

The Role of Family Environment in Efforts to Improve Student Learning Outcomes

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Abstrak: With the title: *The Role of Family Environment in Efforts to Improve Student Learning Outcomes*, this research was conducted at Lab. School FIP-UMJ Elementary School, South Tangerang City, Indonesia. This research method is with a quantifiable approach. The results of this study show that based on the results of the analysis and the results of statistical tests that the variable (X) of the family environment has a significant correlation to the variable (Y) Improve students learning outcomes. Based on the results of the Wilcoxon test, it showed a value of $0.000 < 0.05$ and a correlation value/relationship R of 0.518. The results obtained a coefficient of determination R_{square} of 0.268, very meaningful that the family environment independent variable of the family environment towards in efforts to improve students learning outcome was 26.8%. Meanwhile, the results of the validity test of variable X (Family Environment), and variable Y (Improve students learning outcomes), at SD.Lab. School FIP-UMJ Indonesia, determined r_{table} by 0.209, with the lead g and $f = N - 2$, $df = 88 - 2 = 86$, r_{table} from 86 there is 0.209. Then it can be concluded that as many as 4 items out of the 24 items of the family environment variable (X) are said to be invalid because $r_{count} < r_{table}$ no item (1, 5, 17, 21), and 20 items are said to be valid $r_{count} > r_{table}$, and for child improve students outcomes variables (Y) have the value of 3 invalid items no item (5, 17, 20) and 23 items are declared valid because $r_{count} > r_{table}$. The results of the hypothesis test, the family environment is very correlated to increase learning outcome because the motivation needed by children in learning does not only come from within the child/intrinsic but also comes from the child's external student learning outcomes, one that can add extrinsic to improve students is the encouragement given by the family can equip children so that they have high learning outcomes, besides that harmony in the family creating a comfortable environment will affect the success of students in learning.

Keywords: Family role, Improve students, learning outcomes.

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I. Introduction

The success of learning and achieving learning outcomes is certainly inseparable from various factors that can support the learning process in children. The educational process begins with the family, and through formal/school education, or non-formal/community, and informal/family. Informal education is the education obtained after birth, the education itself is usually obtained by yourself from parents and other family members. The family environment of students gets the most important learning, namely how to interact and socialize in daily life the family environment greatly affects the success of students to get good learning outcomes.

Education there are factors or circumstances that affect student learning, there are two kinds of factors or circumstances, namely external and internal. Internal is a state experienced by oneself while external is experienced outside oneself. In order to increase students' enthusiasm for learning, a student must control the factors that influence his learning. Internal factors, for example, are motivation to learn while in external factors, namely the environment of daily life.

Student learning can be successful if in itself there is a willingness to learn and a desire/drive to learn, because with an increase in learning motivation, students' attitudes and behaviors are expressed in the learning process. Motivation is not only important because it is a contributing factor to learning, but also facilitates learning and learning outcomes. Learning motivation in students can be weak, weak motivation or not motivation to learn can weaken activities so that the quality of learning outcomes becomes low. Therefore, the motivation to learn in students needs to be strengthened continuously with the aim that students have strong learning motivation, so that the learning outcomes they achieve can be more optimal.

In the absence of maximum motivation for learning activities, as a consequence, student learning outcomes tend to decrease, thus learning motivation is one of the indicators that needs serious attention to realize educational success. The reality in the field shows that there are still students who lack discipline, students must have a deeper desire to learn so that learning activities run properly. Students must have intrinsic

motivation, for students who lack motivation, the role of teachers and parents is needed. Students spend more time with parents, so the role of parents is more influential to generate student learning motivation.

As a frame of reference based on the results of an interview conducted on February 14, 2021 at SD Lab. School FIP-UMJ, South Tangerang, Indonesia, there is a lack of parental attention and guidance in learning, a lack of student desire to learn. The lack of students desire to learn because parents are not in helping the child's learning process, so children feel bored quickly when they have to learn on their own without any encouragement to complete their tasks.

II. Theoretical Studies

1. Family Environment

The family environment forms one of the embodiments of social interactions that have a main character. The creation of a relationship between family members is included in the main interaction. According to Hasbullah (2008:38), the family environment is the first and main educational environment for the child, because it is in this environment that the child first gets upbringing and guidance, and is said to be the main environment because most of the child's life is in the family. According to Djaali (2012:99), the family environment of family situations (father, mother, siblings, younger siblings, kaka, and family) greatly affects student success. According to Gunarsa (2009:67), the family environment is the first environment that first exerts a deep influence on children. Members of his family (father, mother and siblings), the child acquires all the basic abilities, both intellectual and social.

The family environment is where life begins and is very influential on Students success, the social environment that affects learning activities more is the parent and students families, parental characteristics family management practices, family tensions and family geography where the house is located can be all have a good or bad impact on learning activities and student outcomes. Education is a systematic science or teaching that deals with the principles and methods of teaching, supervision and guidance of students; in a broad sense it was replaced with the term education (V.Carter:387).

The process of education and learning in the sphere of the family, school and society, the family environment is the first and main environment, because before man got to know other educational institutions, it was this institution that first existed. Good parental education patterns and a harmonious family atmosphere, making the child's psychological state controlled this can support the child's learning process will run smoothly, calm, eager to learn and the child will feel nourished and also motivated to learn. According to Suyanto (2011:92), the family is a primary group that is always adapted among its members consisting of father, mother and child having a relatively fixed reciprocal relationship and is based on blood ties, marriage and adoption.

According to Bahri (2014:45), the family is an association that occurs due to the marriage attachment between a pair of men and women to live a life together, faithfully, in the same direction and in line. The family is the first and foremost environment for the child that contributes to the development and growth of mental and physical in his life. The family is a primary and fundamental educational environment. The family environment is the unity of a small social group consisting of father, mother and child who have relatively fixed social relations and are based on family ties, and or the results of adopting a child, as well as behaviors that affect his survival and well-being.

2. Functions of the Role of the Family

According to Soelaeman in Yusuf (2005:38-40), family function can be seen from 2 aspects, namely: psychologically the family functions as a member of a sense of security for the child and other family members; sources of fulfillment of needs, both physical and psychic; sources of affection and acceptance; the right model of behavior for the child to learn to be a good member of society; providing guidance for the development of behaviors that are socially considered appropriate for the child to shape in solving the problems he faces in order to adapt himself to life; the giver of guidance in the study of motor, verbal and social skills needed for self-adjustment; stimulator for the development of the child's ability to achieve good achievements at school and in society; mentors in developing aspirations; the source of friendship or friends outside the home or when friendship outside the home is not possible.

3. Definition of Learning Motivation

The desire to achieve achievements is absolutely owned by everyone, the various ways that a person takes to overcome them. The higher the desired achievement, the harder the effort he must have to make. McClelland in this case developed a form of motivation that is the motivation to excel. This motivation for achievement is a need that is acquired since childhood and continues to be developed at the moment a person steps on maturity. Teaching and learning activities of a student can be successful if they have the motivation to learn. Furthermore, according to Uno (2014:23), learning motivation is a condition to build students to carry out learning activities in order to make habit changes in the form of internal and external assistance, with several

indices or components that help. Such changes can be influenced by several factors, the family is the main factor of the change itself.

According to Purwanto (2003:60), motivation is everything that encourages a person to act to do something that is done by humans, which is important or less important, which is dangerous or that does not contain risks, there is always motivation. Learning motivation is a term that generally leads to a movement process, including encouraging situations, impulses that arise in the individual, the behavior caused or the ultimate goal of each movement or action. Motivation is often associated with actions or deeds that a person performs. The degree of effort or struggle in making the effort or action indicates a high and low degree of motivation. If the motivation is high, then to realize the motivation in the form of actions or actions can be carried out with high effort as well, or full of enthusiasm.

Based on some of the opinions of the experts mentioned above, it can be concluded that learning motivation is an effort or effort that can cause a person to do something to achieve the desired goal in the form of internal and external. Motivation is very important in the learning process activities, with motivation can encourage students to be enthusiastic in learning, on the contrary, the lack of motivation encourages students to be enthusiastic in learning, on the contrary, the lack of motivation will weaken the enthusiasm for learning. Students who study without motivation cannot succeed to the maximum. In the classroom there are students who are able to motivate themselves, students like this do not need much outside help to stimulate their motivation in learning.

But there are also a number of students who need outside encouragement to be willing to learn. Students who do not have a learning drive in themselves are characterized by the lack of activeness of students in responding to every lesson given by the teacher, the lack of sincerity of students in doing the tasks given by the teacher, the students generally lack concentration in responding to various subject explanations delivered by the teacher in the learning process in class.

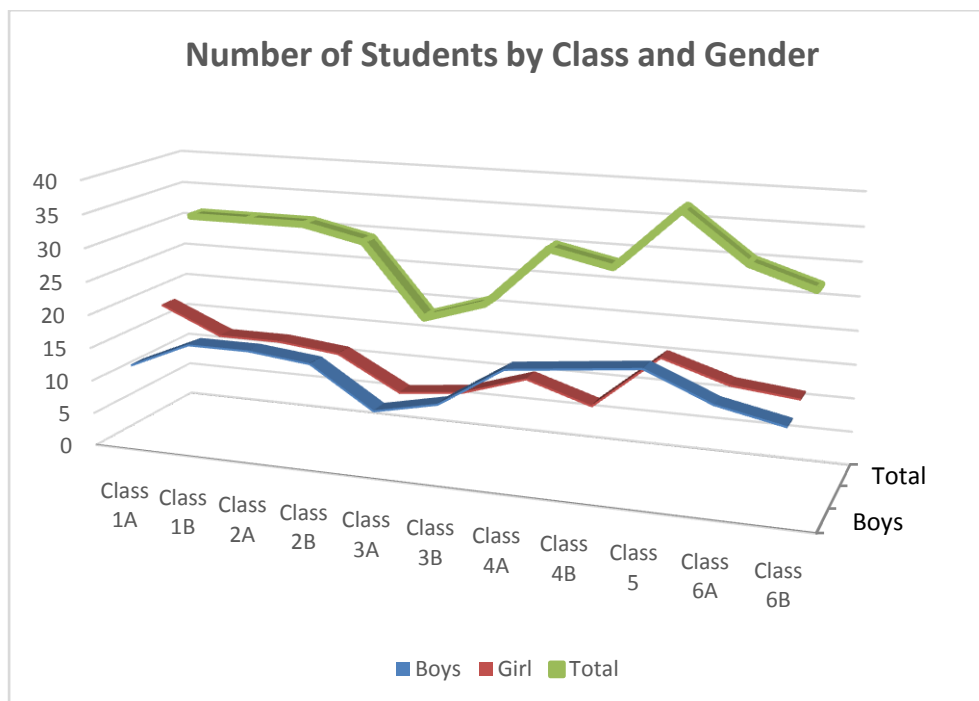
4. Important Role in Learning Motivation

Motivation can encourage students in their learning activities, give instructions for the actions they do and also as an influence for learning actions to the clear goals contained in the curriculum. According to Uno (2007:27), there are several important roles of motivation in learning, including: a. determining things that can be used as learning reinforcement to solve problems when in the learning process. Students need help with things that have been passed before or materials that have been studied before. Children's motivation can determine things in the child's environment that can strengthen learning actions. Teachers need to understand the atmosphere in order to be able to assist their students in choosing factors or circumstances that exist in the student's environment as learning reinforcement material, for example by relating the content of the lesson to any device that is closest to the student in their environment, b. clarifying the learning objectives to be achieved is closely related to the learning process the child will be interested in learning something if what he learns is already known to be useful by students for life colloquially; c. determine the learning perseverance of a child who has been motivated to learn something will try to learn it well and diligently in the hope of obtaining good results.

III. Research Results

1. Data Description

Description of the Research Site, this research was conducted at SD Lab. School FIP-UMJ, South Tangerang Indonesia, access to this school is quite easy, can be by public transportation, private and can be walked. SD Lab. School FIP-UMJ, South Tangerang, Indonesia, has 11 learning groups, namely Classes I-VI each have 2 groups of learners. The researcher took the research subjects, namely class V and class VI A and B. Based on the existing population data shown in table 1 about the data on the number of students by class and gender as follows:



2. Variable Data Description

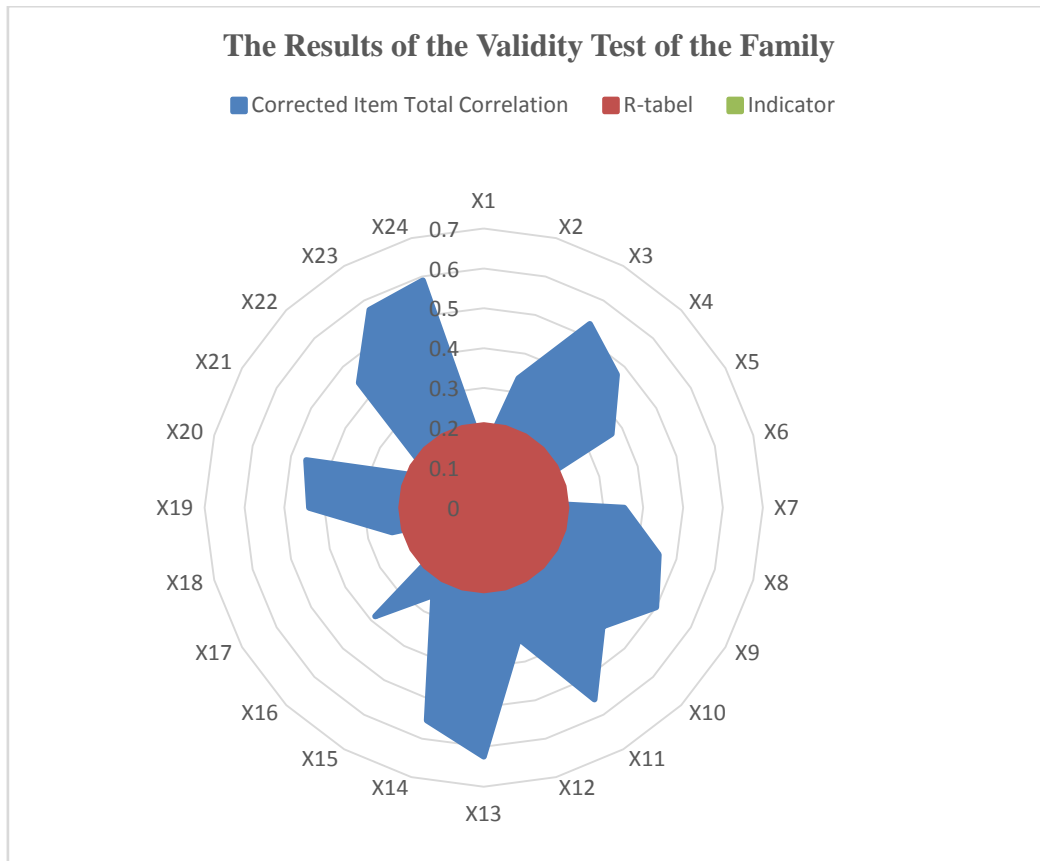
In this study, there were two variables, namely independent variables and dependent variables. Independent variables relate to the family environment and dependent variables relate to learning motivation. Researchers create a questionnaire or questionnaire to be able to get data as the main data of each variable. Researchers make statements of 24 items and 26 each variable of the statement, respectively, so the total of each statement is all 50 points. Researchers conduct validity tests and reliability tests before taking action.

Researchers conducted validity tests in class V and VI of SD Lab. School FIP-UMJ, South Tangerang, Indonesia. After testing the validity of the statement item, the statement question is tabulated to be calculated in percentage form. Each instrument questionnaire in its validity test, variable X (family environment) obtained 24 valid statement numbers. In variable Y (Improve students learning outcomes) obtained 26 valid statement numbers. Furthermore, the study was conducted in classes V, VIA and VI B at SD Lab. School FIP-UMJ, South Tangerang, Indonesia, with a population of 95 students. Researchers spread to all students through *google forms* because all populations were taken as a sample but out of the total students of classes V and VIa and b there were 7 people who did not fill out *the google form*, so the researchers decided to process the data with 88 respondents who had answered.

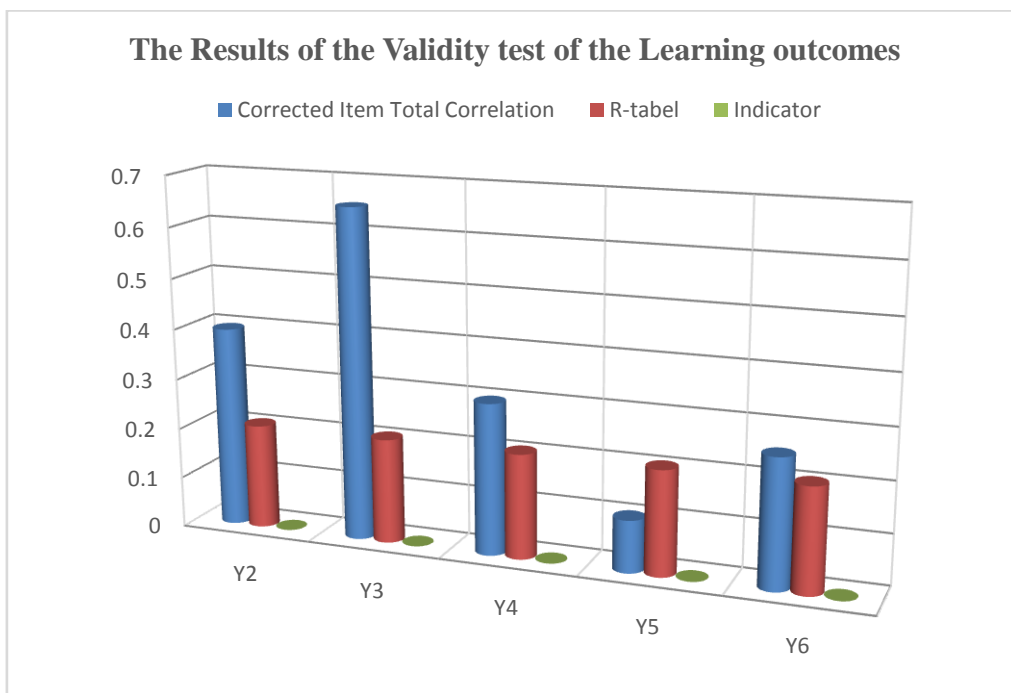
IV. Data Analysis Test Results

1. Validity Test

The validity test is used to measure the validity or validity of a questionnaire. The validity test is carried out by analogizing the $r_{\text{calculated}}$ value of 0.367 if $r_{\text{counts}} > r_{\text{the table}}$ then the statement or data question is declared valid. Test the validity of the study using the *product moment* formula. Based on the results of the family environment variable validity test as in table 2, the Family Environment Variable Validity Test Results, it can be hated onthe graph as follows:



The table above shows the results of the validity test of variable X (Family Environment), and variable Y (Improve students learning outcomes), at SD Lab. School FIP-UMJ, South Tangerang, Indonesia, determined r_{table} 0.209, with calculations $df = N-2$, $df = 88-2 = 86$, r_{table} from 86 is 0.209. Then it can be concluded that as many as 4 items out of 24 items of the family environment variable (X) are said to be invalid because $r_{count} < r_{table}$ no item (1,5,17,21), and 20 items are said to be valid $r_{count} > r_{table}$, and for child motivation variable (Y) has the value of 3 invalid items no item (5,17,20) and 23 items are declared valid because $r_{count} > r_{table}$. It can be seen on the table as follows:



2. Reliability Test

The reliability test, namely the level of trust obtained from the results of the questionnaire as a data collection, namely by using the criterion 0.367, it can be said to be reliable, *Cronbach Alpha* 0.758>0.367, it can be concluded that the statements in the family environment variables are reliable, meaning that the measurement of variables about the family environment is consistent. Shows *Cronbach Alpha* 0.789>0.367. It can be concluded that the statements in the learning motivation variable are reliable, meaning that the measurement of the variable is consistent. The Family Environment Variable Reliability Test (X), showed that the instrument variable was reliable because the value of Cronbach's Alpha >0.050. The Alpha value of Cronbach is 0.758 which is greater than 0.050 (0.578>0.050). So it can be concluded that the measuring instrument in this study is reliable, because the value of Cronbach's Alpha>0.050. Cronbach's Alpha value of 0.789 is greater than 0.050 (0.789>0.050). So it can be concluded that the measuring instruments in this study are reliable.

Simple Regression Test of The Family Environment and Improve students learning outcomes
ANOVA^a

Model	Sum of Square	Df	Mean Square	F	Sig.
Regression	598,103	1	598,103	31,501	,000 ^b
Residual	1632,886	86	18,987		
Total	2230,989	87			

- a. *Dependent variable: Improve students learning outcomes*
- b. *Predictors: (Constant): Family environment*

Based on the results of the significance value of 0.000<0.05, it is known that a simple regression test can be used to determine family environment variables or it can be said that there is a correlation of family environment variables (X), learning improve students learning outcomes (Y). A regression test is a test of looking for results between variables, measuring correlated strength to create a correlation between variables X and Y.

Based on the results of the R_{square} test above, it can be seen that the correlation value/relation R is 0.518. The result obtained was a coefficient of determination of 0.268 (R_{square}) which means that the influence of free variables on the family environment on learning motivation is 26.8%, this means that around 73.2% of learning motivation is influenced by other factors.

The research that has been carried out at SD Lab. School FIP-UMJ, South Tangerang, with a total of 88 respondents. Respondents were given as many as 2 instruments for each of variable X and variable Y consisting of 24 family environment questionnaire questions and 26 learning motivation questionnaire questions. The questionnaire was previously tested on 30 students with the intention and aim of achieving sufficient instrument requirements.

V. Conclusion

Based on the results of research Conducted at SD Lab. School FIP-UMJ, South Tangerang. Indonesia, it can be concluded as follows:

1. The results showed that there was a significant influence between family interactions on children's learning motivation at SD Lab. School FIP-UMJ, South Tangerang. Indonesia. Based on the results of the Wilcoxon test analysis which showed that the family environment had a significant correlation by always motivating their children, the results of the statistical test showed a significance value of 0.000<0.05.
2. The magnitude of the correlation value/R relationship is 0.518. The results obtained an R_{square} Coefficient of determination of 0.268, meaning that the correlation between independent variables of the family environment and learning motivation can be influenced by other factors.

VI. Suggestion

1. The efforts made by parents in terms of Improve students motivating learning to their children are very important and positive for learning Outcomes, a teacher must be able to arouse students' desire to learn by conveying enthusiasm and appreciation in the form of praise and attention when students can complete tasks regularly. In addition, the school and teachers must also strive to always build peaceful and comfortable classroom conditions so that the learning process runs well.
2. It is hoped that parents will always give improve learning outcome to their children so that their children in improving the quality of learning are better, and parents pay more attention to children to be more enthusiastic in learning, and children should always try to increase motivation to learn better, with the support of parents, families at home and teachers at school.

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