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# The Influence of Parental Income and Independence on Student Learning Motivation

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## ABSTRACT

This research aims to analyze the influence of parental income and learning independence on students' motivation to learn. The subjects of the study were 101 students in the 2nd and 4th semesters of the Bachelor's program in Educational Technology at Sebelas Maret University. Data were collected through questionnaires, and analysis was conducted using simple regression with SPSS 22.0. The results showed that: (1) there was no significant effect between parental income and learning motivation, with a t-value of -0.097 < t-table 1.66 and a significance level of 0.923 > 0.05; (2) there was a significant positive effect between learning independence and learning motivation, with a t-value of 14.403 > t-table 1.66 and a significance level of 0.000 < 0.05; (3) simultaneously, parental income and learning independence had a significant positive effect on learning motivation, indicated by an F-value of 103.035 > F-table 3.09 and significance <0.00 < 0.05. This study emphasizes the importance of learning independence in enhancing motivation regardless of parental income.

**Keywords:** *Higher Education; Learning Independence; Learning Motivation; Parental Income; Student Learning.*

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## INTRODUCTION

More than nine million Indonesian students are registered as active in the Higher Education Database (PDDIKTI). Student activities are based on the Tri Dharma Perguruan Tinggi, which includes education, research, and community service. To achieve these higher education goals, a high level of effort is required, which is referred to as motivation (Putri, 2023). Anisah revealed that motivation to learn is necessary for students in lectures (Anisah et al., 2022).

Parents who are able to finance their children's education up to university level have above-average incomes (Yubilianto, 2020). Conversely, children from families with limited incomes must seek scholarships or work part-time and freelance jobs to

meet their educational needs (Grassa et al., 2024). Based on interviews and observations, parental income has a significant influence on student behavior, including financial behavior, consumptive behavior, GPA achievement, and hedonistic tendencies (Gunawan et al., 2019).

In the context of andragogy, students should have developed independent learning skills as adult learners. However, in reality, many students still exhibit dependent behaviors such as procrastinating, relying on friends for group assignments, and cheating. Good independent learning skills can improve students' psychological well-being, develop self-regulated learning to achieve learning goals, and enhance social intelligence in an academic environment.

Student motivation is an important factor in the learning process, because student attendance in class does not always guarantee that they will be willing to learn. Students who are highly motivated tend to learn more easily and are able to create a pleasant classroom atmosphere for learning and teaching activities (Filgona, Sakiyo, Gwany, & Okoronka, 2020). Research (Sze-Yeung Lai & Chi-leung Hui, 2021) shows that integrated service programs in Hong Kong provide students with direct learning experiences, where participants' prosocial behavior is developed through appropriate motivation, resulting in a positive impact, namely increased participant involvement in community social service activities. Learning motivation also influences the process of career selection and decision-making (Alkatout et al., 2021).

Student learning motivation is one of the important factors that influence academic success. Even though students have high learning abilities, they tend to be less successful if their motivation is low. Students with high learning motivation can be identified through several specific indicators, namely perseverance in completing tasks, resilience in not giving up easily when facing difficulties, showing interest in various relevant issues, being more inclined to prefer independent work, quickly becoming bored with repetitive tasks, being able to maintain opinions, not easily giving up beliefs, and enjoying seeking and solving various problems (Umniah, 2018).

This motivation can be influenced by various factors, including parental income and learning independence. Parental income is often an indicator of a family's financial ability to support their children's educational needs. Research (Trianwenda, Marwan, & Rahmi, 2020) shows evidence that higher parental income opens up wider access and opportunities in terms of resources, such as tutoring, books, practice questions, and subscriptions to learning applications.

According to Suyanto and Nurhadi (in Rahmawati, 2018), household income sources can be divided into several categories, namely rent from assets used by others, wages or salaries received from working for others or as civil servants, interest earned from investments in banks or companies, and income from entrepreneurial activities.

In addition to parental income, learning independence also plays an important role in increasing student motivation to learn. Learning independence is the accessibility of students in time management, setting priority goals, and in terms of initiative (Ulya et al., 2020). Praker (in Qonumi, 2015) states that the characteristics of an independent individual include responsibility, independence, freedom to make decisions (autonomy), and problem-solving skills. Students who have learning independence will be motivated to achieve high academic and non-academic achievements (Caesaria, 2021).

Previous studies have shown a positive relationship between parental income and student motivation. Parental income also has a significant influence on students' interest and effort in attending lectures (Trianwenda et al., 2020). Another study by Wang also shows that parental income level affects students' motivation to attend college (Wang et al., 2014).

On the other hand, independent learning has also been proven to have a significant influence on learning motivation. Research by Flores shows that independent learning contributes significantly to students' motivation to achieve (Assunção Flores, 2021). Research by Ulya shows that parental income affects the motivation of sociology students to attend lectures (Ulya et al., 2020). In addition, research by Hamzah shows that learning independence plays an important role in increasing student learning motivation (Hamzah, 2021) (Muadin et al., 2022). Daryanto, (2022) found that parental income and learning independence have a significant influence on student learning motivation.

Higher parental income can increase student motivation to learn by providing better educational resources (Djaali, 2023). Research by Halimah found that independent learning contributes significantly to student achievement motivation (Halimah & Mahmu'ddin, 2018). Finally, research by (Aryanto, 2015) shows that learning independence has a positive influence on students' interest in continuing their education to a higher level (Rasyidin et al., 2023). Research by Rahmi et al. (2021) and Sari et al. (2022) also supports these findings. Rahmi et al. (2021) found that parental income has a significant effect on learning motivation through the provision of adequate learning facilities. Sari et al. (2022) showed that learning independence has a positive correlation with students' academic motivation (Prasetyo et al., 2024).

Thus, this study aims to further examine the influence of parental income and learning independence on student learning motivation. The results of this study are expected to provide deeper insights into the factors that influence student learning motivation and how the interaction between parental income and learning independence can affect that motivation.

## METHOD

This study is a quantitative study that uses instruments to collect data. The subjects in this study were 101 second and fourth semester undergraduate students majoring in Educational Technology at Sebelas Maret University. Subjects were selected using simple random sampling. In this study, data collection techniques used questionnaires with a Likert scale distributed through Google Forms. This study consists of three variables, namely parental income, learning independence as independent variables, and learning motivation as a dependent variable.

The results of the validity test of the parental income variable showed that 1 item was invalid, while the other 15 items were declared valid with a Cronbach's Alpha value of 0.830. The validity test results showed that 16 items on the learning independence variable were valid with a Cronbach's Alpha value of 0.870. Meanwhile, 32 items on the learning motivation variable were also valid with a Cronbach's Alpha value of 0.941. Thus, this research instrument was considered reliable. Data processing was carried out through the stages of data checking (editing), coding, and data entry (tabulating). The technique used to analyze the data from this study was simple linear regression, with the help of the SPSS 22.0 (Statistical Package for the Social Sciences) program.

***Literature Review***

Income is the earnings received by households that measure a family's economic ability to meet their needs (Adisel, 2022). Income generally takes the form of money earned from wages, businesses, asset rentals, or investments and determines the purchasing power and consumption patterns of households (Naoi et al., 2021). In addition, family income is used to meet family needs, including children's education, so that variations in income affect investment in education and learning outcomes (Herdiansyah et al., 2024).

Economic income is the amount of money earned from various sources, such as wages, profits, and rent. It can come from production activities, investments, or asset ownership. Economic income also shows how wealth and welfare are distributed in society. In macroeconomics, national income measures the total income of a country within a certain period of time. Economic income is very important in determining consumption, investment, and economic growth of a country (Rahman & Putri, 2021).

According to Suyanto and Nurhadi (in Rahmawati, 2018), household income sources can be classified as follows:

1. Rental income from property used by others, such as houses, land, rentals, and so on.
2. Wages or salaries earned from working for others or as civil servants.
3. Interest from investing capital in banks or companies, such as depositing money in banks and buying shares.

4. Income from self-employment, such as trading, farming, establishing a company, or agriculture. Based on the above opinions, it can be concluded that the income indicator is the amount of money generated by parents in a certain period from various sources, such as wages, rent, or self-employment, accumulated over a month.

Parker states that the characteristics of an independent person are as follows: Responsibility, meaning having the duty to complete something and being held accountable for the results of one's work. Independence, a condition in which a person does not depend on authority and does not need direction. Independence also includes the idea of being able to take care of oneself and solve one's own problems.

Autonomy and freedom to make one's own decisions, namely the ability to determine one's own direction (self-determination), means being able to control or influence what will happen to oneself. Problem-solving skills, with adequate support and guidance, individuals will be encouraged to find solutions to their own problems (Qonumi, 2015).

Independence is the ability of individuals to behave, feel things, and make decisions based on their own will (Steinberg, 2002) in (Putri & Gumilang, 2023). According to Erikson (in Muktasim Billah et al., 2022), independence is an effort to break away from parents with the intention of finding oneself through the process of seeking ego identity, which is a development towards stable and independent individuality.

According to Wahidin (2020), learning motivation is the drive or enthusiasm that makes someone want to learn and achieve their learning goals. (Sardiman in Uminah 2018) The indicators of intrinsic learning motivation are as follows:

1. perseverance in facing tasks,
2. resilience in facing difficulties,
3. showing interest in various issues,
4. preference for working independently,
5. quick boredom with routine tasks,
6. ability to defend one's opinion,
7. not easily giving up on what one believes in,
8. and enjoyment in seeking and solving problems.

**Hypothesis**

1. Parental Income on Student Learning Motivation

   Ha1: There is a significant effect of parental income on student learning motivation.

   Ho1: There is no significant effect of parental income on student learning motivation.
2. Learning Independence on Student Learning Motivation

Ha2: There is a significant effect of learning independence on student learning motivation.

Ho2: There is no significant effect of learning independence on student learning motivation.

3. Parental Income and Learning Independence on Student Learning Motivation
   Ha3: There is a significant influence of parental income and learning independence on student learning motivation.
4. Ho3: There is no significant influence of parental income and learning independence on student learning motivation.

## RESULTS AND DISCUSSION

### Research respondents

**Table 1.** Research respondents

| Respondents by Gender | Semester 2 | Semester 4 | Total |
|---|---|---|---|
| Female | 58 | 13 | 71 |
| Male | 20 | 10 | 30 |
| **Total** | 78 | 23 | **101** |

### Validity Test

Validity testing is a form of accuracy between the data in the research object and the research report. To determine the validity of the questionnaire items in the study, we will compare the calculated correlation value (calculated r) with the correlation value in the table (table r). This calculated r value is obtained from the Pearson correlation table. Meanwhile, the r table value is determined using the formula N-2, where N is the number of respondents. If r count is greater than r table, then the question item is considered valid.

The validity test results show that each item in variable X1 (parental income) has a calculated r value greater than the table r (0.1956), where the table r is obtained from the formula DF = N-2, DF = 101 – 2 (99; 0.1956). The sig value for each item is less than 0.05. However, there is one invalid item, where the calculated r is only 0.053 < table r (0.1956). Thus, it can be seen that of the 16 items in variable X1 (parental income), there is one invalid item, while the other 15 items are valid. Variable X2 (learning independence) has a calculated r value greater than the table r (0.1956). The table r is obtained from the formula DF = N-2, DF = 101 – 2 (99 ; 0.1956), with a sig value for each item less than 0.05. This means that 16 items in variable X2 (learning independence) are declared valid. In the validity test results, it is known that each item in variable Y (learning motivation) has a calculated r value greater than the table r (0.1956). Where r table is obtained from the formula DF = N-2, DF = 101 – 2 (99 ;

0.1956), with a sig value for each item less than 0.05. This means that 32 items in variable Y (learning motivation) are declared valid.

**Reliability Test**

**Table 2.** Reliability Test Results

| **Variables** | ***Cronchbach's Alpha*** | **Description** |
|---|---|---|
| Parental Income | 0,830 | *Reliabel* |
| Learning Independence | 0,870 | *Reliabel* |
| Learning Motivation | 0,941 | *Reliabel* |

Reliability testing is conducted to ensure the reliability or consistency of data produced by research instruments. This test is performed by comparing Cronbach's alpha values with predetermined significance levels (e.g., 0.5, 0.6, or 0.7). If the Cronbach's alpha value is greater than the significance level, the instrument is considered reliable and the data produced can be trusted. Conversely, if the Cronbach's alpha value is less than the significance level, the instrument is considered unreliable and the data produced needs to be questioned (Darma, 2021).

It is known that variable X1 (parental income) produces a Cronbach's alpha value of 0.830 > 0.60. This means that item 16 in variable X1 (parental income) can be considered reliable. The Cronbach's alpha value for variable X2 (learning independence) is 0.870 > 0.60. This means that the 16 items in variable X2 can be considered reliable. Furthermore, the Cronbach's alpha value for variable Y (learning motivation) is 0.941 > 0.60. This means that all items in variable Y (learning motivation) can be considered reliable.

*Normality Test*

**Table 3.** Normality Test Results

**One-Sample Kolmogorov-Smirnov Test**

| | | | Unstandardized Residual |
|---|---|---|---|
| N | | | 101 |
| Normal Parameters[a,b] | Mean | | ,0000000 |
| | Std. Deviation | | 7,05898386 |
| Most Extreme Differences | Absolute | | ,093 |
| | Positive | | ,076 |
| | Negative | | -,093 |
| Test Statistic | | | ,093 |
| Asymp. Sig. (2-tailed) | | | .031[c] |
| Monte Carlo Sig. (2-tailed) | Sig. | | .329[d] |
| | | Lower Bound | ,317 |

| | | | |
|---|---|---|---|
| | 99% Confidence Interval | Upper Bound | ,341 |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Based on 10000 sampled tables with starting seed 2000000.

Normality testing is conducted to determine whether the distribution of data in a data group or variable is normally distributed or not (Arif in Fahmeyzan, Soraya, & Etmy, 2018). Data normality tests can be performed using the Kolmogorov Smirnov technique, which aims to examine the frequency distribution of samples against the normal distribution in single data or with single frequency data (Ananda & Fadhli, 2018). Kolmogorov Smirnov normality test: if the significance value is > 0.05, it can be said that the residual values that have been tested are normally distributed. Based on the normality test results table, the significance value obtained is 0.329 > 0.05. Therefore, it can be concluded that the residual values are normally distributed. Consequently, the data is suitable for use because it meets the normality assumption.

Data was obtained from 101 respondents based on the instrument. The presentation of data on parental income, learning independence, and learning motivation in Table 3 empirical statistics is as follows:

**Table 4.** Empirical Data

| Scale | Number of Subjects (N) | Hypothetic | | | | Empiric | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Min | Max | Mean | SD | Min | Max | Mean | SD |
| Parental Income | 101 | 16 | 64 | 40 | 8 | 19 | 56 | 26,64 | 6,166 |
| Learning Independence | 101 | 16 | 64 | 40 | 8 | 31 | 64 | 50 | 5,5 |
| Learning Motivation | 101 | 32 | 128 | 26,667 | 16 | 48 | 128 | 95 | 13,333 |

Based on the spiritual intelligence scores of 202 respondents, the minimum hypothetical value was 46, the maximum value was 184, the hypothetical mean was 115, and the hypothetical standard deviation was 23. Meanwhile, the minimum empirical score was 102, the maximum was 184, the empirical mean was 143.79, and the empirical standard deviation was 13.83. For the stress management score data from 202 respondents, the minimum hypothetical value was 36, the maximum was 114, the hypothetical mean was 75, and the hypothetical standard deviation was 13. Meanwhile, the minimum empirical score was 70, the maximum was 117, the empirical mean was 95.35, and the empirical standard deviation was 7.49. The results of data categorization are presented in Table 3 as follows.

**Table 5.** Parental Income Categorization, Learning Independence, and Learning Motivation

**Parental Income**

| Category | Formula | Range | Frequency | Percentage |
|---|---|---|---|---|
| Very High | M + 1,5SD < X | X ≥ 40,94 | 18 | 17,82% |
| High | M + 0,5SD < X ≤ M + 1,5SD | 32,25 – 40,94 | 24 | 23,76% |
| Low | M – 0,5SD < X ≤ M – 0,5SD | 23,55 – 32,25 | 43 | 42,57% |
| Very Low | X ≤ M-0,5SD | < 23,55 | 16 | 15,84% |

**Independent Learning**

| Category | Formula | Range | Frequency | Percentage |
|---|---|---|---|---|
| Very Good | M + 1,5SD < X | > 59,26 | 10 | 9,901% |
| Good | M + 0,5SD < X ≤ M + 1,5SD | 50,57 – 59,26 | 31 | 30,69% |
| Poor | M – 0,5SD < X ≤ M – 0,5SD | 41,88 – 50,54 | 54 | 53,47% |
| Very Poor | X ≤ M-0,5SD | < 41,88 | 6 | 5,941% |

**Motivation to Learn**

| Category | Formula | Range | Frequency | Percentage |
|---|---|---|---|---|
| Very Good | M + 1,5SD < X | > 108,64 | 21 | 20,79% |
| Good | M + 0,5SD < X ≤ M + 1,5SD | 99,95 – 108,64 | 16 | 15,84% |
| Poor | M – 0,5SD < X ≤ M – 0,5SD | 91,26 – 99,95 | 48 | 47,52% |
| Very Poor | X ≤ M-0,5SD | < 91,26 | 16 | 15,84% |

Description
X: Score
M: Empirical Mean
SD: Empirical Standard Deviation

The table above presents the results related to the category of spiritual intelligence, where 17.82% of respondents had very high parental income, 23.76% of respondents had high parental income, 42.57% of respondents had low parental income, and 15.84% of respondents had very low parental income. The results for the learning independence category show that 9.901% of respondents have excellent learning independence, 30.69% of respondents have good learning independence, 53.47% have poor learning independence, and 5.941% of respondents have very poor learning independence. The results for the learning motivation category showed that 20.79% of respondents had excellent learning motivation, 15.84% had good learning motivation, 47.52% had poor learning motivation, and 15.84% had very poor learning motivation.

**Table 6.** Simple Regression (X1) against (Y)

**Coefficients[a]**

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 100,402 | 4,799 | | 20,919 | ,000 |

| | | | | | |
|---|---|---|---|---|---|
| Pendapatan Orang Tua | -,014 | ,144 | -,010 | -,097 | ,923 |

a. Dependent Variable: Motivasi Belajar

In Table 5, the calculated t-value is -0.097 with a significance value of 0.923 and a table t-value of 1.66. The t-table value is obtained using the formula df = n-k (101-3 = 99), resulting in a value of 1.66. Because the t-value is less than the t-table value (-0.097) and the significance is greater than 0.05 (0.923 > 0.05), it can be concluded that Ha1 is rejected, while Ho1 is accepted. This indicates that, partially, parental income (X1) does not have a significant effect on student learning motivation (Y).

**Table 7.** Simple Regression (X2) against (Y)

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 14,037 | 6,007 | | 2,337 | ,021 |
| | Kemandirian Belajar | 1,699 | ,118 | ,823 | 14,403 | ,000 |

a. Dependent Variable: Motivasi

In Table 6, the calculated t-value is 14.403 with a significance value of 0.000 and a table t-value of 1.66. The t-table value is obtained using the formula df = n-k (101-3 = 99), resulting in a value of 1.66. Because the t-value is greater than the t-table value (14.403) and the significance is less than 0.05 (0.000 < 0.05), it can be concluded that Ha2 is accepted, while Ho2 is rejected. This indicates that, partially, learning independence ($X^2$) has a positive and significant effect on student learning motivation (Y).

The effect of parental income and learning independence on learning motivation was tested using multiple regression analysis with computer-assisted data processing through the SPSS program. The regression test results can be seen in the following table:

**ANOVA[a]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 10.477.827 | 2 | 5.238.914 | 103.035 | <,001[b] |
| | Residual | 4.982.925 | 98 | 50.846 | | |
| | Total | 15.460.752 | 100 | | | |

**Model Summary[b]**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .823[a] | 0,678 | 0,671 | 7.131 |

Multiple regression with the F test yielded a calculated F value of 103.035 with a significance value of <0.00, which is less than 0.05, so Ha3 can be accepted. This means that a positive influence was found between parental income and learning independence on the learning motivation of second- and fourth-semester students in the Bachelor of Educational Technology program at Sebelas Maret University.

R2 or the coefficient of determination is the contribution of the two independent variables X (parental income and learning independence) to the dependent variable Y (learning motivation), which is 0.823. This shows that the participation of the three independent variables is 82.3% in the learning motivation of second- and fourth-semester students in the Bachelor of Education Technology program at Sebelas Maret University. The remaining 17.7% is influenced by other variables not examined in this study.

## Discussion

### The Effect of Parental Income (X1) on Student Learning Motivation (Y)

Based on Ho's research, this shows that parental income does not have a significant effect on the learning motivation of undergraduate students majoring in Educational Technology at Sebelas Maret University. This study is in line with the research (Bulu & Permatasari, 2020) which states that family economic status does not have a significant effect on the learning independence of students at Satya Wacana Christian High School. In addition, other relevant studies show that the socioeconomic status of parents does not have a direct or indirect effect on the learning motivation of 11th grade accounting vocational high school students in Wonosobo Regency (Ulfa, 2018).

This study was conducted at Sebelas Maret University's educational technology study program and found differences between this study and previous studies. Differences in the context of the respondents were factors that explained the differences in the research results. The study (Ulfa, 2018) was conducted on vocational high school students. University students tend to have a higher level of independence and control over their learning and have completed their primary and secondary education, so that family economic aspects are no longer the only factor influencing their learning. The researcher concluded that the level of parental income does not partially affect the level of learning motivation of students. This shows that parental income is not the only or dominant factor affecting the learning motivation of

undergraduate students in the Educational Technology program at Sebelas Maret University.

**The Effect of Learning Independence (X2) on Student Learning Motivation (Y)**

Based on Ha's research, it can be concluded that learning independence has a significant contribution to increasing the learning motivation of students in the Bachelor of Educational Technology program at Sebelas Maret University. This is in line with the research conducted by (Setiaji, Muktiningsih, & Farliana, 2021) entitled The Effect of Learning Independence on Critical Thinking Skills Intervened by E-learning Learning Motivation in Economics, which states that learning independence will have a direct positive effect on the learning motivation of grade X IPS students at SMAN 1 Kragan.

The consistency of these results can be explained because learning independence is an important aspect in higher education, where students are required to be more active, independent, and responsible for their own learning process. Although there are differences in the level of education and characteristics of students, consistent results show that independence plays an important role in shaping learning motivation, both at the secondary school and university levels. The researchers concluded that the higher the level of learning independence, the greater its partial influence on students' learning motivation. Therefore, it can be concluded that learning independence is one of the important factors influencing the learning motivation.

**The Effect of Parental Income (X1) and Learning Independence (X2) on Student Learning Motivation (Y)**

Parental income and learning independence simultaneously influence the learning motivation of second- and fourth-semester undergraduate students majoring in Educational Technology. Thus, Ho, which states that there is a significant influence of parental income and learning independence on the learning motivation of second- and fourth-semester undergraduate students majoring in Educational Technology at Sebelas Maret University, is accepted. This study is supported by (Bulu & Permatasari, 2020), which states that there is a positive and significant simultaneous influence between family socioeconomic status, learning motivation, and interpersonal communication on the learning independence of Satya Wacana Christian High School students.

This consistency can be explained by the fact that even though the context and level of education are different, external factors such as parental income can influence important aspects of the learning process, either directly or indirectly. Although not a

major factor, parental income can support access to learning tools, the internet, and a conducive environment, which indirectly strengthens learning motivation.

Therefore, the researchers concluded that parental income level and learning independence have a positive influence on the learning motivation of second- and fourth-semester undergraduate students in Educational Technology at Sebelas Maret University. This can be seen from the fact that parental income and learning independence simultaneously influence their learning motivation.

## CONCLUSION

From these results and discussion, it can be concluded that there is a significant positive relationship between parental income and learning independence on the learning motivation of second- and fourth-semester students in the Bachelor of Educational Technology program, Faculty of Teacher Training and Education, Sebelas Maret University. This is evidenced by a calculated F value of 103.035 ($p < 0.001$) and a coefficient of determination (R2) of 0.823, which means that 82.3% of the variation in learning motivation can be explained by these two variables. However, overall, only learning independence had a significant effect on motivation ($t= 14.403$; $p < 0.05$), while parental income did not show a significant effect ($t= -0.097$; $p= 0.923$). Therefore, if students' learning independence is high, their learning motivation will also increase. Conversely, if learning independence is low, students' learning motivation tends to be low. However, parental income also affects learning motivation, although not significantly. Thus, second- and fourth-semester students in the Educational Technology undergraduate program have high learning independence, so they remain motivated to learn despite differences in parental income. The remaining variance of 17.7% comes from other factors not examined in this study, which is a limitation of the research that can be used as a basis for further studies to develop a more comprehensive model in explaining student learning motivation.

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