# THE INFLUENCE OF THE FAMILY ENVIRONMENT AND SELF-REGULATED LEARNING ON STUDENT LEARNING OUTCOMES (Study on Students of State Senior High School 21 Jakarta)

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## ABSTRAK

Penelitian ini dilakukan untuk mengetahui seberapa besar pengaruh lingkungan keluarga dan *self-regulated learning* terhadap hasil belajar siswa. Penelitian ini dilakukan di SMA Negeri 21 Jakarta dengan menggunakan metode survei, dimana kuesioner menjadi instrumen penelitian. Penelitian ini menggunakan data kuantitatif dengan menggunakan analisis regresi berganda dan pengolahan data tersebut dianalisis menggunakan SPSS. Populasi dalam penelitian ini yaitu seluruh siswa kelas XI IPS SMA Negeri 21 Jakarta Tahun Ajaran 2021/2022 yang berjumlah 160 siswa. Sampel yang digunakan yaitu menggunakan Sampel Jenuh, yaitu teknik penentuan sampel bila semua anggota populasi dijadikan sampel, artinya sampel dalam penelitian ini berjumlah 160 siswa. Hasil penelitian menunjukkan bahwa lingkungan keluarga berpengaruh positif terhadap hasil belajar siswa; *self-regulated learning* berpengaruh positif terhadap hasil belajar siswa, dan; lingkungan keluarga dan *self-regulated learning* berpengaruh positif terhadap hasil belajar siswa.

Kata Kunci : Lingkungan Keluarga, Self-Regulated Learning, Hasil Belajar Siswa

## ABSTRACT

This research was conducted to determine how much influence the family environment and self-regulated learning had on student learning outcomes. This research was conducted at SMA Negeri 21 Jakarta using the survey method, where the questionnaire became the research instrument. This study used quantitative data using regression analysis and the processing of the data was analyzed using SPSS. The population in this study were all students of class XI Social Studies at SMA Negeri 21 Jakarta for the 2021/2022 Academic Year, a total of 160 students. The sample used is Saturated Sample, which is a sampling technique when all members of the population are sampled, meaning that the sample in this study is 160 students. The results of this study are family environment has a positive effect on student learning outcomes; self-regulated learning has a positive effect on student learning outcomes, and; family environment and self-regulated learning has a positive effect on student learning outcomes.

Keywords: Family Environment, Self-Regulated Learning, Student Learning Outcomes

## INTRODUCTION

Good education is education that is capable of achieving the goals of the development of the Indonesian nation as stipulated in the 1945 Constitution, namely educating the life of the nation. One of the efforts that can be made to educate the nation's life is through education in schools. Students can learn various kinds of things that will be useful for their lives in the future. Jamil (2014: 86) says that learning

at school will make educational goals implemented, namely by increasing learning outcomes as an achievement of the learning process which will describe how successful the learning process has taken place, also describe the success of students in achieving the stated learning objectives. with numbers or values. Student learning outcomes are measured by grades accumulated from assignment scores, daily tests, midterm tests and final semester tests.

According to Law no. 20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed himself. Based on the functions and objectives of national education, it is clear that education at every level must be organized systematically and pay attention to the supporting factors in order to achieve these goals (Permana & Latifah, 2015: 790). To achieve these educational goals, the government and educational institutions have taken many steps, for example adding learning facilities and infrastructure, improving the quality of teaching staff such as teachers and lecturers, and various other activities. In addition, in achieving these goals, it is necessary to pay attention to the learning process that is planned and implemented properly by educators so that the knowledge given to students can be conveyed properly and can be understood.

But in March 2020 there was a worldwide health crisis with the emergence of COVID-19. This has an impact on closing schools, the policy taken by the state is to temporarily close schools. Educational institutions are required to look for alternatives in the learning process so that the world of education continues as it should, which ultimately leads to online distance learning from their respective homes. This causes the learning process to be increasingly hampered. This can be seen based on student learning outcomes data, researchers will examine at SMA Negeri 21 Jakarta. Researchers found a low average PAS score in economics class XI IPS after the pandemic with the following table:

List of Economic Average Scores at the End of Semester (PAS) SMA Negeri 21 Jakarta

| Class | Academic Year | Semester | Average PAS |
|-------|---------------|----------|-------------|
| XI IPS | 2019/2020 | Ganjil | 67,75 |
| | | Genap | 55,32 |
| | 2020/2021 | Ganjil | 47,5 |
| | | Genap | 56,31 |

Source: data processed by researchers (2021)

Based on these data, the average PAS score in this economics subject has decreased. Researchers assume that this decrease in grades is caused by the emergence of a pandemic in the even semester which makes students study independently from home and becomes less effective.

Therefore students cannot only depend on the education system which is currently still unstable. There needs to be awareness in students to be active and constructive in setting goals for their learning process and trying to monitor, regulate and control their cognition, motivation and behavior. Basically, the learning outcomes obtained by students are influenced by several factors, one of which is self-regulated learning as an internal factor and the family environment as an external factor.

**METHOD**

This study uses a quantitative approach to the survey method. The reason for the researchers using this survey method is because this research describes the phenomenon of education in undergoing distance learning during a pandemic and with this method will get more accurate results.

In this study, the population taken was students of class XI IPS at SMA Negeri 21 Jakarta for the 2021/2022 academic year, which consisted of four classes with a total of 160 students. The details are as follows:

Total Population of Class XI IPS

| No | Class | Total |
|---|---|---|
| 1 | XI IPS 1 | 40 |
| 2 | XI IPS 2 | 40 |
| 3 | XI IPS 3 | 40 |
| 4 | XI IPS 4 | 40 |
| **Total** | | 160 |

Source: SMA Negeri 21 Jakarta (2021)

Sampling in this study using saturated sampling technique. Saturated sampling is a sampling technique when all members of the population are sampled. So, the data taken in this study were all students of class XI IPS, totaling 160 students.

The method of analysis in this study is using multiple regression analysis. This test aims to determine the magnitude of the influence of two or more independent variables on one dependent variable.

To test the relationship between variables, each hypothesis will be analyzed using IBM SPSS 24 software. This test is carried out after the classical assumption tests are fulfilled, such as tests for normality, linearity, multicollinearity, and heteros-cedasticity. To determine the effect of the independent variables on the dependent variable partially, a T statistical test will be carried out, and to determine the effect of the independent variables on the dependent variable jointly/simultaneously, an F statistical test will be carried out.

**RESULTS AND DISCUSSION**

**Data Description**

In this study, the total number of respondents who became the sample of this study was 159 respondents out of a total of 160, this was because there was one respondent who was not present. Researchers classify respondents based on

gender, and student acceptance path. The detailed data as follows:

Gender of Respondents

| Gender | Total | Percentage |
|---|---|---|
| Men | 81 | 50,9% |
| Women | 78 | 49,1% |
| **Total** | **159** | **100%** |

Source: SPSS data processing (2023)

Based on the table above, it shows that the respondents in this study were students with a total of 81 people or 50.9%, the rest were female students with a total of 78 people or 49.1%.

Respondent Acceptance Line

| Acceptance Line | Total | Percentage |
|---|---|---|
| Affirmation – KJP/KJP Plus, Kartu Prakerja, Jaklingko, DTKS | 28 | 17.5% |
| Affirmation – Orphanage and Sustainable Achievement Sports Development | 3 | 1.87% |
| Non-Academic Achievements | 5 | 3.13% |
| Academic Achievements in DKI | 18 | 11.25% |
| Academic Achievements Outside DKI | 5 | 3.13% |
| Moving the Tasks of Parents and Children Teachers | 5 | 3.13% |
| Final Stage | 21 | 13.13% |
| Zonasi | 51 | 31.87% |
| Zonasi untuk Bina RW Sekolah | 1 | 0.63% |
| Cross Department | 12 | 7.5% |
| Mutation | 10 | 6.25% |
| **Total** | **159** | **100%** |

Source: Archive of PPDB Online DKI Jakarta (2020)

Based on the table above, it shows that the majority of respondents in this study were respondents who were accepted at SMA Negeri 21 Jakarta through the zoning acceptance route of 51 people or 31.87%, then the affirmation route (KJP/KJP Plus, Pre-Employment Card,

Jaklingko, DTKS) of 28 people or 17.5%, the final stage track is 21 people or 13.13%, the academic achievement track in DKI is 18 people or 11.25%, the cross-majors track is 12 people or 7.5%, the mutation path is 10 people or 6.25%, the non-academic achievement path , academics outside of DKI, and changing the duties of parents and teachers each by 5 people or 3.13%, and finally the zoning path for RW development by 1 person or 0.63%.

**Validity Test**

To measure the validity of the data using SPSS. Validity measurement is by looking at the value of r-count > r-table. From the test results, valid items will be used, and invalid items will not be used in this study.

Validity Test Results

| Variabel Penelitian | Butir Uji | Item Drop | Butir Final |
|---|---|---|---|
| Lingkungan Keluarga (LK) | 19 | 6 | 13 |
| *Self Regulated Learning* (SRL) | 24 | 8 | 16 |

Source: data processed by researchers (2023)

From the results of the validity test it is known that there are 13 items stated in the family environment variable that are valid and 6 items that are invalid, and for self-regulated learning variables there are 16 items that are declared valid and there are 8 items that are invalid. These invalid items will not be used in this study.

**Reliability Test**

To measure reliability, it can be seen by looking at the results of Cronbach Alpha, if Cronbach Alpha > 0.60 then the data has high reliability.

Reliability Test Results

| Var | *Cronbach's Alpha* | Ket |
|---|---|---|
| LK | 0.871 | Reliabel |
| *SRL* | 0.918 | Reliabel |

Source: SPSS data processing (2023)

The results in the table state that all variables in the study have a Cronbach's Alpha value > 0.60. Thus all research variables are reliable.

**Normality Test**

Normality test was conducted to determine whether the data population is normally distributed or not. The following shows the results of the normality test using the One-Sample Kolmogorov-Smirnov.

Normalitity Test Results

| One Sample Kolmogorov-Smirnov Test | |
|---|---|
| Asymp. Sig. | 0,200 |

Source: SPSS data processing (2023)

Based on the table above, it can be seen that the significance value of the Kolmogorov-Smirnov normality test is 0.200. It can be concluded that the data is normally distributed because it has fulfilled the basis for decision making with a significance value of $> 0.05$ so that the classical assumption of normality has been fulfilled.

**Linearity Test**

Linear regression testing aims to test the regression equation model of a variable Y on a variable X whether it has a linear relationship or not significantly. Criteria for decision making by looking at the value of Sig. Deviation from Linearity, that is, if the significance value is $> 0.05$, it is stated that there is a linear relationship.

Linearity Test Results

| Var | *Dev. From Linearity* | Ket |
|---|---|---|
| HBS -> LK | 0.994 | Linier |
| HBS -> *SRL* | 0.680 | Linier |

Source: SPSS data processing (2023)

The results in the table state that all variables in the study have Dev values. From Linearity > 0.05. Thus all research variables are linear on Student Learning Outcomes.

**Multicollinearity Test**

The multicollinearity test was carried out to test whether the regression model found a correlation between the independent variables. The multicollinearity test is carried out by looking at the tolerance value and the Variance Inflation Factor (VIF) value. A regression model that is free of multicollinearity is one that has a VIF value < 10 and a tolerance number > 0.1.

Multicollinearity Test Results

| Var | *VIF* | Tol. | Ket |
|-----|-------|------|-----|
| LK | 1.231 | 0,813 | Free of multicollinearity |
| *SRL* | 1.231 | 0,813 | Free of multicollinearity |

Source: SPSS data processing (2023)

The results in the table state that all variables in the study have VIF values <10 and tolerance > 0.1. Thus all research variables are free from multicollinearity.

**Heteroscedasticity Test**

The heteroscedasticity test aims to test whether in a regression model there is an inequality of variance from the residual of one observation to another. The basis for decision making in this test is that there is no heteroscedasticity if the significance value is > 0.05.

Heteroscedasticity Test Results

| Var | *Sig.* | Keterangan |
|-----|--------|------------|
| LK | 0.591 | No heteroscedasticity |
| *SRL* | 0.593 | No heteroscedasticity |

Source: SPSS data processing (2023)

The results in the table state that all variables in the study have a significance value of > 0.05. Thus all research variables do not occur heteroscedasticity in this study.

**Hypothesis Test**

**Partial Regression Coefficient Test**

The t (partial) statistical test basically shows how far the influence of one explanatory or independent variable individually explains the variation of the dependent variable. To test whether each independent (free) variable has a significant effect on the dependent (dependent) variable, it can be done by comparing the t-count value with the t-table, and by looking at the significance value. If t-count > t-table, then there is an influence of the independent variables on the dependent variable or the hypothesis is accepted. And for the significance value, if the Sig. < 0.05 then the hypothesis is accepted.

Partial Regression Test Results

| Var | t-count | Sig. | Ket |
|-----|---------|------|-----|
| LK | 13.602 | 0,000 | H1 accepted |
| *SRL* | 6.090 | 0,000 | H2 accepted |

Source: SPSS data processing (2023)

Based on the table above, it is known that the t-count value for the family environment variable (X1) is 13.602. Because the t-count value is 13.602 > t-table 1.975, it can be concluded that H1 or the first hypothesis is accepted. This can also be seen by looking at the significance value of the family environment variable, which is 0.000. Because the value of Sig. 0.000 < probability 0.05, it can be concluded that H1 or the first hypothesis is accepted. This means that there is an influence of the family environment (X1) on student learning outcomes (Y).

In the self-regulated learning variable (X2), it is known that the t-value is 6.090. Because the t-count value is 6.090 > t-table 1.975, it can be concluded that H2 or the

second hypothesis is accepted. This can also be seen by looking at the significance value of the self-regulated learning variable, which is 0.000. Because the value of Sig. 0.000 < probability 0.05, it can be concluded that H2 or the second hypothesis is accepted. This means that there is an effect of self-regulated learning (X2) on student learning outcomes (Y).

**Simultaneous Regression Coefficient Test**

The F statistical test (simultaneous test) is used to determine whether or not there is a joint or simultaneous effect between the independent variables on the dependent variable. Decision making seen from this test is done by looking at the f-count and f-table. If f-count > f-table, then there is an influence of the independent variables on the dependent variable or the hypothesis is accepted. And for the significance value, if the Sig. < 0.05 then the hypothesis is accepted.

Simultaneous Regression Test Result

| Var | f-count | Sig. | Ket |
|---|---|---|---|
| LK, SRL > HBS | 180.779 | 0,000 | H3 accepted |

Sumber: olah data SPSS (2023)

Based on the table above, it is known that the F-count value is 180.779. Because the F-count value is 180.779 > F-table 3.054, it can be concluded that H3 or the third hypothesis is accepted. This can also be seen by looking at the significance value of 0.000. Because the value of Sig. 0.000 < probability 0.05, it can be concluded that H3 or the third hypothesis is accepted. This means that there is an influence of the family environment (X1) and self-regulated learning (X2) together (simultaneously) on student learning outcomes (Y).

**1. The Influence of the Family Environment on Student Learning Outcomes**

The results of the hypothesis test stated that the significance value between the Family Environment on Student Learning Outcomes was 0.000 which was smaller than the value of α (0.05). This shows that the variable Family Environment partially has a significant effect on the Student Learning Outcomes variable. Therefore, the hypothesis in this study, namely "There is an influence between the family environment on student learning outcomes at SMAN 21 Jakarta" is declared accepted. The positive sign on the coefficient illustrates that there is a positive relationship between the Family Environment variable and Student Learning Outcomes. The results of this study are in line with research conducted by (Jihad, 2017) which found that 65% of the home environment has a significant effect on student learning outcomes in social studies subjects at SDN 263 Bonto Baru. Another study conducted by Hidayati (2020) found that the home environment has a significant positive impact on student achievement. This means that the conditions of the home environment that support and observe children's learning processes can improve children's learning achievements.

**2. The Effect of Self-Regulated Learning on Student Learning Outcomes**

The results of the hypothesis test state that the significance value between Self-Regulated Learning on Student Learning Outcomes is 0.000 which is smaller than the value of α (0.05). This shows that the variable Self-Regulated Learning partially has a significant effect on the variable Student Learning Outcomes. Therefore, the hypothesis in this study, namely "There is an influence between self-regulated learning on student learning outcomes at SMAN 21 Jakarta" is declared accepted. The positive sign on the coefficient illustrates that there is a positive relationship between the variables of Self-Regulated Learning and Student Learning Outcomes. The results of this study are in line with research conducted by Nurfa and

Quraisy (2021) that self-regulated learning has a significant effect on the mathematics learning outcomes of class VIII students of SMP Negeri 5 Takalar by 79.6%. Another study conducted by (Putra et al., 2019) found that between groups of students who studied with the Self-Regulated Learning learning model and groups of students who studied with the conventional model, found significant differences in learning outcomes, namely students in the experimental group had learning outcomes IPA is higher than students in the control group.

### 3. The Effect of Family Environment and Self-Regulated Learning on Student Learning Outcomes

The results of the hypothesis test state that the significance value between the Family Environment and Self-Regulated Learning on Student Learning Outcomes is 0.000 which is less than the value of $\alpha$ (0.05). This shows that the variable Family Environment has a significant effect on the variable Student Learning Outcomes through Self-Regulated Learning. Therefore, the hypothesis in this study, namely "There is an influence between the family environment and self-regulated learning on student learning outcomes at SMAN 21 Jakarta" is declared accepted. The positive sign on the coefficient illustrates a positive relationship between the variables Family Environment and ¬Self-Regulated Learning on Student Learning Outcomes. The term independence refers to one's belief in one's ability to solve problems without the help of others, such as the ability to make one's own decisions, take initiative, and be creative without neglecting one's environment. At school, student independence is important in the learning process. Students who have learning independence can work individually or in groups and dare to express their ideas and ideas. (Gusnita et al., 2021) revealed that independence can be defined as a state of completeness and integrity of two factors in one's entity. With an attitude of independent

learning (Self-Regulated Learning) as well as a good and supportive family environment, it is possible that the learning outcomes obtained by students will be much better.

### CONCLUSIONS AND RECOMMENDATIONS

Based on the research findings and discussion that has been described, the following conclusions can be drawn:

1. There is a positive and significant influence between the Family Environment variable on the Student Learning Outcomes variable. This suggests that the higher the level of family environment at home, the higher the learning outcomes of class XI students at SMA Negeri 21 Jakarta.

2. There is a positive and significant influence between Self-Regulated Learning variables on Student Learning Outcomes variables. This states that the higher the self-regulated learning carried out by students, the higher the learning outcomes of class XI students at SMA Negeri 21 Jakarta.

3. There is a positive and significant influence between the family environment and self-regulated learning variables on the learning outcomes of class XI students at SMA Negeri 21 Jakarta. This suggests that the higher the level of family environment at home.

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