at Mts. Raden Fatah in the 2019/2020 Academic Year."

Datau's research ²³explains that family socioeconomic status influences students' motivation to continue their education. Family economic circumstances contribute 14% to students' learning motivation. This figure illustrates the importance of economic factors because they are related to family support in the form of learning facilities, access to information, and the ability to finance education. The literature reviewed shows that financial pressure is a major barrier for low-income students to continue their education. The literature review also emphasizes the importance of schools in providing scholarship information and social support so that students from families with limited economic resources still have equal opportunities to pursue higher education.

From a broader perspective ²⁴, Fitriani explains that academic achievement, economic status, and the school environment are important factors influencing students' desire to continue their education. Fitriani's literature review shows that these four aspects contribute 91.7% to students' interest in continuing their studies. This finding emphasizes that motivation is not only determined by achievement or financial support, but also by a good learning atmosphere and good interpersonal relationships between teachers and students. Other literature emphasizes that students with low economic status will be better motivated when they are in a supportive educational environment and have teachers who pay attention to students' psychological conditions. Schools are explained to have an important role in creating a friendly learning ecosystem and empowering students to maintain the drive to learn consistently.

Furthermore, a student's socioeconomic status influences their desire to pursue higher education. Family financial status influences approximately 14% of students' college choices. Beyond material support, this support includes parental emotional support, access to information, and their child's hopes for the future. If not addressed systematically, economic pressure can become a major inhibiting factor, although its contribution is not statistically significant. To give students hope and the means to achieve it, schools and the government must provide affirmative programs such as scholarships and psychological support. It's an impossible dream, but one worth striving for.

The Role of Parents and Teachers in Increasing Learning Motivation

Literature reviews show that teachers play a crucial role in building character and fostering students' motivation to learn. According to Ilfi Oktiani ²⁵, teachers not only serve as instructors but also as motivators, fostering students' interest and enthusiasm for learning through a communicative learning approach. The literature review also emphasizes that teachers' ability to communicate effectively is crucial for the successful delivery of material and the psychological development of students. Ahmad Jahrudin ²⁶also stated that an inappropriate teacher communication style can diminish student interest and create emotional resistance. Therefore, researchers recommend that educators develop persuasive, empathetic, and constructive communication to sustainably enhance student learning motivation.

Parental motivation has a significant impact on the continuation of a child's education. Parents are a significant source of encouragement so that children do not give up when facing learning difficulties. A study conducted by Addnin shows that the decision to continue college

²³ YS Datau, "The Influence of Family Socioeconomic Status on Students' Motivation to Continue Their Studies at University," *Thesis* 4, no. 4 (2017): 301–12.

²⁴ Khoerunisa Fitriani, "The Influence of Motivation, Learning Achievement, Socioeconomic Status of Parents and School Environment on Interest in Continuing Education to Higher Education in Class XII Accounting Students of State Vocational School 1 Kendal," *Economic Education Analysis Journal* 3, no. 1 (2014): 158.

²⁵ Ifni Oktiani, "Teacher Creativity in Improving Student Learning Motivation," *Journal of Education* 5, no. 2 (2017): 216–32, <https://doi.org/10.24090/jk.v5i2.1939>.

²⁶ Ahmad Jahrudin et al., *Journal of Community Service Biology and Science Increasing the Motivation of Senior High School Students at SMAN 1 Tambelang for Continuing the Education*, 3, no. 1 (2024): 29–35.

can be influenced by both internal and external factors. Personal interests and skills play a crucial role in fostering a strong will to learn ²⁷. Students at SMKN 1 Tambora are highly determined to attend school despite facing financial constraints. Moral support from parents plays a role in maintaining children's learning motivation and maintaining stability amidst family financial constraints.

On the other hand, economic circumstances are a major obstacle for students, but teachers play a crucial role in fostering learning motivation at SMKN 1 Tambora. A teacher's role is not only to educate, but also as a facilitator who helps students understand the importance of education for their future ²⁸. Teachers not only deliver material during class hours, but they must also be able to foster and understand the students' circumstances and provide motivation for each student. As teachers, they always provide motivation and advice during class hours and provide an understanding to each student that college is accessible to anyone who has the desire, not based on those who have money or not. Teachers always motivate students through their own life experiences. Through these events, students will better understand that low economic circumstances will not be able to dampen their enthusiasm in achieving their dreams. Thus, students will be motivated to continue their education.

Nearly all students at SMKN 1 Tambora come from low-income families. Their motivation to continue their education remains high, even with lofty aspirations and a desire to make their parents proud. Support from parents and teachers is a crucial factor in maintaining their enthusiasm for learning. Student success depends heavily on the strength of their motivation, especially for those facing economic constraints. A supportive environment, such as family and teachers, can be a source of positive energy for achieving educational goals. However, a less supportive environment can dampen students' enthusiasm for learning and challenge their development. Education requires an understanding of students' social and psychological circumstances to implement appropriate learning approaches. This understanding is crucial to ensure continued learning motivation through empathetic, personal, and optimistic interactions, which foster strong motivation to continue their education.

Student success isn't solely determined by money, but also by their self-confidence and belief in their abilities. A study by Atik Widyaningrum ²⁹ explains that self-confidence significantly influences students' learning motivation. Teachers play a role in instilling values of optimism and perseverance through habituation activities such as religious lectures, reflective discussions, and peer mentoring, which build character and positive encouragement. Students at SMKN 1 Tambora, who come from low-income backgrounds, receive motivation and support from their families, communities, and schools.

Barriers for Low Socioeconomic Students in Continuing Higher Education

Based on various literature discussing educational disparities in regions with low economic status, they often face obstacles in continuing their studies. Various studies show that students from areas with low socioeconomic conditions often face obstacles in continuing their education to a higher level. Several studies also suggest that limited access to educational infrastructure, supporting facilities, and information about educational opportunities are major obstacles for students in remote areas, such as Bima Regency. Nevertheless, the literature review found that students' enthusiasm for learning remains high. Students have a strong

²⁷ Indra Jannatul Addnin et al., *The Influence of Parental Support and Learning Motivation on Students' Interest in Continuing Their Education to Higher Education*, 4, no. 1 (2021): 35–41.

²⁸ John W. Santrock, *Educational Psychology (2nd Edition)*, in Jakarta: Kencana Prenada Media Group (2010).

²⁹ Atik Widyaningrum and Enung Hasanah, "Classroom Management to Foster Self-Confidence in Elementary School Students," *Journal of Leadership and School Administration* 6, no. 2 (2021): 181–90, <https://doi.org/10.34125/kp.v6i2.614>.

determination to continue attending school and believe that education can change their family's economic situation. Parents, even those from low-income farming or working families, still strive to provide moral support so that their children continue their education.

Students from low-income backgrounds are highly motivated to pursue higher education. The high cost of education is a major challenge in achieving this goal. Students often face family financial constraints, making it difficult for them to afford tuition and supporting learning needs. This situation indicates that motivation to learn plays a crucial role in maintaining students' commitment to their academic goals. A study by Nur Hidayat found that motivation to learn is a key factor driving students to achieve despite family economic pressures³⁰.

Limited information regarding scholarship programs is another barrier for students from low-income backgrounds. Lack of outreach and guidance from schools leaves students unaware of opportunities for learning assistance. This situation is exacerbated by low digital literacy among rural communities, which limits access to information. Therefore, teachers and schools play a crucial role in providing information about scholarships, as they have a significant influence on increasing the learning motivation of students from low-income backgrounds. This support will foster confidence that education remains accessible without being burdened by economic factors.

Implications of Learning Motivation for the Sustainability of Higher Education

Schools also have a significant responsibility to create a welcoming and inclusive learning environment so that all students can thrive without socioeconomic challenges. Students need skills training, an introduction to the world of work, and higher education counseling to prepare them for their future. Access to information about college admissions and scholarships is crucial for schools to facilitate, ensuring students have the same opportunities as those in other regions. Clear information fosters self-confidence and optimism in individuals, leading to a bright future.

The literature review also found that students from low-income backgrounds face limited access to education and financial resources. Previous research explains that students with these limitations still show a strong drive to continue their education due to internal encouragement and social support from their environment. Intrinsic motivation stemming from a belief in the value of education plays a significant role in their decision to pursue higher education, namely college. Students gain learning strength from life experiences, positive examples from those closest to them, and a school environment that supports their dreams. This study emphasizes that learning strategies in vocational high schools such as SMKN 1 Tambora need to integrate the values of perseverance, optimism, and courage to enable students to persevere in the face of obstacles or economic limitations.

Broadly speaking, it emphasizes that the school environment, financial situation, learning motivation, and academic achievement correlate or interact with each other to shape students' interest in continuing their studies. According to Fitriani³¹, this study shows that these four components can influence up to 91.7% of students' educational aspirations. This means that students' motivation cannot be separated from their environmental context. For example, a highly motivated student can lose their way if they live in an unsupportive environment, such

³⁰ Nur Hidayat, Andika Abdul Malik, and Yuda Nugraha, "Medical-Surgical Nursing Care Assistance for Patients with Musculoskeletal System Disorders (Femur Fracture) in the Orchid Room, Banjar City Hospital," *Collaboration Journal of Community Service* 2, no. 1 (2022): 52–87, <https://doi.org/10.56359/kolaborasi.v2i1.52>

³¹ Fitriani, "The Influence of Motivation, Learning Achievement, Socioeconomic Status of Parents and School Environment on Interest in Continuing Education to Higher Education in Class XII Accounting Students of State Vocational School 1 Kendal."

as the absence of motivating teachers or information about scholarships. Therefore, schools must actively strive to create a friendly and supportive learning environment and provide broad access to information about college opportunities.

The Meaning of Learning Motivation from the Perspective of Islamic Education

Islam views that the learning motivation of students from low economic backgrounds can be interpreted as a form of *scientific jihad*, namely seriousness in pursuing knowledge even though they are faced with limitations. Islam emphasizes that seeking knowledge is an obligation for every Muslim, as stated by Allah SWT in the Qur'an surah Al-Mujadilah verse 11 and the hadith narrated by Ibn Majah.

"O you who believe, if it is said to you "give room in the assemblies", make room, surely Allah will give you space. When it is said "stand up", (you) stand up. Surely Allah will elevate those who are given knowledge to a certain degree. Allah is very careful about what you do" (QS. Al-Mujadilah)³²

The above verse emphasizes the exalted status of those who possess knowledge before Allah SWT, and serves as a motivation for every Muslim to continue learning, despite facing various economic and social limitations. In this study, this spirit reflects the Islamic view that knowledge is not merely a means to earn a living, but also a means to elevate human dignity and contribute to the welfare of the community. Therefore, students' struggle to pursue education despite economic limitations can be seen as a manifestation of obedience and an experience of Islamic values, which emphasize the importance of *effort* and *trust* in every endeavor to seek knowledge. This is also reinforced by a hadith narrated by Ibn Majah.

فَرِيضَةٌ

"Seeking knowledge is obligatory for every Muslim" (HR. Ibn Majah 224).

The above hadith emphasizes that seeking knowledge is obligatory for every Muslim, not just for a select few. This obligation is universal because knowledge serves as the foundation for understanding religious teachings and building a better future in this world and the hereafter. This view is also found in Abdul Muis's research, which states that the essence of Islamic education is not merely the transfer of knowledge, but also the formation of students' morals and spirituality³³. Therefore, students' enthusiasm for continuing to learn despite economic limitations reflects the values of *endeavor*, *resignation*, and *patience*, which are the foundations of Islamic teachings regarding character formation through the educational process.

Based on the overall study discussed, learning motivation is crucial for students from low socioeconomic backgrounds to pursue higher education. Motivation serves not only as a driving force for academic achievement but also as a strength that helps students overcome various economic, social, and environmental limitations. Support from parents, teachers, and schools, as well as the availability of access to educational information and scholarships, contribute to strengthening students' enthusiasm for learning. From an Islamic educational perspective, learning motivation also reflects the values of endeavor, trust, and patience in pursuing knowledge as a form of devotion to Allah SWT. Therefore, strengthening learning motivation needs to be a shared concern so that students from low socioeconomic families still have ample opportunities to pursue higher education and improve their quality of life in the future.

³² Ministry of Religion of the Republic of Indonesia, "Al-Mujadillah," 2022, <https://quran.kemenag.go.id>.

³³ Andi Abd Muis, "Education and Learning from the Perspective of the Quran and Hadith," *International Journal of Health, Economics, and Social Sciences (IJHESS)* 7, no. 2 (2025): 650–53, <https://doi.org/10.56338/ijhess.v7i2.6199>.

CONCLUSION

Students at SMKN 1 Tambora still have a desire to learn even though they often face many challenges due to their low economic background. Teachers continue to motivate their students, and parents who always provide emotional support are crucial to maintaining their enthusiasm for learning. However, the problems faced by students are high education costs and limited access to education. It is important for the government and educational institutions to provide additional encouragement for students from low economic backgrounds, including information about educational opportunities and scholarships, so students can overcome their economic challenges and continue their education to a higher level (college).

Therefore, strategies are crucial for learning at SMKN 1 Tambora to instill the values of perseverance, optimism, and courage to face challenges. A holistic and contextual learning approach, such as utilizing inspirational stories, providing continuous motivation to teachers, and providing direct experience with the world of work and higher education, can help instill these values. Thus, students not only acquire technical skills but also develop a strong mentality to overcome social and economic limitations.

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