



Caregiver Involvement as a Determinant of Learning Commitment among Orphanage Students

Keterlibatan Pengasuh sebagai Determinan Kesungguhan Belajar Siswa di Panti Asuhan

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Abstract:

Orphanages are expected to provide emotional support and foster learning motivation, yet many residents face psychological barriers that undermine their study commitment. This study aims to examine the influence of caregiver involvement on the learning commitment of orphanage students. A quantitative approach was employed by distributing questionnaires to 30 respondents, followed by simple linear regression and t-tests to analyze variable effects. The findings indicate that caregiver involvement was rated as good, while students' learning commitment was rated as very good. Caregiver involvement had a positive and significant effect on learning commitment. Theoretically, these findings reinforce social support theory and social-cognitive motivation theory, both of which emphasize the role of significant figures in shaping students' intrinsic motivation. Practically, the study recommends that caregivers enhance consistency in academic monitoring and intensify learning guidance. From a policy perspective, the results may inform orphanage managers and government agencies in designing more systematic academic mentoring programs. The study is limited by the relatively small sample size, reliance on closed-ended questionnaires, and its focus on a single orphanage. Future research with broader samples and data triangulation is recommended to obtain a more comprehensive understanding of the determinants of students' learning commitment.

INTRODUCTION

Orphanages are fundamentally established to provide protection, care, and educational support for children who have lost their parents or whose families are unable to meet basic needs. Ideally, these institutions should not only fulfill physical necessities but also foster emotional security, resilience, and learning motivation in children (Tjempaka and Christy 2024; Munongi and Mawila 2023; Jaenudin 2024). Within this context, the role of caregivers becomes crucial, as they act as parental substitutes who provide guidance, emotional support, and motivation that directly influence children's academic development (Sabina, et al. 2021; Gómez-Zúñiga et al. 2021; Enjela and Atika 2022). Nevertheless, various studies indicate that orphans often encounter psychological challenges such as insecurity, low self-esteem, and

anxiety, which weaken their intrinsic motivation to learn (Shafiq, Haider, and Ijaz 2020; Rusuli 2022; Hidayah et al. 2024).

This problem is further exacerbated when orphanages fail to create a supportive environment. Reports from the Indonesian Child Protection Commission (KPAI) documented 2,474 cases of child exploitation in orphanages between 2011 and 2020 (KPAI 2020), revealing that some institutions prioritize institutional profit over children's developmental needs (MH 2020). Such practices not only deprive children of their right to education but also aggravate their psychological burdens, making it increasingly difficult for them to sustain learning motivation and achieve academic progress (Abraham, Frederick, and Midu 2023).

Previous studies have demonstrated that adult involvement, particularly by caregivers, has a significant impact on the academic and psychological development of orphaned children. In the Indonesian context, caregivers who actively participate in learning activities have been shown to foster a sense of security and provide emotional support that is essential for educational success (Damanik and Ritonga 2024; Madani and Rahmatullah 2024; Djonler and Goa 2025). Furthermore, several studies reveal that children's learning motivation increases substantially when they receive attention and guidance from parental substitutes, including orphanage caregivers (Noviar, Maulidin, and Arkanudin 2024; Syafitri, Elviana, and Erita 2024).

In the international context, similar evidence has been reported: in sub-Saharan Africa caregiver and community support are associated with greater resilience and school retention (Thurman et al. 2008; Nabunya et al. 2022), systematic reviews of residential care highlight caregiver-child relationship quality and institutional social context as key predictors of school functioning (Garcia-Molsosa et al. 2021), and empirical studies from Europe show that high-quality youth-caregiver relationships mediate the effect of institutional context on academic achievement (Silva et al. 2022). Moreover, studies from South Asia settings corroborate that caregiver emotional and academic mentoring strengthens children's self-efficacy and school engagement (Khalid 2023).

These cross-contextual findings, both international and national, highlight caregiver involvement as a universal determinant of orphaned children's educational trajectories. However, the majority of prior studies have largely focused on general psychosocial dimensions or the broader influence of orphanage environments on children's social behavior. The specific relationship between caregiver involvement and learning commitment—an essential indicator of long-term educational success (Zamsir, Prajono, and Sari 2021)—has not yet been thoroughly examined. This study therefore contributes novelty by positioning learning commitment as the central variable directly linked to caregiver involvement.

Additionally, this research is situated within the empirical context of the Wahyu Yoga Dharma Orphanage, which presents a unique phenomenon wherein many children achieve notable academic accomplishments despite facing economic, social, and psychological constraints. This focus contributes to the scholarly field in two ways: (1) by expanding the understanding of how caregivers' emotional and academic support fosters sustained learning motivation, and (2) by offering a caregiving model that not only reduces children's psychological vulnerability but also strengthens their persistence in education.

Accordingly, this study aims to identify caregiver involvement and the level of learning commitment among students at the Wahyu Yoga Dharma Orphanage, while analyzing the relationship between these two variables. Specifically, it seeks to explain how emotional support, academic guidance, and daily mentoring provided by caregivers enhance orphans' motivation and perseverance in learning. The urgency of this research lies in the need to ensure that orphanages serve not merely as providers of basic needs but also as alternative educational spaces that nurture both psychological and academic development. In light of persistent reports of child exploitation in care institutions, this study is essential in highlighting models of caregiving that are healthy, empathetic, and educational. The findings are expected to offer theoretical contributions to studies on learning motivation among orphaned children, as well as practical recommendations for orphanage managers and policymakers in strengthening education-based caregiving quality.

METHODS

This study employed a descriptive quantitative approach to obtain an empirically measurable understanding of the relationship between caregiver involvement and students' learning commitment in an orphanage context. The quantitative method was selected because it provides objective data through standardized instruments, allows for statistical analysis of inter-variable relationships, and aligns with the research objective of testing influence without manipulating variables.

The research population comprised all foster children residing and receiving education under the care of Wahyu Yoga Dharma Orphanage, Karanganyar Regency, Central Java, totaling 30 individuals. Given that the population was relatively small (<100), a total sampling technique was applied, thereby including all members of the population as research participants. Thus, the sample size consisted of 30 respondents.

The research instrument consisted of a closed-ended questionnaire with a five-point Likert scale (1 = Never to 5 = Always). The items were constructed based on theoretical indicators of the two main variables: (1) caregiver involvement (independent variable), which included emotional support, motivation, learning guidance, attention, and participation in education; and (2) learning commitment (dependent variable), which encompassed learning interest, perseverance, and consistency in task completion. These indicators were developed to ensure that the instrument captured the key aspects relevant to the research objectives.

Prior to its use in the main study, the instrument underwent validity and reliability testing. Validity was examined using corrected item-total correlation analysis in SPSS 25, with items considered valid if they had a correlation coefficient of ≥ 0.30 . Content validity was also established through expert review by specialists in early childhood education and developmental psychology to confirm the alignment of items with theoretical indicators. Reliability testing was performed using Cronbach's Alpha for each variable, with coefficients considered acceptable if $\alpha \geq 0.70$. Items with corrected item-total values below 0.30 or those that substantially reduced the α coefficient were revised or eliminated. Accordingly, the instrument was declared valid and reliable before being employed in data collection.

Data analysis was conducted in two stages. First, descriptive analysis was applied to present the levels of caregiver involvement and students' learning commitment, with score interpretations based on percentage intervals ($\geq 81\%$ = very high, 61–80% = high, 41–60% = moderate, 21–40% = low, and $\leq 20\%$ = very low). Second, inferential analysis was used to examine relationships and effects between variables using SPSS 25. Normality was tested with the Kolmogorov–Smirnov test to confirm data distribution; linearity was assessed through ANOVA to determine the pattern of inter-variable relationships; simple linear regression was applied to measure the effect of caregiver involvement on learning commitment; and t-tests were performed to test the significance of hypotheses, with results considered significant if $p < 0.05$.

RESULTS AND DISCUSSION

Results

Caregiver Involvement in the Orphanage

The descriptive statistical data for the caregiver involvement variable (X) are presented in Table 1. These data provide an overview of score distribution, central tendency, and variability based on responses from 30 foster children at *Wahyu Yoga Dharma Orphanage*, Karanganyar Regency.

Table 1. Descriptive Statistics of Caregiver Involvement (X)

1	Mean	59,46666667
2	Standard Error	1,166321788
3	Median	62
4	Mode	63
5	Standard Deviation	6,388207527
6	Sample Variance	40,8091954
7	Kurtosis	-0,704384895
8	Skewness	-0,82167309
9	Range	19
10	Minimum	48
11	Maximum	67
12	Sum	1784
13	Count	30
14	Largest(1)	67
15	Smallest(1)	48
16	Confidence Level (95%)	2,385395857

The results in Table 1 show that the mean score of caregiver involvement was 59.47, with a median of 62 and a mode of 63, indicating that the data tend to cluster within the high category. The standard deviation of 6.39 and range of 19 reflect some variability, though responses remain relatively homogeneous. The negative skewness (-0.82) suggests a distribution leaning left, meaning most respondents rated caregiver involvement above the average. The kurtosis value (-0.70) indicates a flatter distribution compared to normal. Overall, these findings confirm that caregiver involvement was consistently and predominantly perceived as positive, albeit with variations across respondents.

To explore these findings further, the instrument was designed as a closed-ended questionnaire with five response options: *always*, *often*, *sometimes*, *rarely*, and *never*. The frequency and percentage distributions are summarized in Table 2.

Table 2. Frequency Distribution of Caregiver Involvement Indicators

No.	Statement	Frequency and Percentage of Responses				
		Always	Often	Sometimes	Ever	Never
1.	The caregiver always provides support when I face learning difficulties	6 (20%)	12 (40%)	12 (40%)	0 (0%)	0 (0%)
2.	The caregiver often motivates me to study diligently	22 (73%)	8 (27%)	0 (0%)	0 (0%)	0 (0%)
3.	The caregiver gives advice on effective study methods	0 (0%)	20 (67%)	10 (33%)	0 (0%)	0 (0%)
4.	The caregiver ensures I have sufficient time and a comfortable place to study	21 (70%)	9 (30%)	0 (0%)	0 (0%)	0 (0%)
5.	The caregiver provides a good example of discipline in learning	6 (20%)	19 (63%)	5 (17%)	0 (0%)	0 (0%)
6.	The caregiver appreciates every effort I put into learning	21 (70%)	9 (30%)	0 (0%)	0 (0%)	0 (0%)
7.	The caregiver always asks about my learning progress	0 (0%)	0 (0%)	23 (77%)	7 (23%)	0 (0%)
8.	The caregiver supports me when facing exams and school assignments	23 (77%)	7 (23%)	0 (0%)	0 (0%)	0 (0%)
9.	The caregiver provides learning guidance when I encounter difficulties	0 (0%)	5 (17%)	21 (70%)	4 (13%)	0 (0%)
10.	The caregiver often reminds me of the importance of education	3 (10%)	20 (67%)	7 (23%)	0 (0%)	0 (0%)
11.	The caregiver pays attention to my learning needs, such as books, stationery, etc.	22 (73%)	8 (27%)	0 (0%)	0 (0%)	0 (0%)
12.	The caregiver encourages me when I lose my learning motivation	26 (87%)	4 (13%)	0 (0%)	0 (0%)	0 (0%)
13.	The caregiver is involved in educational activities I engage in at school	13 (43%)	17 (57%)	0 (0%)	0 (0%)	0 (0%)
14.	The caregiver ensures I stay focused on education and my future	1 (3%)	22 (74%)	7 (23%)	0 (0%)	0 (0%)
15.	The caregiver gives advice on how to achieve academic goals	17 (57%)	13 (43%)	0 (0%)	0 (0%)	0 (0%)

Source: Questionnaire Data

The results in Table 2 indicate that most respondents perceived caregivers as actively supporting their learning process, although the intensity varied across indicators. Emotional support was reflected in responses regarding assistance during learning difficulties, with 20% selecting *always*, 40% *often*, and 40% *sometimes*. This suggests that support is provided but not consistently across all situations.

Motivational support was rated highly, with 73% reporting that caregivers *always* motivated them to study and 27% reporting *often*. Similarly, provision of a comfortable time and space for study received strong responses (70% *always*, 30% *often*), demonstrating tangible environmental support.

In terms of role modeling, 63% of respondents stated that caregivers *often* demonstrated discipline in learning, though only 20% reported *always*. Recognition of effort was consistently high (70% *always*, 30% *often*), indicating reinforcement of intrinsic motivation.

However, caregiver attention to academic progress appeared less consistent, with 77% reporting *sometimes* receiving such attention. Conversely, support during exams or major school assignments was perceived as very strong (77% *always*, 23% *often*). Learning guidance during difficulties was situational, with 70% selecting *sometimes*, 17% *often*, and 13% *rarely*.

Other notable findings included: reminders about the importance of education (67% *often*), provision of learning resources such as books and stationery (73% *always*, 27% *often*), and encouragement when motivation declined (87% *always*, 13% *often*). Caregivers' involvement in school-related educational activities was rated positively (57% *often*, 43% *always*). Meanwhile, advice regarding educational goals was consistent, with 57% *always* and 43% *often*.

In sum, caregiver involvement at *Wahyu Yoga Dharma Orphanage* encompassed emotional support, motivation, learning guidance, attention, and educational participation. While most indicators showed positive trends, aspects such as academic monitoring and learning guidance require greater intensity and consistency. The overall scores are summarized in Table 3.

Table 3. Summary of Caregiver Involvement Scores

Score (S)	Frequency (F)	S × F
5	151	755
4	160	640
3	111	333
2	28	56
1	0	0
Total	450	1784

Source: Questionnaire Data

Table 3 shows that the total caregiver involvement score was 1784 out of a possible 2250, equivalent to 79%. The maximum score was calculated as $5 \times 15 \times 30 = 2250$, while the minimum was $1 \times 15 \times 30 = 450$, giving a score range of 1800. The percentage was obtained using the formula:

$$P = \frac{F}{N} \times 100\% = \frac{1784}{2250} \times 100\% = 79\%$$

According to interpretation guidelines, a result of 79% falls within the *good* category (61–80%), indicating that caregivers at the orphanage played a positive and meaningful role in supporting students' learning commitment.

Student Learning Commitment in Orphanages

To capture the level of student learning commitment, a descriptive analysis was conducted using questionnaire data from 30 respondents. This analysis included measures of central tendency (mean, median, mode), measures of dispersion (standard deviation, variance, range), and data distribution (kurtosis and skewness). The descriptive statistics are presented in Table 4.

Table 4. Descriptive Statistics of Student Learning Commitment Variable

1	Mean	61,53333333
2	Standard Error	1,267392412
3	Median	63
4	Mode	67
5	Standard Deviation	6,94179413
6	Sample Variance	48,18850575
7	Kurtosis	-1,536675857
8	Skewness	-0,231108033
9	Range	20
10	Minimum	51
11	Maximum	71
12	Sum	1846
13	Count	30
14	Largest(1)	71
15	Smallest(1)	51
16	Confidence Level (95%)	2,592108489

Based on Table 4, the mean score of student learning commitment was 61.53, with a median of 63 and a mode of 67, indicating that most respondents scored above the central value. The standard deviation of 6.94 suggests a moderate variation among respondents, while the minimum (51) and maximum (71) scores show a relatively narrow range. The negative kurtosis (−1.54) indicates a platykurtic distribution, and the skewness value (−0.23) reflects a slightly left-skewed distribution. With a total score of 1,846 from 30 respondents, it can be concluded that student learning commitment falls within the “good” category, with a positive tendency.

To examine the level of student commitment in more detail, descriptive analysis was extended to the frequency and percentage distribution of responses to each questionnaire item. This analysis illustrates students’ attitudes and behaviors in daily learning activities, including motivation, discipline, perseverance, and learning strategies. The results are summarized in Table 5.

Table 5. Recapitulation of Student Learning Commitment Responses

No.	Statement	Frequency and Percentage of Responses				
		Always	Often	Sometimes	Ever	Never
1.	I feel enthusiastic every time I study	16 (53%)	14 (47%)	0 (0%)	0 (0%)	0 (0%)
2.	I always try to understand the learning material well	13 (43%)	17 (57%)	0 (0%)	0 (0%)	0 (0%)
3.	I study diligently to prepare for exams	19 (63%)	11 (37%)	0 (0%)	0 (0%)	0 (0%)
4.	I feel happy when I can complete school assignments well	21 (70%)	9 (30%)	0 (0%)	0 (0%)	0 (0%)
5.	I always seek information when I do not understand the material	0 (0%)	14 (47%)	12 (40%)	4 (13%)	0 (0%)
6.	I study regularly every day	13 (43%)	17 (57%)	0 (0%)	0 (0%)	0 (0%)
7.	I try to understand the material even if it is difficult	0 (0%)	16 (53%)	14 (47%)	0 (0%)	0 (0%)
8.	I always want to improve my academic achievement	0 (0%)	22 (73%)	8 (27%)	0 (0%)	0 (0%)
9.	I stay focused while studying and do not get easily distracted	3 (10%)	9 (30%)	14 (47%)	4 (13%)	0 (0%)

10.	I am willing to review the material if I do not fully understand it	0 (0%)	14 (26%)	11 (37%)	5 (17%)	0 (0%)
11.	I believe that learning is an important activity	7 (23%)	14 (47%)	9 (30%)	0 (0%)	0 (0%)
12.	I rarely postpone schoolwork or assignments	17 (57%)	11 (36%)	2 (7%)	0 (0%)	0 (0%)
13.	I always strive to achieve good grades	13 (43%)	14 (47%)	3 (10%)	0 (0%)	0 (0%)
14.	I feel satisfied when I achieve my learning targets	25 (83%)	5 (17%)	0 (0%)	0 (0%)	0 (0%)
15.	I prioritize study time over less important activities	9 (30%)	12 (40%)	9 (30%)	0 (0%)	0 (0%)

Source: Questionnaire Data

Based on Table 5, the majority of students demonstrated a high level of learning enthusiasm. For example, 53% reported always feeling enthusiastic about studying, and 70% expressed consistent satisfaction in completing school tasks successfully. Efforts to understand learning material were also evident, with 43% always and 57% often trying to comprehend lessons, although reviewing material was less optimal (26% often, with the remainder sometimes or ever).

Consistency in studying was relatively strong, with 43% always and 57% often studying regularly. However, concentration remained weak, as only 10% reported always staying focused, while 47% sometimes experienced distractions. In terms of achievement motivation, 73% consistently sought to improve, 57% aimed to achieve good grades, and 83% felt satisfied upon achieving learning targets, reflecting a strong intrinsic drive.

Time management showed mixed results: 57% reported always completing assignments on time, but only 30% prioritized study over other activities. Similarly, awareness of the importance of learning was not fully optimal, with just 23% always perceiving learning as essential. Overall, the findings indicate that student learning commitment at Wahyu Yoga Dharma Orphanage demonstrates a generally positive tendency, despite weaknesses in consistency, focus, and awareness of the value of education.

To further confirm the findings, a recapitulation of total scores was calculated based on questionnaire responses from 30 participants. Each statement was rated on a scale of 1 to 5, multiplied by the number of respondents selecting that option. The results are summarized in Table 6.

Table 6. Recapitulation of Student Learning Commitment Scores

Score (S)	Frequency (F)	S × F
5	156	780
4	199	796
3	82	246
2	23	26
1	0	0
Total	450	1848

Based on Table 6, the total score was 1,848 out of an ideal 2,250. This result indicates that most students selected “always” and “often” across the items, confirming that their level of learning commitment falls within the very good category. In other words, students at the orphanage exhibited strong motivation, discipline, and consistency in their learning process.

Assumption Testing

Before examining the effect of caregiver involvement on students' learning persistence, assumption tests were first conducted, including normality and linearity tests.

1. Normality Test

The normality test was conducted to determine whether the research data were normally distributed, which is one of the prerequisites for parametric statistical analysis. The Kolmogorov-Smirnov method was employed, using unstandardized residuals as the basis for calculation. The results of the normality test are presented in Table 7.

Table 7. Results of the Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.57148274
Most Extreme Differences	Absolute	.265
	Positive	.114
	Negative	-.265
Test Statistic		.265
Asymp. Sig. (2-tailed)		.000 ^c

Based on Table 7, the significance value (Asymp. Sig. 2-tailed) was 0.000, which is smaller than the significance threshold of 0.05. This indicates that the research data are not normally distributed. This condition may be attributable to the relatively small sample size ($N = 30$), as the Kolmogorov-Smirnov test is more suitable for moderate sample sizes (31–150). Nevertheless, the analysis can still proceed by applying statistical techniques appropriate for data that do not meet the normality assumption.

2. Linearity Test

The linearity test was conducted to determine whether there is a significant linear relationship between the independent and dependent variables, in this case caregiver involvement and students' learning persistence. This test is crucial to ensure that the relationship between variables complies with the fundamental assumptions of linear regression analysis. The results of the linearity test are shown in Table 8.

Table 8. Results of the Linearity Test

Source of Variation	Mean Square	F	Sig.
Between Groups (Combined)	113.927	63.824	.000
Linearity	1205.703	675.459	.000
Deviation from Linearity	14.674	8.221	.000
Within Groups	1.785	—	—
Total	—	—	—

As presented in Table 8, the significance value (Sig.) for the Linearity row is 0.000, which is smaller than the 0.05 threshold. This indicates a significant linear relationship between caregiver involvement and students' learning persistence. Therefore, the assumption of linearity is satisfied, and further analyses such as linear regression can be conducted appropriately and validly. Moreover, the linearity test results show that the F-value for Linearity (675.459) is substantially higher than that for Deviation from Linearity (8.221). Similarly, the Mean Square

value for Linearity (1205.703) is higher than that for Within Groups (1.785). These findings indicate that the linear relationship between caregiver involvement and students' learning persistence is dominant compared to deviations from linearity.

Hypothesis Testing

Before testing the hypothesis, a simple linear regression analysis was conducted to determine the extent to which caregiver involvement influences students' learning persistence. This analysis aimed to obtain a regression equation that explains the relationship between the independent variable (caregiver involvement) and the dependent variable (students' learning persistence). The regression results are presented in Table 9.

Table 9. Simple Linear Regression

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	1.511	4.549	–	0.332	0.742
Caregiver Involvement	1.009	0.076	0.929	13.268	0.000

The regression analysis in Table 9 produced the following simple regression equation:

$$Y = 1.511 + 1.009X$$

The interpretation of the analysis results is as follows:

1. The constant value (a) of 1.511 indicates that even without caregiver involvement, students' learning persistence still has a baseline value of 1.511.
2. The regression coefficient (b) of 1.009 suggests that every one-unit increase in caregiver involvement leads to an increase of 1.009 in students' learning persistence. This positive coefficient confirms the presence of a positive effect of caregiver involvement on learning persistence.
3. The significance test shows a Sig. value of $0.000 < 0.05$, indicating that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. In other words, caregiver involvement has a significant effect on students' learning persistence.
4. The t-test results reinforce this conclusion, as the calculated t-value of 13.268 exceeds the critical t-table value (2.048 at $\alpha = 0.05$, $df = 28$), leading again to the rejection of H_0 and acceptance of H_a .

Thus, the findings confirm that caregiver involvement at Wahyu Yoga Dharma Orphanage, Karanganyar Regency, has a positive and significant effect on students' learning persistence.

Discussion

Caregiver Involvement in Orphanages

The findings indicate that caregiver involvement at the Wahyu Yoga Dharma Orphanage obtained a score of 1784, or 79% of the ideal score, which falls into the "good" category. This result underscores the important role of caregivers in supporting students' learning persistence, particularly through emotional support, motivation, provision of learning facilities, and serving as role models of discipline. As surrogate parental figures, caregivers not

only fulfill basic needs but also provide emotional attention, motivation, and academic guidance necessary for students to pursue their education (Noviar, Maulidin, and Arkanudin 2024).

These results are consistent with the theory of social support, which posits that emotional and instrumental support from one's immediate environment can enhance motivation and academic performance (House 1981; Cohen and Wills 1985). In the orphanage context, caregivers act as parental substitutes; hence, their involvement in providing motivation, attention, and academic guidance is crucial for shaping students' learning attitudes. Previous studies also reinforce this finding. Susanti et al. (2024) reported that caregivers who are actively engaged in children's lives foster a sense of security and strong emotional support. Similarly, Kaisan (2025) confirmed that consistent attention, motivation, and guidance from caregivers strengthen students' learning spirit and contribute to the development of more stable personalities.

Furthermore, caregiver support functions not only to provide emotional stability but also to reinforce intrinsic motivation that drives children to study more diligently (Santrock, 2018). This aligns with international studies showing that caregiver involvement significantly influences academic achievement among children in alternative care systems (Cheung et al. 2012; Raj and Raval 2013). Harahap and Afrinaldi (2024) also emphasized that humans, as social beings, require interaction with others as part of social behavior formation. Thus, orphanage children need not only primary needs such as food and shelter but also affection, attention, and psychological support to optimize their academic development (Ullumiya and Ansyah 2023; Marshela and Yarni 2023).

Consistent caregiver attention has also been shown to help children develop self-confidence, positive self-perceptions, and improved social interaction skills (Aman 2021). This finding is in line with Raudhati, Marthoenis, and Adamy (2020), who emphasized that attention is essential for fulfilling psychological needs, as it enables individuals to concentrate their efforts on specific goals, including learning. Similarly, Harahap and Afrinaldi (2024) demonstrated that responsive caregiver attention fosters students' intrinsic motivation and strengthens their persistence in learning.

Nevertheless, despite the overall positive trend, weaknesses remain in the aspects of monitoring academic progress and providing consistent academic guidance. Insufficient monitoring may reduce the effectiveness of caregiver involvement in helping students achieve academic goals (Fadlurrohman, Permata, and Ferdiansyah 2025). This resonates with Anggraeni's (2020) findings that inconsistent caregiver involvement can create variations in students' learning motivation. Therefore, while caregiver involvement at the orphanage has generally functioned well, improvements are still needed, particularly in the consistency of academic monitoring and instructional support. Enhancing these aspects is expected to further optimize students' learning persistence and positively impact their academic achievements (Rizky and Hasibuan 2025).

Learning Persistence of Orphanage Students

Descriptive data in Table 4 show that students' learning persistence at the orphanage is classified as "good," with a mean of 61.53, a median of 63, and a mode of 67. The standard deviation of 6.94 indicates moderate variability among students, while the negative kurtosis

(-1.53) and skewness (-0.23) suggest a relatively flat distribution with a slight leftward skew. This means that while most students display high persistence in learning, a small proportion scored relatively low.

Table 5 further supports this by showing that students exhibit strong motivation and enthusiasm for learning. For example, 53% of students reported always being excited to study, and 70% expressed satisfaction when completing tasks successfully. These findings align with Self-Determination Theory (Deci and Ryan, 1985), which posits that intrinsic motivation—such as enjoyment and satisfaction in learning—is a strong indicator of persistence. However, aspects such as consistency of focus (only 10% reported always being focused) and awareness of the importance of education (only 23% reported always considering education important) remain relatively weak. This suggests that while intrinsic motivation is high, self-regulated learning still requires strengthening.

Compared with previous studies, such as Annajah and Falah (2016), who found that orphanage children tend to have strong learning motivation due to supportive social environments, these results are consistent: the majority of students demonstrate persistence through achievement motivation (73% always strive to improve). However, Asriani, Hidayati, and Suparmi (2025) cautioned that motivation alone is insufficient; effective learning strategies and time management are also necessary. This is reflected in the present findings, where only 30% of students consistently prioritize study over other activities.

Table 6 further reveals a total score of 1848 out of an ideal 2250, equivalent to 82% of the maximum possible score. This indicates that students' learning persistence is at a very good level, with a tendency to select "always" and "often" responses. This finding resonates with Skinner's Behaviorist perspective, which argues that reinforcement—such as praise and academic achievement—shapes consistent learning behaviors (Adam et al. 2025).

Nevertheless, weaknesses in learning focus and understanding the meaning of education underscore the importance of developing self-regulated learning strategies (Zimmerman 2000). Such strategies enable students not only to maintain motivation but also to effectively manage time, attention, and self-evaluation.

The Effect of Caregiver Involvement on Students' Learning Persistence

The study demonstrates a significant effect of caregiver involvement on students' learning persistence at the Wahyu Yoga Dharma Orphanage, Karanganyar Regency. Caregivers' active roles in providing motivation, attention, and direct involvement in learning activities were found to encourage students to be more diligent, consistent, and motivated to learn. Moreover, caregivers as both educators and surrogate parents are essential in shaping children's character, discipline, and enthusiasm for learning (Rambe, Wantini, and Diponegoro 2023).

This finding is supported by Syafitri, Elviana, and Erita (2024), who reported that students receiving intensive caregiver support exhibit higher learning motivation. Similarly, Djonler and Goa (2025) emphasized that adult guidance, including that provided by orphanage caregivers, plays an important role in helping children channel their potential and learning interests. Theoretically, these results align with social-cognitive learning motivation theory

(Bandura, 1986), which highlights the importance of role models and social support in shaping self-efficacy and academic motivation.

The study also reinforces findings by Zulfah and Wardhani (2023), who argued that orphanage children face psychological barriers due to the absence of biological family figures. In such circumstances, caregivers serve as substitute parents who not only meet physical needs but also provide emotional support, academic motivation, and consistent guidance. The active presence of caregivers thus constitutes a significant external factor that enhances learning persistence among orphanage students.

In conclusion, this study not only confirms the importance of caregiver involvement in the local context of the Wahyu Yoga Dharma Orphanage, Karanganyar Regency, but also contributes to the broader academic discourse on external factors influencing students' motivation and persistence in learning. These findings are consistent with theoretical frameworks of both intrinsic and extrinsic motivation, which stress that social support—particularly from significant figures such as caregivers—serves as a catalyst for children's academic development.

CONCLUSION

The findings of this study conclude that caregiver involvement at the Wahyu Yoga Dharma Orphanage, Karanganyar Regency, falls within the “good” category, particularly in providing emotional support, learning motivation, learning facilities, and disciplinary role modeling. Nevertheless, the aspects of monitoring academic progress and providing consistent guidance remain suboptimal. On the other hand, students' learning diligence is categorized as “very good,” as reflected in their enthusiasm for learning, achievement motivation, discipline, and satisfaction with learning outcomes, although weaknesses persist in terms of focus and awareness of the importance of education. A simple linear regression analysis revealed that caregiver involvement exerts a positive and significant effect on students' learning diligence, as indicated by the regression equation $Y = 1.511 + 1.009X$ with a significance value of $0.000 < 0.05$. These findings confirm that the higher the level of caregiver support, the greater the learning diligence of orphanage students.

Theoretically, this study reinforces social support theory and social-cognitive learning motivation theory, both of which emphasize the importance of emotional support, motivation, and the involvement of significant figures in fostering students' intrinsic motivation. Practically, the results provide direction for caregivers to enhance the consistency of academic monitoring and deliver more intensive learning guidance so that students' weaknesses in focus and learning awareness can be minimized. From a policy perspective, this study offers valuable input for orphanage managers and local governments to design more systematic learning assistance programs that involve caregivers, school teachers, and counselors, thereby ensuring more comprehensive academic support for orphaned children.

This study, however, is not without limitations. First, the number of respondents was relatively small, which limits the generalizability of the findings. Second, the use of closed-ended questionnaires may have introduced subjective response bias. Third, the study was conducted in a single orphanage, which may not fully represent other orphanages with different

socio-cultural contexts. Fourth, other external factors that may influence learning diligence, such as the school environment and peer influence, were not examined in depth. Therefore, future studies with larger samples, data triangulation methods, and the inclusion of additional external variables are necessary to provide a more comprehensive understanding of the determinants of learning diligence among orphaned children.

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Authors' Contribution

The first author (corresponding author) was responsible for designing the research proposal and preparing the final report. Both the first and second authors collaboratively conducted data collection and analysis. The second author contributed to aligning the research findings with the journal's writing guidelines.

Disclosure Statement

The authors declare that there are no conflicts of interest in this study.

Data Availability Statement

The research data are fully available and can be accessed through the corresponding author.

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