

THE INFLUENCE OF THE FAMILY ENVIRONMENT ON STUDENT LEARNING OUTCOMES IN IPS LESSON IN SDN 83 KOTA TENGAH KOTA GORONTALO

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ABSTRACT

Purpose this study was to determine how much influence the family environment has on student learning outcomes in social studies lessons at SDN 83 Kota Tengah Kota Gorontalo. The method used in this research is quantitative method with data collection through observation, questionnaires and documentation using simple regression data analysis. The results showed the students at SDN 83 Kota Tengah Kota Gorontalo, it was concluded that the family environment was one of the factors that had an influence on student learning outcomes. The influence of the contribution of 35.4% to the student learning outcomes variable, while the other 64.6% is influenced by other factors outside the variables studied. So the findings of this study are in accordance with the mindset put forward in the conceptual framework in which a good family environment tends to have a positive effect, so that children's learning outcomes are good. Conversely, if the family environment is not good, a large trend will have a negative impact on student development.

KEYWORDS: Family Environment, Student Learning Outcomes.

INTRODUCTION

The ability to face various challenges in a globalized world is greatly influenced by the quality of our nation in mastering knowledge and technology and the ability to socialize. Development in the field of education is to improve the quality of education and one of the efforts to achieve this is to improve student learning outcomes. Education is all learning experiences that take place in all environments and throughout life. In essence, education is a learning process that can lead to changes in behavior, both in the form of skills, attitudes and skills in carrying out certain activities. Such changes are attempted through the learning process at every opportunity or situation in the world of education.

Basically education is a conscious effort to prepare students through guidance, teaching, or training given to students, which aims to improve student learning outcomes in schools because learning outcomes play an important role in their lives in the future. This effort will not be achieved if it is only borne by schools. But education is a shared responsibility between teachers, parents, society and government. For the perfect and harmonious development of children's personalities, they must grow up in a family environment in a climate of happiness, compassion and understanding. The family as the closest environment to students seems to have a considerable influence on student learning outcomes. Where the way parents educate does not motivate students to be able to learn effectively, relationships between family members that are not well-established make children feel uncomfortable studying at home, even as a result of current economic demands some parents no longer encourage their children to study but instead earn income. In addition to the family, this causes students to be lazy to learn and prevents children from having good learning outcomes, both at home and at school.

One of the factors that can affect student learning outcomes is the factor that comes from the family environment, especially parents, which is one of the elements of education, the first institution in a child's life, where he learns and claims himself as a social being.

This is due to the lack of attention given by the family to student learning, the lack of learning facilities that are owned at home, the energy and serenity of the home atmosphere are also not very supportive for children to learn comfortably. If this is allowed to continue, it will have an impact or affect on the learning outcomes achieved by students, where the results to be achieved are decreasing or lower. So it really needs attention and

motivation from parents / families towards children / students in defense, in addition to the role of the teacher as an educator who provides motivation and advice and direction to students while in school so that their learning outcomes increase.

Low student learning outcomes are certainly caused by several factors, generally factors outside the student. The family environment is a major concern because the responsibility of educating children is not necessarily carried out by teachers at school. Learning still minimal provided by the family home as well as the noise level learning environment to support students' learning activities outside of school. From the description above it is clear that the importance of conducting research on the influence of the family environment in improving student learning outcomes.

THEORITICAL REVIEW

Definition of Family Environment

The family environment is where life begins and is very influential on student success. The social environment that affects learning activities more is the parents and the students' families. Parental characteristics, family management practices, family tensions, and family geography (where the house is located) can all have a good or bad impact on learning activities and student outcomes.

The importance of student education in a family environment makes the family have an influence on student success. The way parents educate, relationships between family members, home atmosphere, family economic conditions, understanding of parents and cultural background affect student learning outcomes.

According to Husain (2011: 42-43) that, the environment as a learning resource in the general Indonesian dictionary (KUBI), the environment is defined as a circle that surrounds (circles). Another definition is that all those who are in an area. In the English dictionary, the terms for this environment are quite diverse, including the terms *circle*, *area*, *surroundings*, *sphere*, *domain*, *range*, and *environment*, which means more or less related to the situation or everything around or around. Furthermore, the *Learning Community Center*, (2009) states that the environment is a spatial unit with all objects and conditions of living things including humans and their behavior and other living things.

The reasons for the importance of the role of the family for student development are: (a) the family is the first social group that becomes the center for student identification, (b) the family is the first environment to be the center for student identification, (c) parents and other families are "significant people" for the development of the student's personality, (d) the family as an institution that facilitates basic human needs, both physical-biological, psychological and (e) students spend a lot of time in the family environment.

Based on the explanation above, the writer concludes that the family environment is the first factor in determining whether students can succeed or not in learning. The success of parents in educating and providing guidance in learning at home will provide goodness and provide motivation for students to learn at school. Students who tend to have a harmonious family will provide goodness in students. So that in participating in learning in school students will tend to be better and get maximum learning results.

The family environment is closely related to student development, especially household economic conditions, as well as the level of the ability of parents to care for students, parental education also has a major influence on student personality development and educational progress. Students who grow up in a family environment who are generally will produce children who are healthy and grow faster than children from educated families will produce educated children as well.

Understanding Learning Outcomes

Learning outcomes are abilities that children acquire after going through learning activities. Learning itself is a process of someone trying to obtain a relatively permanent form of behavior change. Programmed and controlled learning activities, children who succeed in learning are children who succeed in achieving instructional goals.

According to Gagne in Dimiyati and Mudjiono's book learning is a complex activity, a set of cognitive processes that change the nature of environmental simulations, through information processing, into new capitalization.

Learning outcomes are the abilities that students have after receiving their learning experiences. Learning outcomes can also be interpreted as a change in behavior in that person from not knowing to knowing and not

understanding to understanding. Learning outcomes will appear in any changes in the following aspects; 1) knowledge, 2) understanding, 3) habits, 4) skills, 5) appreciation, 6) emotional, 7) social relationships, 8) character and 9) attitudes.

Howard Kingsley in Nana Sudjana's book divides three kinds of learning outcomes, namely (a) skills and habits, (b) knowledge and understanding, (c) attitudes and ideals. Each type of learning outcome can be filled with materials that have been determined in the curriculum. Meanwhile, according to Gagne in the book Nana Sudjana divides the knowledge of learning outcomes categories, namely (a) verbal information, (b) intellectual skills (c) cognitive strategies, (d) attitudes, and (e) motor skills.

Learning outcomes can be viewed from two sides, namely the student side and the teacher side (Dimiyati and Mudjiono, 2009; 205). Learning outcomes are a good level of mental development when compared before learning. Meanwhile, from the teacher's point of view, learning outcomes are the results of completing learning materials or creating expected learning objectives. Learning outcomes are when someone has learned a change in behavior will occur in that person (Hamalik, 2006; 30). The change in question is a change seen from three aspects, namely in terms of cognitive, affective and psychomotor, for example from those who don't know to know, and from those who don't understand to understand, those who are dishonest to be honest.

Sudjana (2011; 22) states that learning outcomes are the abilities students have after receiving their learning experiences. The opinion referred to is that teaching and learning activities are a series of activities that will help determine the achievement of student learning outcomes later. Therefore, the better the quality of teaching and learning, the better the student learning outcomes. Meanwhile, according to Purwanto (2008; 46) that learning outcomes are often used as a measure to determine how far a person has mastered the materials that have been used. To actualize the learning outcomes, a series of measurements are needed to use a good evaluation tool that meets the requirements. Evaluation is intended to see again whether the stated objectives have been achieved and whether the teaching and learning process has been effective in order to obtain good learning outcomes.

According to Sudjana (2011; 39) there are several factors that can affect learning outcomes, which are grouped into two, namely (a) internal factors originating from within the learning individual which includes physical or physical factors and psychological mental factors. Physical factors such as weak, sick or not fit and so on, while mental psychological factors include intelligence or intelligence, interest, concentration, memory, curiosity and so on. (b) external factors originating from outside the learning individual include natural, physical, environmental, physical and non-physical facilities, teachers and the learning model chosen by the teacher in supporting the teaching and learning process.

The conclusion is that learning outcomes are the results of educational assessments of student abilities obtained from conscious activities, namely teaching and learning activities. The national education system for formulating educational goals, both curricular and instructional goals, uses the classification of learning outcomes from Benjamin Bloom which broadly divides into three domains, namely:

- 1) Cognitive domain with respect to intellectual learning outcomes which consists of six aspects, namely knowledge or memory, understanding, application, analysis, synthesis, and evaluation. The first two aspects are called low-level cognitive, while the fourth is called high-level cognitive.
- 2) The effective domain with respect to the attitude consists of five aspects, namely acceptance, response or reaction, assessment, organization, and internalization.
- 3) The psychomotor domain is pleased with the learning outcomes of skills and ability to act. Six aspects of the psychomotor domain, namely, reflex movements, basic movement skills, perceptual abilities, harmony or accuracy, complex skill movements, and expressive and interpretive movements.

These three domains are the object of assessment targets. This is because the contents of the formulation of instructional objectives describe the learning outcomes that students must master in the form of students' abilities after receiving or completing learning experiences.

RESEARCH METHODS

The study was quantitative research. This research was conducted by researchers aimed to examine the effect of the family environment (X) on student social studies learning outcomes (Y).

The analysis used by researchers to determine the effect of each variable used simple linear regression analysis techniques. This analysis technique was chosen by researchers because in addition to knowing the effect of

the family environment (X) on student social studies learning outcomes (Y), also to find out how much influence the family environment has on the residual social studies learning outcomes. The independent variable in this study is the family environment (X), while the dependent variable is the student's social studies learning outcomes (Y) SDN 83 Kota Tengah.

In this study the population was students of SDN 83 Kota Tengah with a total population of all students from grade I to grade VI with a total of 150 students.

In this study, the samples used by the researcher were 25 (twenty five) students of class V SDN 83 Kota Tengah.

3.2. 3 Sampling Technique Sam mop

The data collection technique used by researchers was to use written tests to determine the family environment and to determine student social studies learning outcomes. Researchers also use the documentation method to determine school profiles and school data.

The research instrument was in the form of questions or tests that were tested to determine the student's family environment. Then the students were given more test questions related to the material being taught to find out the social studies learning outcomes of students at SDN 83 Kota Tengah

RESEARCH RESULTS AND DISCUSSION

Research result

After the model testing is done, the significance test of the influence of the level of the family environment will be carried out on student learning outcomes. The tests that will be carried out are as follows:

a. Hypothesis Determination

Ho : $\beta_i = 0$ = there is no influence of independent variables on student learning outcomes

H1 : $\beta_i \neq 0$ = there is an effect of independent variables on student learning outcomes

α : 5%

b. Determination of the level of significance

The level of confidence that will be used in this study is 95%, or in other words, the significance level (alpha) is 5% .

c. Determination of Test Statistics

In testing the significance of the effect in the regression model, the t test will be used.

d. Determination of test criteria

The determination of the test criteria is based on the comparison between the t-value obtained and the t-table. If the t-value is greater than the t-table, then Ho is rejected, and if the t-calculated value is smaller than the t-table value, then Ho is accepted. Determination of the test criteria can also be done by comparing the significance value for the t-count obtained with the alpha value used. If the significance value is smaller than the alpha value then Ho is rejected, and if the significance value is greater than the alpha value then Ho is accepted.

Explicitly, the results of testing the significance of the effect of each variable on company stock returns are as follows:

Table 4:14 Hypothesis Test Results t

Variable	Regression Coefficient	Standard Error	t-count	Sig
Constant	5,068		13,630	.000
Family environment	.080	.354	1,813	.003

Source: SPSS data processing, 2019

Based on the table above, it is described as follows:

Testing the influence of the family environment on student learning outcomes

The hypothesis to be tested is as follows:

- Ho : $\beta_1 = 0$: there is no influence of the family environment on student learning outcomes
- H1 : $\beta_1 \neq 0$: there is an influence of the family environment on student learning outcomes

From the results of the analysis that has been done, it is known that the t-value for the family environment variable is 1,813 . If the t-count value is compared with the t-table value, the t-count value obtained is still greater than the t-table value so that Ho is rejected . Thus it can be concluded that the value of the Family Environment has a significant influence on student learning outcomes at SDN83 Kota Tengah Kota Gorontalo .

After it is known that there is a positive and significant influence from the family environment on student learning outcomes, the next step is to analyze the magnitude of the influence caused by the family environment on student learning outcomes they get. For this purpose, the coefficient of determination analysis is used. The coefficient of determination is a value that ranges from 0% - 100%. The greater the coefficient of determination of a regression model indicates that the influence of the independent variables in the model on the dependent variable is also higher.

The results of the calculation of the coefficient of determination for the regression model between the family environment and student learning outcomes are as follows:

Table 4.15 Coefficient of Determination

Model Summary ^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.354 _a	.125	.087	7,210	.125	3,286	1	23	.083

a. Predictors: (Constant), Family environment

b. Dependent Variable: Learning outcomes

Source: SPSS data processing, 2019

From the analysis above shows the coefficient of determination of the regression model has been obtained of R Square = 0, 354. This value means that at 35 , 4% explained by the merits of Family Environment and motivation to learn , variable y independently an g researched influential contribution of 35 , 4 % of the variable student learning outcomes, while 64 , 6 % are influenced by other factors outside of the variable y an g researched .

DISCUSSION

Based on the research results, it has been suggested that the family environment variable shows a positive influence on student learning outcomes at SDN 83 Kota Tengah Kota Gorontalo.

The importance of children's education in the family environment makes the family have an influence on children's success. The influence that the family gives to the child is, the way parents educate, the relationship between family members, the atmosphere of the house, the economic condition of the family, the understanding of the parents and the family cultural background. Parents who do not pay attention to their children's education, for example they are indifferent to their children's learning, do not pay attention to children's interests and needs in learning, do not manage their learning time, do not provide / complete learning tools, do not pay attention to whether the child is learn or not, do not want to know how their child's progress

is learning, difficulties experienced in learning, etc., can cause children not / less successful in learning. (Slameto, 2011).

Student learning outcomes are influenced by the family environment and learning motivation. With their efforts to improve the environment can improve student learning. By doing these two efforts, namely the Family Environment so that there is an influence, it is hoped that the students will feel more and more interested so that student learning outcomes at SDN83 Kota Tengah Kota Gorontalo will increase.

So the findings of this study are in accordance with the mindset put forward in the conceptual framework in which a good family environment tends to have a positive effect, so that children's learning outcomes are good. Conversely, if the family environment is not good, a large trend will have a negative impact on student development. This is in accordance with Albert Bandura's theoretical approach to learning theory, in which the concept of this theory emphasizes the cognitive component of thought, understanding and evaluation. According to Bandura, (2006: 12) people learn through direct experience or observation (imitating a model). People learn from what they read, hear and see in the media, as well as from other people and their environment. According to Bandura (2006: 14), the main learning environment comes from family, school, and peers. In this study, the environment that affects learning outcomes is the family environment.

Basically, the family environment is the first pre-school educational environment known to children for the first time in their growth and development. The first and foremost influence on a person's life, growth and development is the influence of the family. This is because the family is the closest person to a child. Encounter and interaction are certainly very influential on student learning outcomes in the family environment, the child's learning process begins which later plays a role in the success of children in the future. In addition, through family, it will encourage children to improve their abilities, as well as provide social support to children in the form of attention, motivation, direction, approval, reward as well as punishment, and behavior models that will be imitated by the child. With attention, motivation or encouragement provided by the family will improve student learning outcomes.

Based on the results of research on students at SDN83 Kota Tengah Kota Gorontalo, it was concluded that the family environment was one of the factors that had an influence on student learning outcomes. Amounted to 35, 4 % of the variable student learning outcomes, while 64, 6 % are influenced by other factors outside of the variable y an g researched . The influence caused by the Family Environment show an effect which is very good. Thus it can be ascertained that without a good family environment will result in decreased student learning outcomes at SDN83 Kota Tengah Kota Gorontalo. This is also in line with the opinion of Slameto (2011: 61) as follows: Parents who do not pay attention to their children's education, for example, they are indifferent to their children's learning, do not pay attention to the interests and needs of children in learning, do not manage their learning time, do not provide / complete learning tools, do not pay attention to whether children learn or not, do not want to know how learning progress their children, difficulties experienced in learning and others, can cause children not / less successful in learning.

In the end, it can be argued that the independent variable analyzed, namely the family environment, shows a positive influence on student learning outcomes at SDN83 Kota Tengah Kota Gorontalo, assuming factors outside of the variables studied are considered constant or unchanging.

CONCLUSION

Based on the results of research on students at SDN 83 Kota Tengah Kota Gorontalo, it was concluded that the family environment is one of the factors that has an influence on student learning outcomes. The influence of the contribution of 35.4% to the student learning outcomes variable, while the other 64.6% is influenced by other factors outside the variables studied. So the findings of this study are in accordance with the mindset put forward in the conceptual framework in which a good family environment tends to have a positive effect, so that children's learning outcomes are good. Conversely, if the family environment is not good, a large trend will have a negative impact on student development

SUGGESTION

The suggestions that researchers can provide related to this research include the following:

1. For students who have good learning outcomes and underprivileged family conditions, it is hoped that the school can provide scholarships or other programs so that children's needs for education can be fulfilled and are expected to increase better learning outcomes.
2. For schools, it is hoped that it will further improve communication and maintain good relations with parents of students, because between the school and parents has a close relationship with student learning outcomes.
3. For parents whose family environment is less fortunate, it is hoped that they will always try to increase their income so that their children's educational needs can be fulfilled so that they can motivate their children to further improve their learning outcomes.
4. Final year students who are interested in conducting research in the same location are advised to examine the relationship between limited infrastructure and learning facilities at home with learning outcomes. Furthermore, students who are interested in doing research in different locations with the same research theme can examine internal factors that affect learning outcomes such as psychological factors such as intelligence, motivation, achievement and cognitive abilities.

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