

THE INFLUENCE OF LEARNING FACILITIES AND FAMILY ENVIRONMENT ON STUDENTS' LEARNING MOTIVATION AT SMK NEGERI 10 JAKARTA

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Abstract

this study aims to determine the effect of learning facilities and family environment on student motivation at SMKN 10 Jakarta. This research was conducted for 7 months starting from December 2021 to July 2022. The method used in this study was a survey method. The respondent selection technique used Proportional Random Sampling in order to obtain a sample of 129 students from SMK Negeri 10 Jakarta. Data was collected through distributing questionnaires using a Likert scale. Based on the results of the research conducted, it was found that Learning Facilities had a positive and significant effect on students' learning motivation. The family environment has a positive and significant effect on students' learning motivation. Learning Facilities and Family Environment together have a positive and significant effect on students' learning motivation .

Abstrak

Penelitian ini bertujuan mengetahui pengaruh fasilitas belajar dan lingkungan keluarga terhadap motivasi belajar siswa SMKN 10 Jakarta. Penelitian ini dilakukan selama 7 bulan terhitung mulai dari bulan Desember 2021 sampai Juli 2022. Metode yang digunakan dalam penelitian ini adalah metode survei. Teknik pemilihan responden menggunakan Proportional Random Sampling sehingga diperoleh sampel berjumlah 129 siswa dari SMK Negeri 10 Jakarta. Pengumpulan data dilakukan melalui penyebaran kuesioner dengan menggunakan skala likert. Berdasarkan hasil penelitian yang dilakukan, ditemukan bahwa Fasilitas Belajar berpengaruh positif dan signifikan terhadap Motivasi Belajar siswa. Lingkungan Keluarga berpengaruh positif dan signifikan terhadap Motivasi Belajar siswa. Fasilitas Belajar dan Lingkungan Keluarga secara bersama sama berpengaruh positif dan signifikan terhadap Motivasi belajar siswa.

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PRELIMINARY

Indonesia The Covid-19 pandemic that occurred in Indonesia has made many aspects of life experience many changes. One of them is the change that has occurred in the aspect of education in Indonesia. In this case the pattern and structure of education in Indonesia resulted in major innovation by balancing the era of the industrial revolution 4.0 and *society* 5.0. Where the era of the industrial revolution 4.0 is an era related to a technological development. Meanwhile, *society* 5.0 is an amalgamation of important elements, namely between humans and technology (Kurnianto et al., n.d. 2020). With this innovation, the educational aspect can still run well, even though at first it was difficult for the community to adapt. But over time, people have become accustomed to the changes that have occurred and this technology has become more and more commonly used by all levels of society.

In carrying out the educational process, students must have high motivation. Even more so in the current pandemic conditions, which require students to be more independent in carrying out the learning process. In the Ministry of Education and Culture's article entitled "Two main focuses of the Ministry of Education and Culture during a pandemic" it is stated that it is undeniable that prolonged implementation of distance learning (PJJ) has an impact on reducing learning motivation and the psychological condition of children (Nadiem, 2021). Because motivation is one important factor that can influence the success of learning for students. With high motivation, students will be serious in carrying out the learning process. If a student does not have self-motivation, then the student will not be enthusiastic in carrying out the learning process. Therefore, motivation has an important role in the learning process, because if there is no motivation it will hamper the student learning process.

Education can be pursued through formal or informal institutions. The first education that humans get comes from their family environment. Therefore, education that comes from parents has a very important role for the growth and development of children, because in the future the education of parents can influence their children's motivation. Learning motivation can be formed through the environment, which can encourage children to grow and develop and continue to move forward to achieve a goal (Iskandar et al., n.d. 2021).

In addition, to support the educational process, facilities and infrastructure are also needed that can support the educational process to run smoothly. Facilities and infrastructure also have an important role, because as time goes on, facilities and infrastructure will also become more sophisticated. If we can't keep up with the times, then later the educational process will be difficult and left behind from other countries. With the existence of complete facilities and infrastructure, it will later make students feel enthusiastic and have motivation in carrying out learning activities. However, if the facilities and infrastructure are adequate but are not used to the fullest extent possible, then they will be useless. Therefore, if the school has provided complete facilities and infrastructure at school, then all school members are obliged to maintain the existing facilities and infrastructure.

Based on observations at SMK Negeri 10 Jakarta during the Teaching Activity Practice (PKM) which was carried out for approximately 6 months, researchers found low learning motivation in students majoring in Office Management Automation at SMK Negeri 10 Jakarta. This low motivation can be seen from several things such as some students are often absent when learning activities take place, students do not do assignments or are late in submitting assignments, and students also tend to be passive during teaching and learning activities. The low motivation to learn is not only seen in one subject, but also in other subjects. In addition, the low motivation to learn is not only seen during PJJ (Distance Learning), but when *blended learning* takes place face-to-face, students also tend to be passive in learning.

Thus, to find out more clearly about the problems of student motivation at SMK Negeri 10 Jakarta in depth, the researchers conducted pre-research on 30 class X OTKP students using a questionnaire. The results of the questionnaire obtained by the researcher are as follows:

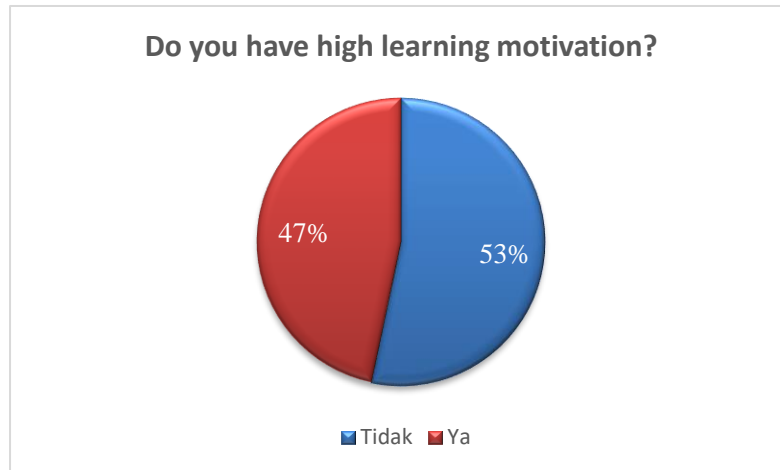


Figure I.1 Pre-Research Data Motivation Study
Source: Data processed by researchers

Based on the picture above, the results of pre-research conducted on 30 respondents can be seen that as many as 46.7% of students from class X OTKP SMK Negeri 10 Jakarta have high learning motivation, while 53.3% of students have low learning motivation. It can be concluded that more than 15 respondents have low learning motivation. After researcher give question to respondent about motivation possessed by students , then _ researcher give question about factor what only can _ increase motivation study on students . In question this respondent give varied answers . _ And from the diagram above could is known that facility learning and environment family have highest role _ for increase motivation study for students . _ Besides So , there are 4 answers lowest possible _ increase motivation study for student that is environment social , ideals , get high value _ as well as social media .



Figure I.2 Obtainable Factors Increase Motivation Study
Source: Data processed by researchers

After researcher give question to respondent about motivation possessed by students , then _ researcher give question about factor what only can _ increase motivation study on students . In question this respondent give varied answers . _ And from the diagram above could is known that facility learning and environment family have highest role _ for increase motivation study for students . _ Besides So , there are 4 answers lowest possible _ increase motivation study for student

that is environment social , ideals , get high value _ as well as social media .



Figure I.3 Obtainable Factors Reduce Motivation Study
Source: Data processed by researchers

Based on picture on could is known that there is a number of thing that can reduce motivation study on students . From the diagram above show that environment family have highest role _ in decline motivation learn to share student . Next followed by factors environment school then followed by factors efficacy self student . Then there are also two another answer that also has lowest role _ in reduce motivation study on students . Two Thing that is social media as well as factors health student that alone . Besides that , there are also other things that can reduce motivation study on students like less facilities _ adequate , given task _ too many , environment learn which is not support as well as influence from friend peer .

Based on background behind problem above , then _ researcher interested for researching about “ Influence Facility Learning and the Environment Family To Motivation Learning from the Students of SMK Negeri 10 Jakarta”

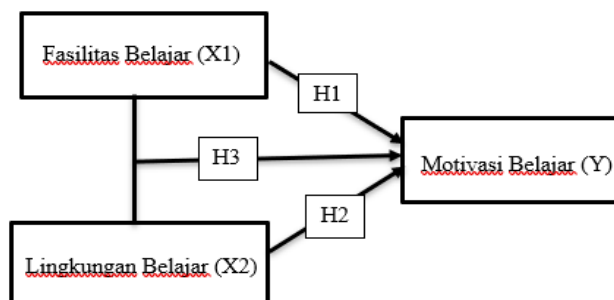


Figure I.4 Research Model
Source: Data processed by researchers

THEORETICAL BASIS

1. motivation _ Study

Motivation is a encouragement or existing spirit _ in self man for To do a activities and for

reach a destination certain . According to Sukarno's motivation study is a encouragement you can grow will , desire , attention and enthusiasm in a process of learning and also teaching in order to be able to reach destination learning (Gule, 2022). According to Purwanto motivation is meaningful encouragement _ To do effort influence Act in demand somebody for reach destination certain (Rodiyana , 2018). Sardiman argue motivation is power mover originated from individual for To do activity or attitude exclusive in reach destination obtain success (Jannah & Sontani , 2018). While Donald argues that motivation could change energy in self somebody Becomes arise feeling and preceded with respond something purpose . So got concluded that motivation is a encouragement you have somebody for reach a destination certain (Mulyani et al., 2021).

According to Mudjiman motivation study is strength pusher as well as director in learn . booster means to give possible power _ behavior study run . Whereas director has meaning for give demands on action study to already goals _ established (Ramadhon et al., 2017). Then according to Martini opinion motivation study is power self drive _ someone to be To do activity study as well as increase Skills learning (Puspitasari et al., 2018). Whereas according to Tohari and Bachri opinionated that motivation study is driver , mover , and director for students _ in learning (Tohari & Bachri , 2019).

Besides That 's Suardi opinionated motivation study is strength study teach in continuity study for reach something originating purpose _ from power mover psychic origin _ from students (Ramadhon et al., 2017). Then Winkel argued that motivation study is whole power mover existing psyche _ in self students and raises activity learn , as well continuity study for reach goals (Yusran & Osly Usman, 2020). Koff & Mullis also commented that motivation study is a desire or intention student for do and do as well as in effort study , which is done on choice student to activity study , and efforts at activity (Lin et al., 2017).

2. Facility Study

Facility study is facilities and infrastructure needed by students _ in To do activity study teach and get help students _ for simplify the learning process . Facility study or who can also called _ facilities and infrastructure education is source important power _ To use support the learning process teach in schools (Matin & Fuad, 2016). Arikunto argue that facility is something thing that can expedite as well as make it easy something effort , meanwhile facility study something easy thing _ effort learning (Revelation , 2018). Whereas according to Kriyany and Armiami argue that facility study is components necessary for the purpose education could achieved and accomplished with effective and efficient (Kriyany & Armiami , 2019). Then in Arrixavier and Wulanyani argue that facility study is all thing that can help for expedite and facilitate activity learning (Arrixavier & Wulanyani , 2020). According to Sardiman opinionated facility study is all something for could expedite and facilitate the result you want achieved (Royani et al., 2020). Yusran and Osly Usman also shared their opinion that facility is a ingredient sourced support _ from produced goods _ form equipment learning and building as well as equipment as functioning infrastructure _ for provide the place procedure in progress education (Yusran & Osly Usman, 2020).

Muhroji argue that facility study is all what is needed for the activity study teach so that activity the could walk with smoothly , effectively , efficiently and regularly in accordance with destination education (PY Rahayu, 2018). According to Dalyono argue that facility study is means as well as infrastructure for support activity study such as media, rooms , books , and materials (Islamiyah, 2019). Djamarah also shared an opinion that facility study is all Thing like furniture , materials , as well device equipment used _ in a manner direct in activity learning in schools to facilitate students _ in activity learning (Pranyoto & Belang , 2019). Then Bafadal have opinion that facility study or what can be called with facility school is one _ completeness implementation of the educational process . Facility the grouped Becomes two that is facilities and infrastructure . Educational facilities in the form of equipment , furniture and materials _ _ direct used in the educational process temporary infrastructure education is all device completeness basic basis _ no direct support implementation of the educational

process in schools (Arsana , 2020). Next Dimiyati and Mudjiono argue that facilities and infrastructure learning is facility learn . Learning facilities consists from book reading , books lessons , facilities and tools laboratory school as well as learning media other . Whereas infrastructure consists from room study , field school , building school , room art , prayer room , as well equipment sports (Trya Wulandari & Muhiddin , 2019).

3. Environment Family

The family environment is a place where there is a relationship between children and parents. In addition, the family environment is the first place for children to learn and socialize. In the family a child gets the first interpersonal relationships. The role of behavior learned in the family is an example of the role of behavior needed in society with socialization methods through the cultural traditions of the community itself which are preserved by the family through knowledge transfer education to their children (Puspitawati, 2018). Webster's New College Dictionary argues that the environment is all conditions that have an influence on the development and life of an organization. Whereas the family consists of father, mother and children who are dependents, in another sense the family is a living group that establishes affection between 2 types of people which is then clarified in marriage and has the intention to perfect themselves (Wiani et al., 2018). Karyantini believes that the family environment is an environment that is enjoyed by a person from the moment he is born into the world. The family is also the first environment for children to be able to interact, socialize and get an education (Karyantini, 2021).

Slameto believes that the family environment is the main and first influence for the development, growth and life of a child (Aristha, 2018). Semiawan is of the opinion that the family environment is the main role that can influence the behavior of child development (Aini & Oktafani, 2020). Then Wahid also said that the family environment is the oldest and first educator faced by children and educational institutions which have natural characteristics, namely as parents must have the responsibility to protect, nurture, educate and care for children so that they can develop and grow well (Wahid et al. al., 2020).

Djamarah believes that the family is the main educational institution for a child because the family can give birth to humans who will later develop into adults. The family is also a social sphere at the beginning of life, through the family environment each child can learn how to work together, learn to help each other and learn what other people want (Rachmah et al., 2019). Then Sutjipto also opined that the family is the first and foremost educational institution, therefore parents do not need to trust the school too much about a child's education, because a child has more time at home than at school which has relatively short time and a teacher too. not only focus on one student (Jeslin et al., 2021).

Sabari argues that the family environment is the primary community, which means that the family is the main and first educational environment for children, because in the family the first time children are given guidance, education and family, it can be interpreted that the family is the first and foremost educational environment. because most of the children live in a family (Herlina et al., 2021). According to Sobur, the family environment is the first place to socialize in human life. Within the family, children can learn to work together, help each other, pay attention to the wishes of the people around them or as social beings who have certain rules and expertise in their interactions with other people (Anggraeni, 2020).

According to Abu Ahmadi and Nur Uhdhayati, they argue that the family can form a character and personality for a child, because the family has an impact on the process of forming a child's character, therefore the family is the first place for a child to learn (Lia Purnamasari, 2018).

METHOD

In this study, the research method used by researchers was a quantitative research method with survey data collection techniques. The sample used in this study were 129 students from SMK Negeri 10 Jakarta majoring in Office Management Automation (OTKP). In this study, it will be explained about the influence of the independent variables, *namely* Learning Facilities and Family Environment on the dependent variable, *namely* Learning Motivation. Learning motivation is an encouragement that exists in students to change behavior in learning activities to achieve a certain goal. Learning Motivation will be measured through statements that include indicators. By using the Likert scale instrument. Indicators that can measure motivation to learn are the desire and desire to succeed, the encouragement and need for learning, the hopes and aspirations for the future, the appreciation in learning, the existence of interesting activities in learning, the existence of a conducive learning environment. research by Saputro et al., (2021), Sidik & Sobandi, (2018), Yenni & Sukmawati, (2020), Jannah & Sontani, (2018), Yunita et al., (2018).

Learning facilities are learning facilities and infrastructure that have an important role in the world of education. These facilities and infrastructure are useful for facilitating and facilitating learning and teaching activities, besides that facilities and infrastructure are used to support the educational process to make it more effective and efficient. Learning facilities will be measured through statements that include indicators. By using the Likert scale instrument. Indicators that can measure learning facilities are media or learning aids, learning equipment and study rooms. Anuar & Kasiono, (2018), Tarigan & Sari, (2019), Yanti et al., (2021), Widyastuti et al., (2018), Hartiningsih Jasum et al., (2021).

The family environment is the first time a child gets guidance from parents to learn in various ways, from learning to work together, learning to help each other, learning to understand other people's wishes, learning to read, learning to count and so on. Apart from that, the family environment is also a place for a child to form his character and personality. The Family Environment will be measured through statements that include indicators. By using the Likert scale instrument. Indicators that can measure the family environment are how parents educate students, the atmosphere in students' homes, the understanding of parents of students, the state of the student's family economy, the relations between members of the student's family, the cultural background of students. DS Rahayu & Trisnawati, (2021), Gratitude et al., (2018), Nurussyifa & Listiadi, (2021), Putri & Mufidah (2020), Indriyani & Margunani (2019).

The data analysis technique used in this study uses a regression approach to determine the influence of the three research variables and to find out how closely the influences of the three variables are related. Data management in this study uses the SPSS V.24 program .

RESULTS AND DISCUSSION

1. Test results Normality

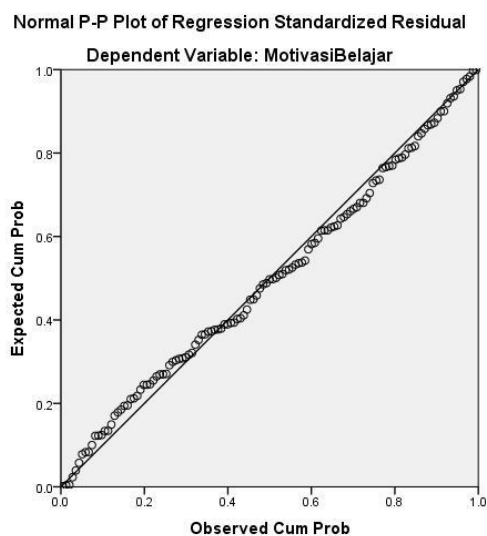
Table 1. Results of the Kolmogorov-Smirnov Test for Normality

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		129
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.88958615
Most Extreme Differences	Absolute	.049
	Positive	.047
	Negative	-.049
Test Statistic		.049
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Source : Data processed by researchers

Based on the calculation of the Kolmogorov-Smirnov normality test above, it is known that the significance value of learning facilities, family environment and learning motivation is 0.200. Value $0.200 > 0.05$. So it can be stated that the data of the three variables are normally distributed.



Probability Plot Normality Test

Source : Data processed by researchers

2. Linearity Test Results

Table 2 . Test results Linearity X1,Y

			Sum of Squares	df	Mean Square	F	Sig.
MotivasiBelajar * FasilitasBelajar	Between Groups	(Combined)	2610.377	23	113.495	7.330	.000
		Linearity	2217.224	1	2217.224	143.200	.000
		Deviation from Linearity	393.153	22	17.871	1.154	.305
	Within Groups		1625.762	105	15.483		
Total			4236.140	128			

Source: Data processed by researchers

It can be seen in the table above that it is known that the Linearity value is $0.000 < 0.05$ and the Deviation from Linearity value is $0.305 > 0.05$. Thus it can be concluded that the variables of learning facilities and learning motivation have a linear relationship.

Table 3 . Linearity Test Results X 2 , Y

			Sum of Squares	df	Mean Square	F	Sig.
MotivasiBelajar * LingkunganKeluarga	Between Groups	(Combined)	2173.655	31	70.118	3.298	.000
		Linearity	1393.551	1	1393.551	65.540	.000
		Deviation from Linearity	780.104	30	26.003	1.223	.229
	Within Groups		2062.485	97	21.263		
Total			4236.140	128			

Source: Data processed by researchers

Based on the table above, it is known that the Linearity value is $0.000 < 0.05$ and the Deviation From Linearity value is $0.229 > 0.05$. Thus it can be concluded that family environment variables and learning motivation have a linear relationship.

3. Multicollinearity Test Results

Table 4 . Multicollinearity Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	12.554	2.220		5.654	.000		
	FasilitasBelajar	.605	.079	.606	7.678	.000	.583	1.714
	LingkunganKeluarga	.134	.058	.183	2.316	.022	.583	1.714

a. Dependent Variable: MotivasiBelajar

Source: Data processed by researchers

Based on the output of the SPSS Coefficients table 24.0 above, it can be seen that the Tolerance value of the Learning Facilities and Family Environment variable is $0.583 > 0.1$ and the VIF value is $1.714 < 10$. So it can be concluded that there are no symptoms of multicollinearity in the regression model of this study. So that the regression model has fulfilled the classic multicollinearity assumption test.

4. Heteroscedasticity Test Results

Table 5 . Heteroscedasticity Test Results

		Correlations			
			FasilitasBelajar	LingkunganKeluarga	Unstandardized Residual
Spearman's rho	FasilitasBelajar	Correlation Coefficient	1.000	.660**	.020
		Sig. (2-tailed)	.	.000	.822
		N	129	129	129
	LingkunganKeluarga	Correlation Coefficient	.660**	1.000	.081
		Sig. (2-tailed)	.000	.	.364
		N	129	129	129
	Unstandardized Residual	Correlation Coefficient	.020	.081	1.000
		Sig. (2-tailed)	.822	.364	.
		N	129	129	129

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Data processed by researchers

Based on the output of the SPSS 24 correlation table above, it can be seen that the significance value of Learning Facilities (X1) is $0.822 > 0.05$, the significance value of the Family Environment (X2) is $0.364 > 0.05$. So it can be concluded that the regression model in this study did not show symptoms of heteroscedasticity.

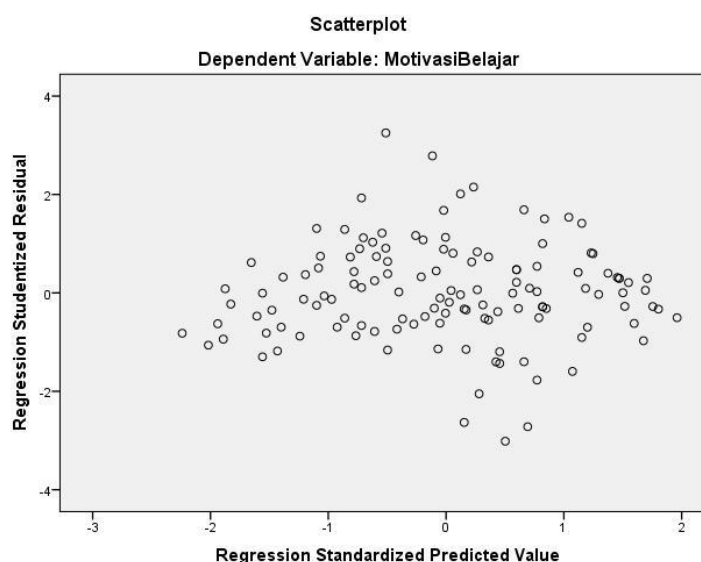


Figure 2. Heteroscedasticity Test

Source : Data processed by researchers

5. Multiple Linear Regression Test Results

Table 6 . Multiple Linear Regression Test Results

		Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	12.554	2.220		5.654	.000		
	FasilitasBelajar	.605	.079	.606	7.678	.000	.583	1.714
	LingkunganKeluarga	.134	.058	.183	2.316	.022	.583	1.714

a. Dependent Variable: MotivasiBelajar

Source: Data processed by researchers

Based on the table above, a multiple regression equation is obtained, namely $Y = 12.554 + 0.605X_1 + 0.134X_2$

6. F test results

Table 7 . F test results

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2299.643	2	1149.821	74.814	.000 ^b
	Residual	1936.497	126	15.369		
	Total	4236.140	128			

a. Dependent Variable: MotivasiBelajar

b. Predictors: (Constant), LingkunganKeluarga, FasilitasBelajar

Source: Data processed by researchers

Based on the F test table above, it can be concluded facility learning and environment family influences together (simultaneously) on motivation study because F-count of 74.814 > F-table value of 3.07 .

7. Test Results t

Table 8 . Test Results t

		Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	12.554	2.220		5.654	.000		
	FasilitasBelajar	.605	.079	.606	7.678	.000	.583	1.714
	LingkunganKeluarga	.134	.058	.183	2.316	.022	.583	1.714

a. Dependent Variable: MotivasiBelajar

Source: Data processed by researchers

From the description above, the hypothesis can be explained that is The learning facilities variable has a t value of $7.678 > 1.97897$, so there is an influence of the learning facilities variable (X1) on the learning motivation variable (Y) or the hypothesis is accepted. The family environment variable has t count $2.316 > t$ table 1.97897 , so there is an influence of the family environment variable (X2) on the learning motivation variable (Y) or the hypothesis is accepted.

8. Determination Coefficient Test Results

Table 9 . Test Results for the Coefficient of Determination X1, X2, Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.737 ^a	.543	.536	3.920

a. Predictors: (Constant), LingkunganKeluarga, FasilitasBelajar

b. Dependent Variable: MotivasiBelajar

Source: Data processed by researchers

It is known that R^2 is equal to 0.543. It can be concluded that Learning Facilities (X1) and Family Environment (X2) to explain simultaneously by 54% while the remaining 46% are influenced by other factors not examined by researchers.

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data processing that has been done, the description of the data that has been translated, as well as the analysis and discussion in this study, it can be concluded that:

- There is a positive and significant influence between learning facilities (X1) and learning motivation (Y) of t-count $7.678 > t$ -table value 1.97897 . Increasing learning facilities will have an impact on increasing student learning motivation. Vice versa, if learning facilities are low, student learning motivation will decrease.
- There is a positive and significant influence between the family environment (X2) and learning motivation (Y) of t-count $1.97897 > t$ -table value 1.97897 . The increasing role of the family environment will have an impact on increasing student learning motivation. Vice versa, if the role of the family environment is low, student motivation will decrease.
- There is a positive and significant influence simultaneously between learning facilities (X1) and family environment (X2) on learning motivation (Y). This is based on the F-count $> F$ -table value, namely $74,814 > 3.07$. This means that if the learning facilities and family environment increase, the motivation to learn will increase. Vice versa, if learning facilities and family environment are low, student learning

motivation will also decrease.

B. Suggestion

1. Academic Advice

- a. For party school should more often To do coaching and motivating students to be motivated study student more increases , so student have wishes and desires high learning _ for get satisfactory results . _ this _ because score indicator the lowest on the variable motivation study is exists desire and desire succeed by 15.7%.
- b. For party school should Fulfill equipment and supplies study students , for support success in the learning process . this _ because score indicator the lowest on the variable facility study is equipment and supplies study with percentage by 32%.
- c. For party school give counseling to parents _ student about development student in activity learning . this _ because score indicator lowest in the environment family is relation from between member family student with percentage by 16.2%.

2. Practical Advice

- a. In the learning motivation variable (Y), the lowest indicator with a percentage of 15.7% is in the indicator of the desire and desire to succeed with a score of 474 with the statement I use free time to study if the teacher is not in teaching. In this case there are still many students who do not use their time properly and become lazy to study if the teacher is unable to attend. Therefore, the teacher should help students to be able to foster a sense of enthusiasm for learning even though they are unable to attend, by giving assignments.
- b. In the learning facilities variable (X1), the lowest indicator with a percentage of 32% is in the learning equipment and supplies indicator with a score of 984 with the statement I have complete stationery and I am happy if the teacher brings props, so I can try. In this case there are still many students who do not have complete learning facilities and students do not feel interested in the teaching aids brought by the teacher. Therefore, schools and parents should provide complete learning facilities to students so that they can facilitate students in learning, and teachers should also provide opportunities for students to try teaching aids so that students become interested in learning.
- c. In the family environment variable (X2), the lowest indicator with a percentage of 16.2% is in the relationship indicator between student family members with a statement score I am not too familiar with some of my family members at home and my family helps each other in everything at home. Therefore, parents should be able to build good relationships within the family environment and teach children to help each other.

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