

The Impact of the Family Environment on the Academic Achievements of Students in a Classroom Setting

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Abstract

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The objective of this study is to determine whether the environment has an influential effect on the academic achievements of students; we need to conduct further analysis. The student on this object is currently enrolled as a student in the eleventh grade at Putra Bangsa High School in Depok. The area of study includes subjects such as crafts, and entrepreneurship. The research was conducted at Putra Bangsa High School in Depok, utilizing quantitative survey methodologies. The study's population and sample included 63 students in class XI IPS at the school. The outcome of the analysis using simple linear regression yields the equation: $Y = 80.7935 + 0.0082X$. The correlation coefficient (r) between variables X and Y is 0.0636, and the coefficient of determination is 0.40%, suggesting that only 0.4% of the variation in Y can be explained by the variation in X , while the remaining 99.6% is influenced by other factors that were not studied. The t test for hypothesis testing indicates that the calculated F value of 0.4977 is less than the critical F value of 1.9997. Based on these findings, it can be inferred that there is no substantial correlation between the family environment and the academic performance of eleventh-grade students in craft and entrepreneurship subjects at SMA Putra Bangsa Depok.

Keywords: parenting, parent, learning independence, child, elementary school

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INTRODUCTION

Education is a crucial element in life that significantly contributes to the creation of high-quality human resources (HR). Education enables individuals to attain maturity and expand their cognitive and metaphysical perspectives. Education serves as a transformative process that improves an individual's attitudes, behavior, and abilities. Education encompasses the process of acquiring knowledge, skills, and habits that are transmitted from one generation to another through teaching, training, and research.

Attainment of educational goals hinges on students' fervent desire and keen interest in actively engaging in the learning process, thereby enabling them to attain commendable learning outcomes and accomplishments. The learning outcomes attained by students serve as a measure of their proficiency in comprehending the content of the subject. Learning outcomes refer to the accomplishments of students in educational and instructional activities over a specific timeframe, offering a summary of their skill level in relation to their peers. Evaluating student learning success is done by measuring learning outcomes through grades or scores. Hamalik (in Prabowo, 2022:1) asserts that learning outcomes encompass both processes and activities, rather than being solely focused on the final results. Learning involves more than simply memorizing information; it also entails achieving mastery through practice and modifying one's behavior accordingly. Consequently, learning outcomes serve as a standard for assessing students' comprehension of the specific scientific discipline they are studying.

Through interviews conducted with teachers at Putra Bangsa Depok High School, it was discovered that a significant number of students in class XI crafts and entrepreneurship subjects did not achieve satisfactory learning outcomes. According to the 2022/2023 mid-term assessment (PTS), approximately 60% of class XI IPS students have not met the minimum passing grade (KKM) set by the school in craft and entrepreneurship subjects. The author's conclusion is that student learning outcomes at Putra Bangsa Depok High School, particularly in the craft and entrepreneurship subjects of class XI, are currently inadequate. The family, being the primary and fundamental source of education for children, plays a crucial role in determining learning outcomes. It is the primary duty of families to educate, care for, and foster the growth and development of children.

The learning process and outcomes can be influenced by two factors: internal and external. Internal factors originate from the student's own being and encompass physiological, psychological, and levels of fatigue. In contrast, external factors refer to elements originating from the student's external surroundings, including family, school, community, and the immediate environment. Student learning outcome indicators are assessments derived from their learning outcomes. Nevertheless, the data gathered by researchers from multiple students at Putra Bangsa Depok High School revealed that a portion of the students' parents exhibited insufficient attentiveness and accountability towards their children's education. Parents merely send their children to school and consider their responsibility fulfilled at that point. Conversely, the behavior of parents who are preoccupied with work or their own personal lives is also a contributing factor to children's poor academic performance, as it results in a lack of parental attention and quality time.

The educational strategies used by parents can have an impact on their children's learning outcomes (Slameto, 2021:61). Parents should provide their children with additional motivation and enthusiasm for learning, as they have more available time compared to school. The family environment plays a crucial role in children's education, significantly impacting their ability to achieve high learning outcomes. Having a cohesive and supportive family is essential for individuals, as it ensures that any challenges they encounter are effectively resolved and their lives progress harmoniously. Harmony within the family is a crucial factor that contributes to an individual's development and overall well-being, both in the present and in the future (Aida & Yunawati, 2018:70).

According to Wahyuni (2015:2), the family is the most basic unit of society. However, it is within this small unit that the potential for intellectuals or future leaders of the nation can develop. Consequently, the family bears the responsibility and commitment towards each of its offspring (children). The expectation is that the family environment can enhance students' motivation to learn, thereby optimizing their academic performance, particularly in craft and entrepreneurship subjects. The general consensus in society is that children who grow up in a peaceful family setting with lots of love, care, and guidance are more likely to experience positive and healthy development of their personality. In contrast, children raised in an environment lacking harmony or with parents who are preoccupied often encounter challenges in their personality development.

The researchers are interested in studying the influence of the family environment on the learning outcomes of Class XI students in entrepreneurship subjects at Putra Bangsa High School, Depok. This research aims to address the various problems related to this issue.

METHODS

The research was conducted at Putra Bangsa Depok High School during the second semester of the 2022/2023 academic year, specifically from March to July 2023. The study employed a quantitative methodology utilizing survey techniques. The research sample comprised the entire student body of Putra Bangsa Depok High School, amounting to a total of 366 students. The sampling technique employed was purposive sampling, specifically targeting class XI IPS students, resulting in a sample size of 63 students. Documentation and questionnaires used for data collection have undergone rigorous testing to ensure their validity and reliability. Data analysis encompasses preliminary examinations of basic linear regression, hypothesis testing, and the computation of the coefficient of determination (KD).

RESULTS & DISCUSSION

The results of the simple regression analysis indicate that the regression equation obtained is $Y = 80.7935 + 0.0082X$. This suggests that for each incremental unit increase in the family environment variable (X), there will be a corresponding increase of 0.0082 in the value of the student learning outcome (Y). Nevertheless, the correlation coefficient of 0.0636 indicates a very weak positive relationship between family environment and learning outcomes, falling within the range of 0.00 to 0.199. In addition, the coefficient of determination of 0.40% suggests that only 0.40% of the variability in student learning outcomes can be attributed to the family environment, while the remaining 99.6% is influenced by other variables that were not investigated in this study. The results of the hypothesis test, specifically the t test, indicate that the calculated value of tcount (0.4977) is less than the critical value of ttable (1.9996). Therefore, the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected. There is no notable correlation between the family environment and student learning outcomes in Crafts and Entrepreneurship subjects at Putra Bangsa High School, Depok.

The study's findings concur with those of Rahayu and Trisnawati (2021), who came to the same conclusion that the family environment has little bearing on academic achievement. They contend that the implementation of the full day school system diminishes the amount of time students spend at home, thereby minimizing the impact of the family environment. Annauval & Ghofur (2021) conducted research that further corroborates this discovery, demonstrating that the family environment has no substantial impact on economic learning outcomes at MAN 2 Nganjuk, despite being perceived as favorable by the majority of students.

Additional factors that could contribute to the limited impact of the family environment on learning outcomes at SMA Putra Bangsa Depok include respondents' lack of motivation to provide truthful responses, the presence of dishonesty in questionnaire completion, and students' lack of awareness regarding their own perspectives on the family environment. This indicates that there are numerous additional factors that impact student learning outcomes, which necessitate further investigation in order to obtain a more comprehensive comprehension.

CONCLUSION

The author's conclusion is that the family environment does not impact the academic performance of class XI students in craft and entrepreneurship subjects at Putra Bangsa High School, Depok. This indicates that the familial setting does not adequately facilitate the student's educational progress. Put simply, alterations in the family environment (X) will have no impact on student learning outcomes (Y).

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