



THE INFLUENCE OF FAMILY ENVIRONMENT ON ELEMENTARY SCHOOL STUDENTS' LEARNING ACHIEVEMENT

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Abstract

Achievement is the result of an activity that someone has done. Meanwhile, learning achievement is defined as the results of assessments obtained from cognitive school activities and is usually determined through measurement and assessment. Student learning achievement is influenced by several factors, namely external factors and internal factors. Learning motivation is one of the internal factors of student learning achievement, while the family environment and the role of parents are external factors that influence student learning achievement. Achievement is the result that a person has achieved in carrying out activities. Improving student learning achievement is not easy because there are many factors that influence the learning process therein. These factors are the reasons why students get grades below the KKM. Students feel that the family environment and surroundings of the school are comfortable and supportive, which can increase students' enthusiasm and willingness to learn and improve their achievements. The aim to be achieved in this research is to find out whether there is an influence of the family environment on the learning achievement of class IV A students at SD Inpres Mangga Dua Merauke. This type of research uses literature review research. Literature review is an activity of analyzing reading which can be in the form of criticism of research being carried out on a special topic which is part of a scientific field. Literature research process by reviewing literature and analyzing relevant topics. The results of the research show that there is a large influence of the family environment on the learning achievement of class IV A students at SD Inpres Mangga Dua Merauke. The family environment has a strong positive relationship with student learning achievement with a correlation value of 0.673. The magnitude of the influence of the family environment on student learning achievement is 45.2%.

Keywords : Family Environment, Learning Achievement

Introduction

Education is very important, not just a requirement but a basic need. Education is a conscious and planned effort to develop personality and abilities inside and outside school throughout life. In Law Number 20 of 2003 concerning the National Education System, it is stated that national education aims to educate the life of the nation and develop humans as a whole. Therefore, providing education is the responsibility of all parties, including the government, educational institutions, families and society. Through education, students are prepared to become intelligent and useful citizens for Indonesia and the nation. To achieve educational goals, one of the most appropriate ways is through learning. The expected learning is to be able to obtain quality and high-achieving achievements. Learning achievement is a benchmark that has been achieved by students after carrying out learning actions during a predetermined time together. In educational institutions, learning achievement is an important indicator for measuring the success of the teaching and learning process (Sudjana, 2017). The efforts to be achieved in education cannot be separated from the role of parents to provide full support and attention for children in

pursuing education at school. Parental support can be in the form of parenting style, parents' hopes and aspirations, house rules and parental supervision, communication between parents and children, children's home activities, parents' attitudes towards school (checking children's homework, communication with teachers, and involvement of parents in children's school activities) (Porumbu & Necşoi, 2013). Gunarso (2012) states that the family environment is the first and foremost environment so that the existence of a family environment is very important and education in the family environment is the foundation for the child's subsequent personality growth. The family is the initial seed of individual maturity and personality structure. The family can be the first and main means of education with the person responsible being the parent. It is the family that provides the first major influence on a child's development and growth (Wahid et al., 2020). The family is one of the main elements in the development of educational entities, creating a process of social naturalization, forming personalities and giving children various good habits that will last a long time. External factors that influence learning achievement are the family environment. The family environment is the primary environment which has a strong influence on the individual compared to the secondary environment which has rather loose ties. Children receive education first in the family environment and then continue in the school and community environment. The basic education that children receive in the family environment will become the basic capital for the child's learning process in the school and community environment. The family environment determines how and to what extent learning is experienced and achieved by children. The form, content and method of education in the family will always influence the growth and development of the child's character, manners and personality. The education received in the family will be used by the child as a basis for further education at school (Purwanto, 2021).

The family environment, which is the earliest place of learning received by children, must have a good influence on a child in studying at school so that the child is able to provide good achievements in the academic field. Children need to build good relationships within their families to support their learning success. A calm home atmosphere that is not frequently noisy and tense can support student learning success. Likewise, parents' adequate economic conditions certainly influence the availability of children's learning facilities (Mira & Hariki, 2015). An uncomfortable atmosphere, lack of parental attention and poor parental conditions will have an impact on learning achievement that is not optimal (Sarjono et al., 2020). Hanushek (2016) explains that parental education and teacher experience are both closely related to learning success. Students from better educated families go to school with more experienced teachers, so it would appear as if experienced teachers have less influence than parental education on student achievement. In line with the opinion of Egalite (2016) that educated parents will consider the quality of teachers and schools to ensure their children receive adequate educational services. Therefore, families, in this case parents, have a very important role in providing a full contribution to supporting student learning success. Based on observations and interviews with several teachers at SD Inpres Mangga Dua Merauke, several problems were found, namely the low level of student attendance in the learning process in class, there were many students who missed school for various reasons. Apart from that, it was found that many students were not able to read fluently and count correctly. Most parents think that reading and arithmetic are the responsibility of teachers at school. There was also an interesting problem found at SD Inpres Mangga Dua during the Covid-19 pandemic where learning was carried out remotely, teachers at school and students at home so that there was cooperation between teachers and parents of students. In this case, the teacher provides learning materials and assignments and the students' parents regularly come to school to pick up the learning materials and assignments so that students can study them at home. However, in reality, most of the students' parents do not come to collect the learning materials for various reasons. The problems found above have a big impact on student learning achievement. It does not rule out the possibility that the problems experienced by students at school, such as low learning achievement, are the result or continuation of a disharmonious family environment and the role of parents which is not carried out properly.

Research Methodology

This article was written using a literature review study. Literature review is an analytical activity that can take the form of criticism of research that is being conducted on a specific topic that is part of a scientific field. Literature research process by reviewing literature and analyzing relevant topics. The definition of a review is a summary or review that comes from several sources such as films, books, news, journals, magazines, etc. Apart from that, reviews can also come from several products that we usually do after finishing online shopping. The content of this literature review is in the form of an explanation or theoretical discussion of an exploration or research topic. From the explanation of these theories, it can be used as a theoretical basis for creating scientific work or carrying out research activities. Apart from that, this research can be a development of previous research or it can also be research that is being conducted for the first time. By reviewing the literature, it will be known

whether the written work can be used as a reference in research (scientific work). Literary reviews are also very useful for creative writers because they know what needs to be done to improve the quality of their written work.

Result & Discussion

Seeing the large influence of the family environment on student learning achievement, namely 45.2%, it can be said that in student learning activities, the family environment is an important factor in supporting and improving student learning achievement at school. Children can learn with focus and perseverance if the family environment is at home, where parents are able to create a conducive atmosphere, accompany and provide learning facilities for children. As Slameto said in Nisa & Setiyani (2017), how parents educate, harmonious relationships and home atmosphere, as well as parental attention will have a positive influence on children's learning at home and ultimately be able to improve their learning achievement at school. A form of parental attention can be in the form of controlling children's discipline in attending school, and in certain conditions the school can even give parents sanctions in the form of fines if they allow their children to go on holiday with the family while studying at school (Dağlı, 2019). Schools can also utilize low-tech based information systems to inform parents regarding student assignments, grades and attendance presentations so that parents can control student activities and learning achievements (Bergman & Chan, 2019). The existence of a positive relationship with the level of strong relationship between the family environment and student learning achievement confirms that the higher the role of parents in supporting children's learning in the family environment, the higher the child's learning achievement at school. And conversely, if the lower the role of parents in supporting children's learning in the family environment, the lower the children's learning achievement at school will be. The family is the first and foremost place for children's education so that parents have a role and responsibility in educating their children towards maturity. Family support is really needed to improve children's learning achievements, especially during the Covid-19 pandemic, where students are required to study at home. Family support is provided to foster a sense of enthusiasm in students in the learning process. The results of this research are strengthened by several previous studies, namely research conducted by Riyadi et al. (2019) and Muslih (2016). These two studies show that the family environment has a significant influence on student learning achievement. Likewise, the results of research by Nofrizal et al. (2020) shows that attention from parents (fathers and mothers) can increase students' achievement motivation, so it is recommended to involve parents to increase students' achievement motivation. Families where parents must support their children to achieve success in their studies, for example by paying attention to their school, paying attention to their learning process, and providing facilities for their school needs so that their children can be successful in their studies. Parents are the main key in instilling character and knowledge in children within the family environment. Gunarso (2012) states that parents are the main person responsible for their children's education. Wherever the child undergoes education, whether in formal, informal or non-formal institutions, parents still play a role in determining their child's educational future. Parental involvement was found to improve academic and emotional functioning. Additionally, parental involvement predicts students' academic success and mental health both directly and indirectly through behavioral and emotional involvement (Wang & SheikhKhalil, 2014). Education outside the family does not mean giving up parental responsibility in their children's education. Parents' concern for their children's education greatly influences their learning achievement because children really need their parents' help in learning, even though they have attended school.

Conclusion

From the results of this research, it can be concluded that the influence of the family environment on student learning achievement is very large. The family environment has a strong positive relationship or correlation with student learning achievement with a correlation value of 0.673. The magnitude of the influence or contribution made by the family environment on student learning achievement is 45.2%. Parents are expected to always carry out their roles and responsibilities for children's education in the family environment, while teachers are expected to be able to work together with guardians or parents in overcoming students' learning difficulties. Likewise, students are expected to be able to study seriously in order to improve their learning achievements at school.

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