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The Role Of Learning Interest In Moderation Of The Influence Of Social Environment And Parental Parenting Styles On Students' Learning Outcomes

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Abstract

Using learning interest as a moderating variable, the purpose of this study was to learn more about how parenting practices and the social environment influence economic learning outcomes. A quantitative approach with descriptive research components was used. 120 eleventh-grade students from SMA Negeri 4 Selayar served as the research sample. Partial Least Squares Structural Equation Modeling (PLS-SEM) was used for data analysis. The results showed that learning interest was significantly influenced by the social environment. Learning interest was strongly influenced by parenting practices. Learning outcomes were significantly influenced by the social environment. Learning outcomes were significantly influenced by parenting practices. Learning outcomes were significantly influenced by learning interest. The social environment can influence learning outcomes through learning interest, and parenting practices can influence learning outcomes through learning interest

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Keywords: Social Environment, Parenting Style, Learning Outcomes, Learning Interest

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INTRODUCTION

One of the most important benchmarks for improving the quality and effectiveness of human resources in the advancement of science and technology is education (Gabriela et al., 2022). Education is crucial for achieving Indonesia's national goals, particularly those related to public education. Expanding human knowledge is achieved through education alone (Sanjani, 2020). Active learning enables students to achieve learning goals and expand their own knowledge, which is a key component of effective education. Learning that excites students, motivates them, and engages them in the process of learning something new is known as active learning. Thus, student learning outcomes can indicate learning success (Rigianti et al., 2023).

In general, learning is a process in which a person changes their behavior in response to interactions with their environment. Teachers and students participate in a number of learning activities centered on reciprocal interactions within the classroom to achieve specific goals. We call this process teaching and learning. To support the learning system, teachers need to have well-organized lessons. Instructors must be able to inspire and motivate students in class (Putrianingsih et al., 2021). One of the most important subjects to study in school is economics because it explains how humans can meet their individual needs. For a country, economics is a crucial field of study (Jiang et al., 2024). Economics is a social science that examines how products and services are produced, distributed, and consumed. Everyone should study economics because it is essential for driving development and developing a sense of responsibility, as well as being beneficial in everyday life (Ibeagha, 2015).

A common measure for measuring the level of achievement of educational goals is learning outcomes. According to Setiawan & Permana (2021), learning outcomes encompass cognitive, emotional, and psychomotor changes in student behavior. Learning outcomes are important because they enable teachers to understand elements of the learning process, such as the knowledge students have acquired and how they can reflect on that knowledge through further learning (Kartel et al., 2022). Learning outcomes are the growth of an individual's capacit The relationship between parental education and children's intellectual growth and educational achievement has been the subject of numerous studies (Kartel et al., 2022). According to Wahyuni & Husna (2020), parents act as mentors to their children, encouraging involvement and encouragement. Parenting style, according to Handayani & Lestari (2021), is defined by a series of instructions and rewards that foster specific competencies. Parenting approaches that emphasize indirect influence through experiential learning, which provides children with opportunities to explore and discover happiness, differ from approaches that explicitly impose parental wishes.y

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to achieve learning goals. Because learning outcomes serve as benchmarks for achieving learning goals, a system is needed to ensure that these outcomes align with those goals (Botello, 2025).

Student learning outcomes are greatly influenced by the social environment in addition to parenting practices. The environment can be considered as something that will influence a person from the beginning of their development. People interact with each other and carry out their daily activities in a social environment (Rigianti et. al. 2023). There are various levels of the social environment. According to Karim (2018), the family is the first level where we learn. Parenting practices and the learning environment have a substantial impact on students' economic achievement, according to previous research by Windah (2022), parenting practices and learning interests have an impact on learning outcomes, according to research by Mutiara (2021). Research by Manurung et al. (2022) shows that student learning outcomes are significantly influenced by their social environment.

Many students at SMAN 4 Selayar reported inadequate learning outcomes in economics, according to observations conducted by researchers and an economics teacher. This lack of student engagement stems from the over-reliance on rote memorization in school economics instruction. Students often receive insufficient training and struggle to comprehend the abundance of information. In this context, attention to student learning outcomes is essential. It is important to consider factors such as the social environment, learning strategies, and even individual student learning interests, which can contribute to less-than-ideal learning outcomes. Based on the above descriptions, the researchers are interested in conducting a study entitled "The Influence of the Social Environment and Parenting Styles on Learning Outcomes in the Field of Economics, with Learning Interest as a Moderating Variable."

RESEARCH METHODS

This study uses quantitative research as its research methodology. To identify the research problem and reach conclusions, Sugiyono (2020) defines quantitative research as research that uses numerical data measured using statistics as a computational test tool. This research was conducted at SMAN 4 Selayar over a two-month period. A total of 394 students were enrolled at SMAN 4 Selayar. However, only 120 students were selected for the sample. Purposive sampling and non-probability sampling were combined in this study's sampling strategy. It is possible to select a sample from the entire population using non-probability sampling. The sample was collected according to predetermined standards.

Respondents to this study had to meet three requirements: (1) be students at SMAN 4

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Selayar; (2) be majoring in economics in the eleventh grade; and (3) be willing to participate in the research procedures, as demonstrated by completing a research consent form. Data for this study were collected through observation, documentation, and questionnaires. Data were analyzed using structural equation modeling (SEM) and SmartPLS software.

One statistical analysis technique for creating and evaluating causal models is SEM. This approach combines factor analysis, regression analysis, and path analysis to evaluate the loadings of several underlying variables, find correlations between them, and create a path model for all of them simultaneously. SEM allows us to examine relationships between variables by modeling these correlations as structural equations. Measurement model analysis (external model), structural model analysis (internal model), and hypothesis testing are some of the analyses used. By treating learning as a mediating variable, the analysis findings allow researchers to assess how much the social environment and learning strategies influence student learning outcomes.

RESULTS AND DISCUSSION

Results

Respondent characteristics in this study were categorized by age and gender. Based on the results of the study, conducted at SMA Negeri 4 Selayar between August and September 2025, involving 120 respondents who completed a questionnaire, the respondents' characteristics can be characterized as follows:

a. Gender

Table 1. Respondent Characteristics Based on Gender

No.	Gender	Amount	Percentage
1	Man	63	52,5%
2	Woman	57	47,5%
	Amount	**120**	**100%**

Source: Researcher Data Processing Results, 2025

The data presented in Table 4.1 shows that there were 63 male respondents, or approximately 52.5% of the total, and 57 female respondents, or approximately 47.5%. Therefore, it can be seen that there are slightly more male respondents than female respondents, but the difference is not statistically significant at only six, or approximately 5%. This difference in numbers indicates that the number of eleventh-grade students at SMAN 4 Selayar is fairly balanced. This study benefited from this situation because it provided a more representative picture of the topic under study due to the nearly even distribution of male and female

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participants. Furthermore, this balance indicates that this institution offers equal educational opportunities for males and females, rather than over-admitting students based on gender.

b. Age

Table 2. Respondent Characteristics Based on Age

No.	Age	Amount	Percentage
1	15-16 Years	98	81,6%
2	17-18 Years	20	16,6%
3	18-19 Years	2	1,8%
	Amount	**120**	**100%**

Source: Researcher Data Processing Results, 2025

Based on the table above, 98 respondents, or 81.6%, were between 15 and 16 years old. Furthermore, only two respondents (1.8%) were in the 18–19 age group, while 20 respondents (16.6%) were in the 17–18 age group. The majority of eleventh-grade students are typically between fifteen and sixteen years old. Factors such as repeating a grade, late school entry, or age differences in elementary school entry typically impact the attendance of individuals aged 17–18 and 18–19. Even though they are in the same grade, younger and older students may have different emotional levels. Nevertheless, the data in this study still shows the typical characteristics of the eleventh-grade high school student age group, as the majority of participants were between 15 and 16 years old. In other words, the validity of this study is supported by the age distribution of the participants, as the majority of them match the characteristics of the population studied.

Data Instrument Test

To ensure the measurements were accurate (valid and reliable), an outlier analysis was conducted. The researchers administered a measurement model test to 120 participants who successfully completed the screening and classification stages. Figure 4.1 below displays the results of the measurement model test:

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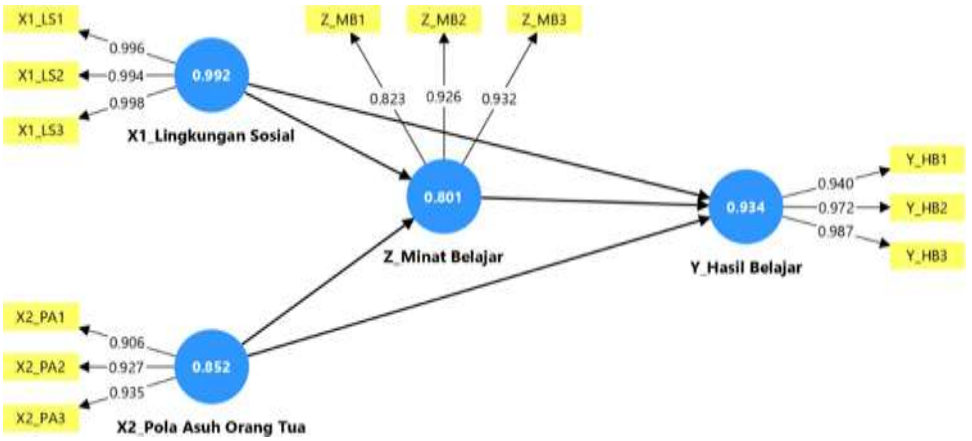


Figure 1. Measurement Model Test Results
Source: Smart PLS Data Processing Results, 2025

Convergent Validity Test

The ability of a study's indicators to explain an underlying structure or variable is assessed using a convergent validity test. The average variance extracted (AVE) and loading coefficients are commonly used to evaluate convergent validity. If an indicator's loading coefficient is higher than 0.70, the indicator is considered valid. If the average variance extracted for a structure is ≥ 0.50, the indicator is considered to have convergent validity, meaning it can explain more than half of the indicator's variance. The table below displays the external loading results:

Table 3. Convergent Validity Test

Variabel	Item	Loading Faktor	AVE
	LS1	0.996	
Social Environment (X1)	LS2	0.994	0.992
	LS3	0.998	
	PA1	0.906	
Parenting Patterns (X2)	PA2	0.927	0.852
	PA3	0.935	
	HB1	0.940	
Learning Outcomes (Y)	HB2	0.972	0.934
	HB3	0.987	
	MB1	0.823	

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Interest in Learning (Z)	MB2	0.926	0.801
	MB3	0.932	

Source: Smart PLS Data Processing Results, 2025

In Table 3, all variables used in this study have loading factor values greater than 70; therefore, they are all considered authentic. Convergent validity is assessed using the AVE value. The AVE value of the model must be higher than 0.5. The variables in this study meet the requirements, indicating that the model is convergently valid for further testing.

Reliability Test

Composite reliability and Cronbach's alpha can be used for reliability testing. If a construct's Cronbach's alpha value is higher than 0.6 and its composite reliability value is greater than 0.7, then the construct is considered reliable. The construct reliability test in this study can be used to confirm the composite reliability and Cronbach's alpha values for each variable.

Table 4. Construct Reliability

Variable	*Cronbach's alpha*		*rho_a*	*Composite reliability*
X1_ Social Environment	0.996		0.996	0.997
X2_ Parenting Patterns	0.913		0.917	0.945
Y_ Learning Outcomes	0.964		0.966	0.977
Z_ Interest in Learning	0.876		0.881	0.923

Source: Smart PLS Data Processing Results, 2025

Table 4 shows that construct reliability is present in each variable. Each rho_a, Cronbach's Alpha, and Composite Reliability value is higher than 0.70. Thus, each variable in this research model is considered reliable.

Structural Model Testing (Inner Model)

Internal model analysis explains how the underlying variables are interrelated, relying on the F-square test for predictive significance and the R-square test for dependent structure. In this study, 120 primary test participants who successfully completed the screening and analysis stages were used to test the structural model. Figure 2. below displays the findings of this study's structural model test:

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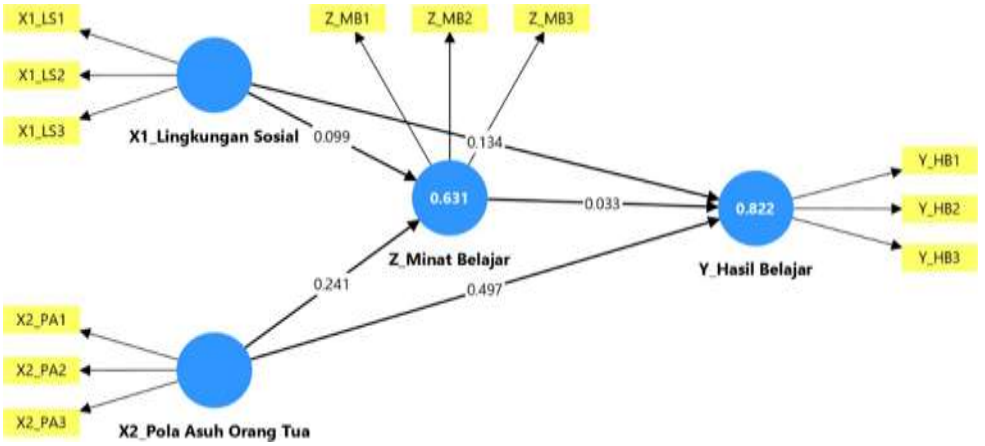


Figure 2. Structural Model Test

Source: Smart PLS Data Processing Results, 2025

Table 5. Uji F-Square dan Uji R-Square

Model Parameters	Variable	*f*-Square	Keterangan
Uji *R-Square*	Y	0.822	Large
	Z	0.631	Large
	X1 -> Y	0.134	Small
	X1 -> Z	0.099	Small
Uji *F-Square*	X2 -> Y	0.497	Large
	X2-> Z	0.241	Currently
	Z -> Y	0.033	Small

Source: Smart PLS Data Processing Results, 2025

Based on the R-square test table, the learning outcome variable (Y) has an R-square value of 0.822, which means that 82.2% of the variance in learning outcomes can be explained by the independent variable. This indicates that parenting practices and the social environment have a significant influence on learning outcomes. The independent latent variable can explain 63.1% of the variance in learning interest, as indicated by the R-square value of the learning interest variable (Z) of 0.631. This indicates that parenting practices and the social environment have a significant impact on learning interest.

The F-square test, which measures the impact of each independent latent variable on the

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dependent latent variable, is also shown in the table above. With an F-square value of 0.134, it can be said that the social environment variable (X1) has a moderate impact on learning outcomes (Y). The social environment variable (X1) has a poor F-square value of 0.099 on learning interest (Z). The parenting style variable (X2) has a substantial F-square value of 0.497 on learning outcomes (Y). The parenting style variable (X2) on learning interest (Z) has a strong F-square value of 0.241. The learning interest variable (Z) on learning outcomes (Y) has a weak F-square value of 0.033.

Hypothesis Testing

The purpose of hypothesis testing is to explain the relationships between research variables. Researchers use metrics such as indirect effects analysis and direct effects analysis (path coefficients) to test hypotheses. In this study, 120 data samples from primary trial participants who had successfully completed the screening and classification stages were used to test the hypotheses. The following figure displays the findings of this study's hypothesis testing:

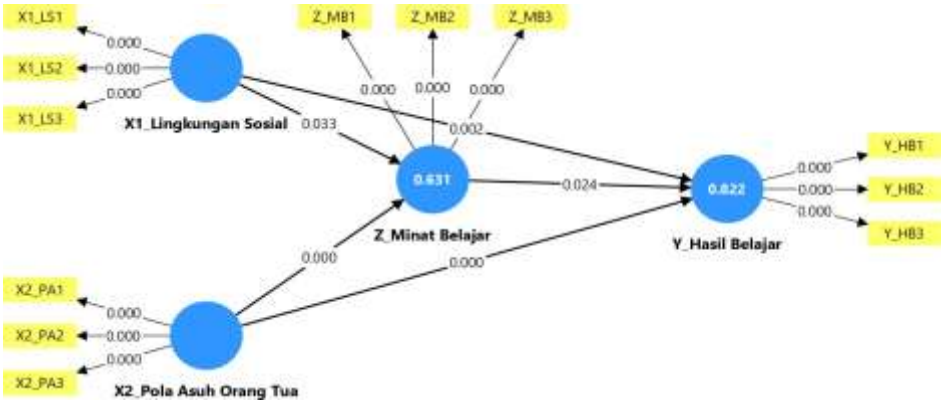


Figure 3. Hypothesis Testing

Source: Smart PLS Data Processing Results, 2025

Table 6. Hypothesis Testing

Hipotesis	Variabel	*Original Sample*	*T Statistics*	*P Values*	Ket.
H1	X1 -> Y	0.275	3.170	0.002	Sig.
H2	X1 -> Z	0.325	2.127	0.033	Sig.
H3	X2 -> Y	0.564	6.533	0.000	Sig.
H4	X2-> Z	0.508	3.521	0.000	Sig.
H5	Z -> Y	0.125	2.265	0.024	Sig.

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H6	X1 -> Z -> Y	0.102	2.780	0.005	Sig.
H7	X2 -> Z -> Y	0.061	2.002	0.045	Sig.

Source: Smart PLS Data Processing Results, 2025

1. The first hypothesis (H1), the influence of the social environment on learning interest, was also proven significant, with an original sample value of 0.325, a T-statistic of 2.127, and a P-value of 0.033. This means that the social environment contributes to increasing students' learning interest.
2. The second hypothesis (H2), parenting styles on learning interest, showed an original sample value of 0.508, a T-statistic of 3.521, and a P-value of 0.000, indicating that parenting styles have a positive and significant effect on increasing students' learning interest.
3. The third hypothesis (H3), the influence of the social environment on learning outcomes, had an original sample value of 0.275, a T-statistic of 3.170, and a P-value of 0.002. This indicates that the influence of the social environment on learning outcomes is positive and significant, meaning that the better a student's social environment, the higher their learning outcomes.
4. The fourth hypothesis (H4), which states that Parenting Styles on Learning Outcomes, demonstrates the most dominant influence, with an original sample value of 0.564, a t-statistic of 6.533, and a p-value of 0.000. These results confirm that parental parenting styles play an important and significant role in determining student learning outcomes.
5. The fifth hypothesis (H5), which states that Learning Interests on Learning Outcomes, also shows a significant positive influence, with an original sample value of 0.125, a t-statistic of 2.265, and a p-value of 0.024. It is concluded that learning interest remains an important factor in improving student learning outcomes.
6. The sixth hypothesis (H6), which states that the social environment influences learning outcomes through learning interest, has an original sample value of 0.102, a t-statistic of 2.780, and a p-value of 0.005. These results indicate that the indirect effect of the social environment on learning outcomes through learning interest is significant, as the p-value is <0.05.
7. The seventh hypothesis (H7), which states that parenting patterns influence learning outcomes through learning interest, has an original sample value of 0.061 with a t-statistic of 2.002 and a p-value of 0.045. This confirms that parenting patterns also significantly influence learning outcomes through learning interest.

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DISCUSSION

The Influence of the Social Environment on Learning Interest

Research has shown that the social environment has a positive and significant influence on interest in studying Economics. The social environment is where a person interacts with those around them, including peers, family, teachers, and the community. A child's enthusiasm for learning is strongly influenced by their family environment. Students who receive parental attention, such as encouragement, support, and access to learning resources, tend to be more engaged and committed to their academic pursuits. On the other hand, students who receive less support or encouragement from their families show less enthusiasm for learning and are often distracted. According to Vo & Ho (2024), the social environment has a significant impact on how a person develops their learning attitudes and habits. As a child's initial and most important environment, the family plays a crucial role in fostering educational values (Xu et al., 2025).

A supportive social environment can provide a strong intrinsic incentive for students to study harder, while an unsupportive environment can reduce interest in learning (Aroh et al., 2025). Through collaborative learning activities, tutoring, or the provision of public learning facilities, for example, an educationally supportive community significantly contributes to children's learning interests and personal development (Arifin & Rafsanjani, 2024). According to research by Lolong (2024), a supportive home environment and a positive school climate can increase elementary school students' enthusiasm for learning.

According to research by Ramadani & Simamora (2022), children who grow up in supportive social environments tend to perform better academically than those who grow up in less supportive environments. Through their interactions with peers, their community, and their social lives, students' social environments shape their academic interests and overall development (Li & Zhang, 2023). According to one study, how students perceive their learning environment—for example, how responsible they are in completing teacher-assigned assignments—can influence their preferred learning methods (Poondej & Lerdpornkulrat, 2016).

Parenting Styles on Learning Interest

Research results indicate that parental parenting styles have a positive and significant influence on learning interest in Economics. According to these findings, every child is raised in a family environment with a unique parenting style, and this variation directly impacts how children view education and their drive to succeed. Observations show that children who grow up with loving and caring parents who provide adequate independence tend to be more engaged in their

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studies. A safe emotional environment where children feel valued and encouraged to learn voluntarily, rather than under pressure, can be created by parents who listen to their children's thoughts, offer emotional support, and motivate them without applying undue pressure.

Good parenting styles, full parental support, and a supportive home and school environment are important factors that promote positive learning outcomes (Zaldi et al., 2025). Furthermore, this study found that children with highly authoritarian parents typically have lower levels of enthusiasm for learning. Children often experience psychological stress when their parents place demands on them without giving them a voice. Children's interest in learning stems from a sense of responsibility, rather than intrinsic motivation, although they may learn out of fear of punishment. According to Anh et al. (2023), a child's desire to learn can be nurtured by parents, friends, and teachers, in addition to innate factors. In contrast to negative parenting styles, which result in a decreased interest in learning, positive parenting styles actually encourage a positive interest in learning (Kamaruddin et al., 2023).

Furthermore, parents are obligated to guide their children according to their individual interests and skills (Dena et al., 2024). Parenting practices that foster a love of learning, manage children's study time, and inspire them to complete schoolwork are some crucial factors in increasing children's interest in learning. Analyzed research shows that parenting style and learning motivation appear to be significantly influenced (Irmawati et al., 2022). An analysis showing how parenting style affects children's learning motivation (Theresya et al., 2018) supports this. Individual interests are closely related to parenting techniques. Self-control and social interaction are enabled by a well-developed parenting style (Kong & Yasmin, 2022).

Social Environment on Learning Outcomes

Research has shown that the social environment has a positive and significant influence on learning outcomes in Economics. Family, school, and community are all part of a student's social environment. The teaching and learning process in schools is influenced by the education children receive from their families and communities. Children learn mathematics in the family environment from an early age, and their communities encourage them to do so (Kümmel et al., 2020). People engage and collaborate with each other and their environment in social environments (Van et al., 2015).

This study shows that a positive social environment helps students reach their maximum potential in school by providing moral, emotional, and academic support. Parental attention and guidance at home have a significant impact on children's study habits. Students who receive

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encouragement, learning resources, and ongoing monitoring often achieve better understanding and learning outcomes. Harmonious teacher-student relationships, a conducive learning environment, and the availability of adequate learning resources all contribute substantially to the school environment.

Family, school, and community are three key aspects of the social environment, and each has a unique impact on a child's academic development (Huda et al., 2019). This supports the findings of Setyaningsih et al. (2023), who stated that the social environment is a significant factor influencing student achievement. Furthermore, improvements in student learning outcomes are a result of both social and environmental factors (Byers et al., 2018). The social environment significantly impacts how individuals and groups interact in everyday life (Ruiz-Jiménez et al., 2024). All aspects of a student's learning activities and progress are influenced by their social environment (Budyaningsih & Fikroh, 2023). Children's learning activities at home will be more optimal if supported by a comfortable and peaceful family environment (Haqiqi & Darmawan, 2023). Furthermore, children's learning activities and outcomes can be enhanced in a school environment that has all the necessary facilities and a friendly and safe atmosphere (Andriani, 2024).

Parenting Styles on Learning Outcomes

Research has shown that parenting styles have a positive and significant influence on learning outcomes in the field of Economics. Children's attitudes, motivation, and learning discipline are influenced by how parents interact, teach, guide, and model their daily lives. A loving, responsible, and caring parenting approach has been shown to boost self-confidence and encourage increased learning discipline. Feeling valued, supported, and inspired to excel, students raised in a democratic parenting style that offers adequate independence, direction, and encouragement typically demonstrate better academic performance.

According to previous research by Sujana et al. (2024), the family environment is a crucial component of children's cognitive development because it provides them with early childhood and elementary school education. Learning outcomes and skills are influenced by parenting practices implemented by parents at home (Tan et al., 2022). Children who receive positive parental support are more motivated to learn, which improves their ability to focus (Anayanti & Zainuddin, 2025). This suggests that parents support their children's education at home, which improves the learning outcomes of eleventh-grade economics students. Good parenting is an extrinsic motivator that influences student engagement in the learning process and effective

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learning outcomes (Singh et al., 2025).

These findings reinforce the notion that families and parents play a crucial role in improving learning outcomes (Nabilah & Maknun, 2024). A home environment that fosters academic engagement can be fostered by parents who are willing to connect with their children, spend time with them to support their learning, and provide encouragement (Wu et al., 2022). Many previous studies have examined how parenting styles and learning discipline affect academic outcomes, including those conducted by Zhou et al. (2025). The findings of this study indicate a positive correlation between parenting styles and student learning outcomes. This implies that improved student learning outcomes are a direct result of improved parenting techniques. Jeynes (2024) asserted that there is a positive correlation between students' learning discipline and their learning outcomes. This implies that improved learning outcomes are a result of fostering learning discipline. According to Berlinski et al., (2022), student learning outcomes are positively correlated with teaching methods and learning discipline; meaning, the better the teaching strategy and the higher the level of learning discipline, the better the student learning outcomes.

Interest in Learning on Learning Outcomes

Research has shown that interest in learning has a positive and significant impact on learning outcomes in Economics. Rather than simply completing homework, students with intrinsic curiosity feel satisfied and motivated to study the subject matter in depth. Curiosity makes it easier for students to absorb knowledge, remember concepts, and apply what they learn in their daily lives. Improved learning outcomes are a direct result of this. These findings align with research by Harefa et al. (2024), which shows that encouraging individuals to participate in enjoyable activities can increase their learning capacity. Conversely, students who are not interested in learning typically find it difficult to focus, get bored quickly, and lack the desire to understand the subject matter on their own. This supports Permatasari's (2019) statement that internal and external factors influence learning motivation. Student learning motivation can be influenced not only by internal variables but also by the learning environment and support from parents and teachers (Trinova et al., 2022).

This study shows that implementing interactive teaching techniques can increase student interest in learning. When teachers use interactive technology, students become more attentive and engaged. Students' active involvement and strong desire to understand the material, along with their attention, curiosity, and enjoyment in participating in the learning process, are

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characteristics of learning interest according to Yuliansih et al., (2021). According to the study, a strong learning interest increases student motivation and engagement, which has a positive impact on academic achievement (Nursaid et al., 2024). Researcher Harefa, (2023), stated that students with a strong learning interest also tend to be more focused, persistent, and better able to overcome learning obstacles.

Many previous studies have consistently shown that student learning outcomes are significantly influenced by learning interest, especially at the secondary/vocational school level (Bunari et al., 2024; Mustari & Achmad, 2023). Researchers Arbayani et al., (2025) showed that discipline and learning interest work together to improve economics learning outcomes. The findings of Pondaag et al., (2021) state that student learning outcomes improve along with increased interest and willingness to learn. In addition, the research results of Wibowo et al., (2023) In addition, independent learning combined with learning motivation can significantly improve student learning outcomes, especially during online learning during the pandemic.

The Social Environment on Learning Outcomes Through Learning Interest

The results of this study indicate that the social environment has a positive and significant influence on learning outcomes in Economics through learning interest as a moderating variable. These results indicate that the social environment not only directly impacts learning outcomes but also strengthens its influence by increasing student learning motivation. A healthy family environment, constructive peer relationships, and strong teacher-student relationships at school have been shown to be important components in fostering learning interest. Students' enthusiasm for learning is strongly influenced by their social environment, which ultimately results in better learning outcomes (Wu et al., 2022). Research by Shao et al. (2024), which showed that peer interactions influence academic achievement through motivation and engagement in learning, aligns with these findings.

Furthermore, this study found that a less supportive social environment decreases learning outcomes and decreases learning motivation. Students are less interested in achieving grades if they study in an unpleasant school environment, are in a peer group that is uninterested in academics, or lack support from their families. Furthermore, through the moderation of learning engagement, research by Gu et al., (2024) showed that parental involvement and family characteristics significantly improved students' academic achievement. Through academic flexibility as a mediator, a study by Li et al., (2023) also found a strong correlation between academic achievement and social support from classmates, teachers, and family. Researchers

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Fitria & Pangesti, (2023) found that parental participation in online education increased students' enthusiasm and motivation to learn, which impacted academic achievement. Meanwhile, Rachmawati et al., (2024) found that interaction with peers also influenced academic motivation and self-efficacy, which in turn influenced learning outcomes. Research by Owoyale-Abdulganiy & Olokooba, (2024) further strengthened the idea that parental participation plays a significant role in determining students' academic success and enthusiasm for learning.

Parenting Styles on Learning Outcomes Through Learning Interest

Research has shown that parenting styles have a positive and significant influence on learning outcomes in Economics, through learning interest as a moderating variable. Parenting style reflects the way parents and children engage in parenting activities (Lestari, 2020). Educating, guiding, caring for, and monitoring children are all part of parenting. Researchers Yahya et al. (2023) distinguish three main types of parenting styles, which can vary from person to person: permissive, authoritarian, and authoritarian/democratic. Parenting style impacts learning outcomes, according to research by Saputra & Daliman (2021), which is supported by the results of this study.

According to this study, children with high parental involvement are more motivated to learn and have better academic outcomes. Providing support to children, such as homework help, study schedule reminders, and praise for their efforts, has been shown to increase their motivation to learn. In line with the findings of researchers Yasin et al. (2024), who found that parental involvement in religious education contributes significantly to student achievement. This is in line with the findings of Hayati et al. (2025), who showed a substantial correlation between parental involvement and academic achievement. Therefore, the findings of this study align with numerous studies showing that the social environment, including peer interaction, parental support, and teacher support, plays a significant role in increasing students' interest in learning, which in turn influences their learning outcomes.

According to this study, children who talk with their parents about schoolwork daily show significantly greater enthusiasm for learning and achieve better grades. Research by Owoyale-Abdulganiy & Olokooba (2024) found that family participation plays a crucial role in influencing students' academic success and enthusiasm for learning. Peer interaction has both direct and indirect impacts on academic achievement by inspiring students and igniting their enthusiasm for learning, according to research by Shao et al. (2024). These results align with research by Sulaiman et al. (2024) who found that parental participation is a crucial mediator in fostering a love of

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learning and that family characteristics contribute to increased academic achievement.

CONCLUSION

Based on the findings and discussion, this study concludes that the social environment and parenting styles have a positive and significant influence on students' learning interest and learning outcomes in Economics. A supportive social environment, including family support, positive peer interaction, teacher encouragement, and a conducive school climate, plays an important role in strengthening students' motivation, engagement, and academic achievement. Likewise, positive parenting styles characterized by emotional support, guidance, attention, and appropriate autonomy help students develop stronger learning discipline, confidence, and enthusiasm for learning.

Furthermore, learning interest is proven to have a positive and significant effect on Economics learning outcomes. Students with high learning interest tend to be more focused, persistent, active, and motivated to understand the learning material, which ultimately improves their academic performance. The study also shows that learning interest strengthens the relationship between the social environment and learning outcomes, as well as between parenting styles and learning outcomes. Therefore, improving students' learning outcomes requires collaboration among parents, teachers, peers, schools, and the wider community in creating a supportive learning environment and nurturing students' interest in learning

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