
**THE EFFECT OF EDUCATIONAL SUPPORT AND FAMILY SOCIAL SUPPORT ON
MOTIVATION AND ACADEMIC PERFORMANCE: THE MEDIATION ROLE OF
LEARNING ENVIRONMENT OF SEMEN ANDALAS SCHOLARSHIP RECIPIENTS**

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ABSTRACT

This study aims to analyze the influence of educational and family social support on motivation and academic performance, with the learning environment as a mediating factor, among Semen Andalas Scholarship recipients. The population consisted of all Semen Andalas Scholarship recipients. The sample was 260 respondents. Data were obtained using a questionnaire and processed using the one-sample t-test in SPSS for descriptive testing and SEM-PLS in smartPLS for direct and mediation influence tests. The results showed that Educational support, family social support, learning environment, academic motivation, and academic performance are all good; educational support and family social support positively affect the learning environment; educational support, family social support and learning environment also positively affect academic motivation and academic performance; learning environment partially mediated the educational support and family social support influence on the academic motivation and academic performance. These findings emphasize the importance of synergy between institutional and family support in creating an optimal learning environment to improve the motivation and academic performance of scholarship recipients.

Keywords: Educational Support, Family Social Support, Learning Environment, Academic Motivation, Academic Performance.

1. INTRODUCTION

Education is a strategic pillar of national development because education is the main means of developing quality, competent and competitive human resources. Education has a lot of importance for the betterment of individuals as well as social and economic growth. So, many initiatives are taken to make education more accessible and of higher quality, especially for economically disadvantaged sections of society. A commonly implemented intervention in this regard is education through scholarships. The scholarship program is mainly aimed at helping students with academic ability but financial need. Furthermore, the scholarship is expected to not only reduce educational financial burden but also increase motivation for learning and support ideal academic achievement. With this kind of help, students can focus more on their learning and not be weighed down by family financial problems.

One of the companies that is engaged in social responsibility, especially in Aceh Province, is Solusi Bangun Andalas (SBA), a cement industry company that operates in this area. With its Corporate Social Responsibility (CSR) program, SBA demonstrates its commitment to society.

The CSR Program that was implemented in one of the forms is the Semen Andalas Scholarship Program. This program is active in providing educational assistance to high-achieving students, especially for underprivileged families. The program is also focused on the vicinity of the company running environment, which includes Lhoknga and Leupung districts, Aceh Besar regency. The scholarship program has inspired thousands of beneficiaries since its launch in 2012. By 2020, the company had assisted 3,300 students, including college students. That number continues to grow and will be about 4,850 recipients in 2024. The materials are targeted at junior high school (SMP) and high school (SMA), university, and Islamic boarding school (Dayah Salafiyah) students. This creates an independent and rigorous process designed to ensure program objectivity and credibility.

The program has now been running for more than a decade, a testament to the company's continued commitment to improving education in the Aceh region. This program is also in line with the Aceh Government's vision of "Aceh Caroeng" (Smart Aceh) which aims to improve human resources through the development of education. Therefore, the Semen Andalas Scholarship is not only in the form of financial aid, but also part of the social development programs. Then in 2024, the Semen Andalas Scholarship was again consistent and channeled assistance to 350 recipients. Participants comprised 100 university students, 100 high school students, 100 junior high school students, and 50 Dayah Salafiyah students. Its distribution shows the company also serves some secondary and religious education, which should be part of one of the core areas developments in the character and competency of students not only academically but diverse in nature.

While this is a notable step, cranking up to the five-figure range, more than just numbers speak to the successful scholarship initiative. The most important question is how much impact this assistance has on students' motivation and academic success. But the field evidence is rather mixed regarding academic performance, as measured by scholarship. That suggests that there are probably other influences on whether students go forward and take advantage of the academic support they receive. Family social support is one of the key factors thought to have an important role. Such a framework can be found across all aspects of children's lives; they need support not just in terms of financial situations but also in parental education to equip them with the required parenting styles, along with their learning and values in daily life. Similarly, children who have parents with advanced education and who are members of families that have not experienced major economic hardship have greater access to learning resources, academic mentoring, and emotional support. These conditions can further enhance intrinsic motivation and self-confidence to succeed. On the other hand, students coming from low socioeconomic status backgrounds with less educated parents tend to face further barriers. Even so, a lack of support at home to study remains and they do not have adequate supporting facilities like quiet layouts or books for homework. They need further encouragement. Economic pressures also result in interruptions and reduce aspirational goals. To elaborate, external supports like the scholarships may not do much without a commensurate internal support from family.

Besides family factors, the learning environment is another important factor. Learning environments involve the social and physical conditions of students' learning processes. A supportive environment, which should include a conducive atmosphere for learning, enough facilities to support the learning process, facilitating teachers who help students focus on their learning, and positive relations with peers would also strengthen the role of educational support towards motivation to learn. On the other hand, less enabling atmosphere with poor facilities

provision, negative social pressure and too much distraction can lead to students losing their passion and concentration in learning. Theoretically, the learning environment can be considered a mediating variable linking educational support to learning outcomes. Even when financial aid is channeled through scholarships, it will be more impactful if students are in an environment that fosters their academic growth. That is, the learning environment, family social support and educational support interact to determine whether a scholarship program will be successful or not.

Many earlier studies have explored the link between academic support and performance. According to Pratiwi and Handayani (2020), educational support highly affects student outcomes learning. Yet this research has not fully considered family social support as a potential influence on academic motivation. Meanwhile, Fitriani et al. (2021) stated that a supportive learning environment will greatly enhance the role of educational support on students' motivation to learn. Whereas the majority of earlier research only models this relationship partially and has yet to analyse in a comprehensive analytical framework the interrelationship of these three variables. This description is in demand for more comprehensive research combining some of these important variables, which are educational support, family social support, academic motivation, and academic performance, and places the learning environment as a mediating variable. This research is important considering it took place in an area that has yet to be much academically researched; The Semen Andalas Scholarship program, which has served various recipients for many years now.

This research will have both theoretical and practical implications through the structural and integrative approach. This research adds to the literature theorizing about factors that affect the impact of scholarship programs. Practically, the outcome of this research should serve as a consideration for SBA to evaluate its CSR in education, so that it is not just implemented for the sake of providing scholarships and enhancing the company's positive image, but rather focuses more on social and psychological aspects that can affect scholarship recipients' academic performance. Therefore, the rationale for this study is that extending access to education through scholarships is a strategic move, but whether this work falls heavily on how academic support interacts with family support and learning conditions. Therefore, it is crucial to investigate the relationships among these variables in depth to ensure that scholarships truly increase motivation and academic performance.

2. LITERATURE

2.1 Academic Motivation

The notion of academic motivation refers to the external and internal stimuli that prompt students to engage in the learning process as they pursue their educational objectives. This drive impacts students' intensity, persistence, and consistency in learning. But, in broad terms, child academic motivation can be divided into two categories: intrinsic and extrinsic. It means intrinsic motivation should come from interest, intellectual curiosity, and the satisfaction of mastering the material itself, while extrinsic motivation may be independent of interest in the material but reflects external motivational influences like rewards or recognition, or demands in the environment. According to Schunk, Pintrich, and Meece (2008), students with high motivation are more engaged in learning and are often academically successful. Similarly, Petrelli (2018) reported that intrinsic motivation tends to be more enduring as it is need-driven by enjoyment and competence, whereas Ristea et al. According to (2023), academic motivation refers to the will, energy, and persistence students

bring to learning in order to succeed.

Academic motivation is not generated in a vacuum but rather is shaped by multiple, interdependent factors. Educational assistance like scholarships is an external stimulus that increases enthusiasm for learning, because they feel concerned and responsible to perform (Putra & Hartono, 2021). Furthermore, family social support, including economic conditions, parental education level, attention, and parenting styles, also plays a crucial role in fostering a positive attitude toward education. Sari and Nugroho (2020) found that students who receive strong emotional and social support from their families tend to have higher learning motivation. In addition, high-quality teaching, facilities, and social relationships are significantly related to increased motivation (Yulianti & Rahman, 2022). Educational support is a determinant to the success of learning as long as it is also supported by family and environmental conditions that are favorable (Putri & Wulandari, 2023).

There are a few indicators that can be used to measure academic motivation. According to Schunk et al. (2008), these include the type of learning goals set (mastery-focusing on understanding the material versus performance, trying to gain grades) with expectations regarding success (if individuals believe that they can accomplish a given task), values associated with learning activities, self-regulation such as being able to manage the progression through the processes and perceptions of being competent. These five indicators provide a comprehensive view of the implications for academic performance, including cognitive and affective aspects. This enriches the study of academic motivation in this domain by treating it as not context-bound, but rather influenced and indicated by various elements.

2.2 Academic Performance

Academic performance can be defined as the extent to which a student has achieved her or his short- and longterm educational goals. This idea is not only about grades or test scores but also about how well students master the knowledge, skills and attitudes that are expected through the educational process. According to Slavin (2018) and Woolfolk (2016), academic performance is a reflection of learning achievement that can be assessed through tests, structured forms to evaluation quantitative or qualitative types. Likewise, according to Anderson and Krathwohl (2001), learning is a more comprehensive process that leads to the cognitive, effective and psychomotor aspects of academic success. Nugroho et al. (2022) also highlight that academic performance is not only an outcome of the learning system, but rather, gives prominence to effectiveness of learning and meaningful application of knowledge in every day life.

There are several interdependent factors that influence student academic achievement. Learning support, such as scholarships or financial assistance, can provide more opportunities for learning and increase motivation to achieve (Nurhadi & Wulandari, 2021). Furthermore, family social support, including socioeconomic status, parental education, and parenting styles, contributes significantly to academic success. Sari and Hartono (2020) stated that a family environment that provides attention, resources, and positive encouragement tends to result in better academic achievement. Another equally important factor is the school learning environment. According to Putra and Dewi (2022), a conducive learning environment, teacher support, adequate facilities, and positive social interactions can increase student comfort and motivation, thus impacting optimal academic outcomes. Moreover, Rahmawati and Santoso (2023) emphasized that the effectiveness of educational support is highly dependent on the synergy between family support and the quality of the learning environment.

To assess academic performance comprehensively, a number of indicators are needed to comprehensively describe student achievement. Slavin (2018) suggests that academic performance can be measured through academic grades as a formal indicator of material mastery, the level of competency mastery according to curriculum standards, and the ability to apply knowledge to real-world situations. Furthermore, active participation in the learning process and the development of positive attitudes and values are also important components of academic performance assessment. Thus, academic performance not only reflects the final results in numbers but also the quality of the learning process and the overall development of students.

2.3 Learning Environment

The learning environment is the totality of physical, social, and psychological conditions surrounding an individual during the educational process and influences learning success. These elements include the learning atmosphere at home and school, the quality of interactions with teachers and peers, family support, and the availability of educational facilities and infrastructure. Schunk et al. (2008) revealed the importance of a safe and supportive environment that strengthens students' motivation, concentration, and academic achievement. Furthermore, Agmed et al. (2024) consider the learning environment as a composite of social interactions, organizational culture, Ls structures, and physical and virtual spaces that influence students' learning experiences. In a similar vein, Al-Hussein (2022) reported that positive school climate perceptions, such as the quality of infrastructure, teaching, and social relationships, predicted higher learning satisfaction and academic achievement. Which means that the learning environment does not have to be about simply 'being there' but an active ingredient, which can be controlled for successful education.

Many factors, both related and unrelated, affect the quality of the learning environment. Scholarships as part of the support given to students, benefit them by covering their associated costs and allowing them to use better, more productive learning facilities (Putri & Hidayat, 2022) that ultimately enhance both the physical and psychological well-being of their educational experience. Moreover, demonstrating family social support (e.g. attention, parenting styles and parental educational background) contributes to the development of a healthy/home-school learning environment. Sari et al. (2021) demonstrated that parental involvement directly impacts children's learning comfort and effectiveness. The interaction between educational support and family support also determines the optimal learning environment. The impact of educational assistance is even stronger when accompanied by emotional and social support from the family (Nugroho & Santosa, 2023). In fact, Aramaki (2015) emphasized that comprehensive educational support, both traditional and innovative, can broaden students' access to and learning experiences.

Several indicators can be used to identify the quality of a learning environment. Biewer et al. (2023) state that an effective learning environment is characterized by cohesion among students, teacher support, active engagement in learning, a clear orientation to academic tasks, clear rules, innovation in the learning process, and a sense of fairness. These indicators demonstrate that a good learning environment focuses not only on physical aspects but also on social dynamics and students' perceptions of fairness and the support they receive. Therefore, creating a positive learning environment requires synergy between institutional support and the role of the family to create a healthy and sustainable educational climate.

2.4 Educational Support

Educational support is the assistance and resources available for students to access their education and complete it. Support can be financial, such as scholarships and tuition subsidies (51%), or non-

financial, such as learning materials and skills training (48%). As mentioned by UNESCO (2020), providing targeted support to enhance access to education is a crucial step towards equitable and just education. Along the same lines, according to Susanti and Handayani (2022), educational support not only addresses economic barriers but also fosters students' motivation to learn and academic performance. Hence, educational support is a strategy aimed at enhancing participation and learning success.

From the viewpoint of human resource development, educational support is a long-term investment that will eventually lead to increased competency and capacity at the individual level. Noe et al. (2020) state that developing knowledge and competence through educational interventions will determine a quality, adaptive, and productive human capital. Not only was individual effectiveness emphasized by educational help, but also a broad upturn in organisational well-being, and as it would be easy to say, in the field of countries' collective growth. Thus, educational assistance programs should be managed in a planned and sustainable manner to obtain the best results.

According to Purwanto (2011), the effectiveness of educational support could be measured using several indicators. These indicators are direct financial assistance, like waiving tuition fees; learning facilities and infrastructure provision; academic guidance or mentoring; a fair and objective recipient selection process for a given program; and long-term sustainability of programs. These five indicators show that effective educational support is not limited to financing but also encompasses mentoring, equitable access, and the ability to consistently implement programs so that beneficiaries can continue their education with quality.

2.5 Family Social Support

Family social support encompasses multiple dimensions that provide emotional, material, informational, and reward-based assistance to children, facilitating the processes of academic and psychosocial development. Families that develop strong communication, focus on learning activities, and instill the importance of education are associated with increased child academic motivation and engagement. According to Wang and Sheikh-Khalil (2018), increased parental participation in education is associated with a more positive attitude toward learning and greater academic self-restraint. Fan et al. (2021) found that family support is a significant contributor to students' resilience in facing educational challenges and encourages a constructive learning orientation.

Socioeconomic background and the type of resources available, as well as individual natural factors, form the basis of the quality of family social support. The parents' level of education and economic power, practical methods of upbringing, and family values all determine the level and nature of support. Melby et al. (2020) note that better-resourced families are more able to provide an enabling home environment as well as clear and supportive academic expectations. In contrast, Roksa and Kinsley (2019) found that while material resources available to a child diminish with increased economic constraints, the family's emotional and motivational role does not decline but remains a protective factor for academic success. Therefore, family social support provides a basis for learning readiness and prospects for academic achievement.

In the field of education, Fan et al. (2021) identified four main aspects of family social support: emotional, instrumental, informational, and esteem support. Attention, empathy, and concern about a child's learning situation are facets of emotional support. In this framework, support is provided through tangible acts, such as offering educational facilities and resources.

Informational support includes providing direction, advice, and guidance regarding the academic process, while esteem support is realized through recognition and appreciation for a child's efforts and achievements. These four aspects collectively strengthen students' motivation, self-confidence, and academic success.

3. METHOD

In this study, the population studied was all Semen Andalas scholarship recipients. The sample in this study was determined by 5 to 10 times the number of indicators (Ferdinand, 2013). The sample in this study was 260, obtained by multiplying the number of indicators (26) by 10. The research sample was collected using purposive sampling, that is, the researcher selected representatives from each group in the population (level of education), with the number of representatives adjusted to the number of subject members in each group. Data were obtained using a questionnaire and processed using the one-sample t-test in SPSS for descriptive testing, and SEM-PLS in smartPLS for direct and mediation influence tests. The framework test is shown below.

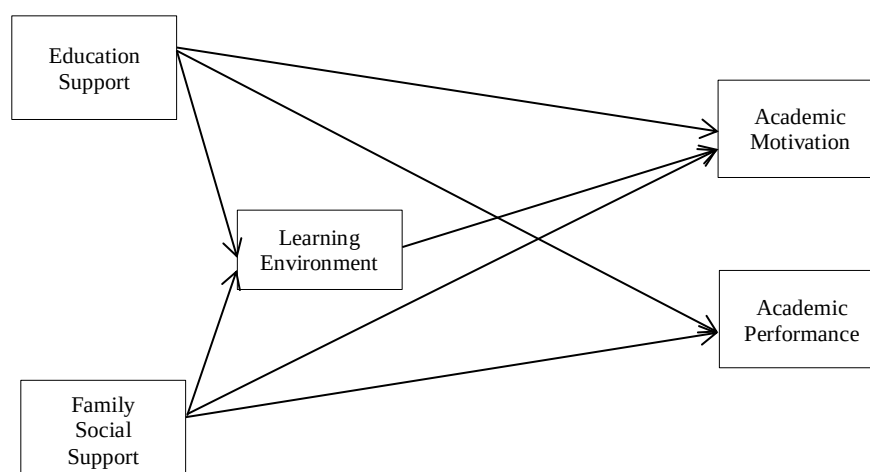


Figure 1. Research Paradigm

H1: Educational support, family social support, learning environment, academic motivation, and academic performance are all good.

H2: Educational support influences the learning environment.

H3: Family social support influences the learning environment.

H4: Educational support influences academic motivation.

H5: Family social support influences academic motivation.

H6: Educational support influences academic performance.

H7: Family social support influences academic performance.

H8: Learning environment influences academic motivation.

H9: Learning environment influences academic performance.

H10: Educational support influences academic motivation through the learning environment.

H11: Family social support influences academic motivation through the learning environment.
H12: Educational support influences academic performance through the learning environment.
H13: Family social support influences academic performance through the learning environment.

4. RESULT

4.1 Descriptive Test

Below are the results of the descriptive hypothesis test (H1) along with an explanation.

Tabel 1. Descriptive Test

No.	Variable	T Count	P value	Result
1.	Academic Motivation	17.999	0.000	Good
2.	Academic Performance	16.440	0.000	Good
3.	Learning Environment	19.283	0.000	Good
4.	Education Support	21.569	0.000	Good
5.	Family social support	9.691	0.000	Good

Based on the data presented in Table 1, the descriptive test results indicate that all variables studied, that are Academic Motivation, Learning Environment, Educational Support, and Family Social Support, have a significant t-value with a p-value of 0.000 (<0.05). This indicates that statistically, respondents' perceptions of all research variables are at a significant and good level.

4.2 Direct Effect Test

The following are the results of hypothesis testing on the direct effects (H2 to H9), and their explanations.

Table 2. Direct Effect

Variables	Original Sample	Standard Deviation	T- statistics	P-values
Educational Support→Learning Environment	0.572	0.060	9,468	0.000
Family Social Support→Learning Environment	0.307	0.049	6,305	0.000
Educational Support→Academic Motivation	0.440	0.096	4,586	0.000
Family Social Support→Academic Motivation	0.207	0.077	2,684	0.008
Educational Support→Academic Performance	0.271	0.092	2,961	0.003
Family Social Support→Academic Performance	0.343	0.061	5,640	0.000
Learning	0.245	0.091	2,703	0.007

Environment→Academic Motivation				
Learning Environment→Academic Performance	0.265	0.106	2,505	0.013

Source: Processed Primary Data (2025)

Based on the results of the path coefficient analysis in Table 2, all relationships in the research model are positive and statistically significant, as indicated by t -statistics > 1.96 and $p < 0.05$. This means that all direct hypotheses proposed in this study can be accepted. Educational support and family social support both have a significant influence on the learning environment. Educational support shows a stronger influence ($\beta = 0.572$; $t = 9.468$; $p = 0.000$) than family social support ($\beta = 0.307$; $t = 6.305$; $p = 0.000$), indicating that the better the educational support and family attention, the more conducive the learning environment.

Furthermore, both educational support and family social support also have a positive and significant effect on academic motivation. Educational support has a coefficient of 0.440 ($t = 4.586$; $p = 0.000$), while family social support is 0.207 ($t = 2.684$; $p = 0.008$). In addition, the learning environment also has a significant effect on academic motivation ($\beta = 0.245$; $t = 2.703$; $p = 0.007$). These findings indicate that educational assistance, family roles, and a conducive environment together strengthen scholarship recipients' learning motivation.

On academic performance, all variables also showed a positive and significant influence. Educational support had an effect of 0.271 ($t = 2.961$; $p = 0.003$), family social support had an effect of 0.343 ($t = 5.640$; $p = 0.000$), and learning environment had an effect of 0.265 ($t = 2.505$; $p = 0.013$). These results confirm that improving academic performance is not only determined by educational assistance, but also by family support and the quality of the learning environment that supports the ongoing academic process.

4.3 Mediation Test

The following are the hypothesis testing results on the mediation effects (H10 to H13), and their explanation's

Table 3. Bootstrapping Test Result

Variables	Original Sample	Standard Deviation	T- statistics	P-values
Educational Support→Learning Environment→Academic Motivation	0.140	0.059	2,363	0.019
Family Social Support→Learning Environment→Academic Motivation	0.075	0.033	2,314	0.021
Educational Support→Learning	0.152	0.064	2,374	0.018

Variables	Original Sample	Standard Deviation	T- statistics	P-values
Environment→Academic Performance				
Family Social Support→Learning Environment→Academic Performance	0.081	0.034	2,392	0.017

Source: Processing data, 2025

Based on the bootstrapping test results in Table 3, the learning environment is shown to mediate the effects of educational support and family social support on academic motivation and academic performance. All indirect effects are significant ($p < 0.05$). The indirect effect of educational support on academic motivation through the learning environment is 0.140 ($t = 2.363$; $p = 0.019$), while family social support on academic motivation through the learning environment is 0.075 ($t = 2.314$; $p = 0.021$). These results reveal that improving the quality of the learning environment is an important mechanism for strengthening scholarship recipients' academic motivation.

In addition, the learning environment also mediates the educational support effect on academic performance with a coefficient of 0.152 ($t = 2.374$; $p = 0.018$), and mediates the family social support effect on academic performance by 0.081 ($t = 2.392$; $p = 0.017$). As a result, since the direct effects of both independent variables on academic motivation and academic performance are also significant, it is concluded that the learning environment partially mediates. This finding reaffirms that the quality of the learning environment is an important pathway through which both educational and family support covary with academic success.

4.2 Discussion

Educational support contributes to a better learning environment. Such assistance, including scholarships, tuition subsidies, and the provision of learning supplies, enables students to access more adequate facilities while minimizing the financial burden that can impede focus on their lessons. According to Aramaki (2015), access to educational support increases learning opportunities and enriches at-home learning environments by ensuring basic needs are met. Moreover, according to Putri and Hidayat (2022), educational support also fosters a sense of appreciation and psychological safety, thereby creating a more supportive learning climate.

Family social support is also found to substantially affect the learning environment. These families are much more likely to be economically sound and well-educated, meaning that they can offer their children the space and resources for a workspace with structured academic guidance. According to Davis-Kean (2005), for instance, parental education and income affect the quality of the learning environment through parental expectations and involvement. On the contrary, limited resources and less involvement from family could impact a child's learning experience (Sari, Ramadhani, & Yusuf, 2021).

Academic motivation is influenced directly by educational support. Financial aid alleviates some of the economic pressure on students, allowing them to focus more and set higher academic goals. Scholarships contribute to increased positive future evaluations and strengthen intrinsic motivation (Putri & Hidayat, 2022). Aramaki (2015) stated that educational support also boosts recipients' self-confidence and desire to pursue their studies.

Moreover, family support is one of the most effective predictors of academic motivation. Family is the first context in which someone learns values, attitudes, and expectations about education. According to Davis-Kean (2005), parental involvement and expectations are crucial mediators in motivation for learning. According to Sari and Hidayat (2021), emotional and instrumental families also support increased enthusiasm for learning and persistence among students.

Research shows educational support positively affects academic performance. However, if the students are given basic learning facilities, technology, and other extra activities, they become more efficient in whatever they do. Educational assistance as an Effort to Improve academic performance (Putri & Hidayat, 2022). All regions have the same opportunity to access educational assistance that can improve their academic performance, especially in less accessible areas. Aramaki (2015) previously noted that beneficiaries achieve more than their counterparts, particularly when the program includes ongoing support and evaluation.

Family social support also impacts academic performance (Wu, 2022). Those educators whose parents possess a solid education and reasonably secure economic status can provide that guidance. According to Davis-Kean (2005) and Sirin (2005), there is a positive correlation between family socioeconomic status and academic achievement. By contrast, fewer resources and lower educational expectations may negatively affect student achievement.

Motivation and academic performance are greatly influenced by the learning environment. A learning environment with teacher support, healthy social relationships, and adequate facilities can enhance students' comfort and engagement. According to Fraser (1998), the interaction quality of a classroom and, more explicitly, teacher assignment clarity, seem to be closely related to measures of interest and learning outcome. Also, Eccles & Roeser (2011) showed that positive school climate motivates the students to be engaged and perform better academically.

Moreover, the findings illustrate how the learning environment mediates the relationships between educational and family social support, motivation, and academic performance. When institutions and families provide support in ways that enable students to learn, it challenges the preconceptions they may have about class rather than reinforcing them. In agreement with Rahman et al. (2021) and Kim and Park (2020), the learning environment itself is a significant mechanism that moderates the relationship between such external support and academic outcomes.

5. CONCLUSION

In general, the variables of educational support, family social support, learning environment, academic motivation, and academic performance of Semen Andalas Scholarship recipients are in the good category. Educational support and family social support affect the learning environment, academic motivation, and academic performance. Also, the learning environment has been demonstrated to affect academic motivation and academic performance. The results of this study validate the importance of external factors, including institutional support and family background, as well as contextual factors (for example, the learning environment), in shaping learning motivation and academic success among scholarship holders.

In addition, the analysis results show indirect effects via the learning environment. Educational support and family social support have been shown to indirectly affect academic motivation and academic performance through the learning environment. Consequently, the learning environment is a mediating variable that strengthens the association between external

support and academic outcomes. This indicates that the promoted Educational and Family Support would bring about its favorable effects in conjunction with establishing an ideal learning atmosphere.

From the research results and conclusions obtained, some suggestions that can be made for PT Solusi Bangun Andalas to consider are:

1. The academic motivation variable obtained the lowest average score of 4.00 for the indicator "I use effective learning strategies to achieve the best results while receiving this scholarship." Although still in the good category, this result indicates that some scholarship recipients have not fully implemented optimal learning strategies. Therefore, the Semen Andalas Scholarship program administrators are advised to provide learning management training, workshops on effective learning strategies, and regular academic mentoring so that scholarship recipients can manage their time and study methods more systematically and continue to improve their academic motivation.
2. The academic performance variable showed the lowest average score of 3.86 for the indicator "I got good grades on exams and assignments while receiving this scholarship." This finding indicates that the academic achievement of some scholarship recipients remains suboptimal. Therefore, it is recommended that scholarship administrators collaborate with educational institutions to provide academic enrichment programs, additional tutoring, and a regular academic achievement monitoring system to help scholarship recipients improve their learning outcomes and academic performance.
3. The learning environment variable received the lowest average score of 3.93 for the indicator "I feel all students are treated fairly in my learning environment." Although considered good, this result indicates that there is still a perception of unequal treatment in the learning environment. Therefore, educational institutions are advised to strengthen the principles of fairness and inclusivity in the learning process, increase transparency in academic assessments, and encourage respectful interactions between educators and students to create a more conducive and equitable learning environment.
4. The education support variable had the lowest average score of 3.98 for the indicator "This scholarship program is provided regularly and continuously throughout my studies." This result indicates that some scholarship recipients still feel uncertain about the continuity of educational assistance. Therefore, the Semen Andalas Scholarship administrators are advised to improve the clarity of the scholarship distribution mechanism, ensure consistent assistance delivery according to schedule, and provide transparent information so that scholarship recipients feel more secure and focused on their education.
5. The family social support variable obtained the lowest average score of 3.76 for the indicator "My family shows concern for my academic condition." Although still in the good category, this result indicates that the level of family concern for the academic development of scholarship recipients can still be improved. Therefore, it is recommended that scholarship administrators involve families through regular outreach or communication regarding the importance of the family's role in supporting academic success, so that families can provide more optimal emotional support and attention to scholarship recipients.

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