

## INFLUENCE OF FAMILY ENVIRONMENT AGAINST STUDENT ACHIEVEMENT IN CLASS VII SMP NEGERI 1 BARUS

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### ABSTRACT

This research is a descriptive correlational study, aimed to find out the influence of the family environment on student achievement in class VII SMP NEGERI 1 BARUS. The study population was all students of class VII as many as 32 people and a total sample of 32 people. The analysis was performed with correlation analysis using SPSS 21.0. Research data were collected using instruments in the form of a family environment questionnaire and documentation for students' Science learning achievement data. The average score of science learning achievement for Grade VII students of SMP Negeri 1 Barus is 79.91. This is a high average learning achievement. The average score of a family environment questionnaire for class VII students of SMP Negeri 1 Barus is 58.47, which is a high average questionnaire. From the calculation of the correlation coefficient, the magnitude of the influence of the family environment with learning achievement class VII SMP Negeri 1 Barus is  $r = -0,101$  meaning the correlation of the two variables above shows a negative relationship. The results of testing the hypothesis by t test, obtained  $t_{count} = -17.931$  at the real level  $\alpha = 0.05$  and  $dk = 30$  with  $t_{table} = 2.04$  then  $t_{count}$  is smaller than  $t_{table}$ , then in this case  $H_a$  is rejected and  $H_0$  is accepted, meaning that there is no the influence of the family environment on student achievement in class VII SMP 1 Barus. The magnitude of the influence of the family environment on student achievement in class VII of SMP Negeri 1 Barus is 1.020%, meaning that student achievement affects 1.020% by the family environment.

**Keywords:** Family Environment, Learning Achievement

### PRELIMINARY

Education is essentially a conscious effort to develop personalities and abilities inside and outside of school and last for a lifetime. Learning achievement is evidence of the success of the teaching and learning process achieved by students. While learning achievement is determined by various factors that occur during the teaching and learning process. Learning achievement can be obtained well if in the learning process, the learner can learn well without any things that interfere with the learner. According to Slameto (2003: 54), "Other factors that influence learning achievement can be divided into two, namely internal factors or those originating from within humans and external factors that originate from outside of human beings".

High and low learning achievement reflects the quality of education. Quality education can be achieved by implementing effective and efficient teaching and learning. Learning achievements can be grouped into learning achievements in all fields of study and learning achievements in certain fields. Learning achievement is the final part of the learning process. Many students experience learning problems, consequently learning achievement is low. The family plays an important role in supporting the success of student learning. This is in accordance with the opinion of Slameto (2003: 60) "Children will receive influence from the family in the form of: how parents educate children, relationships between family members, the atmosphere of the household, and the economic situation of the family".

The family environment is very influential on the learning process of students, such as learning without good and pleasant conditions will find it difficult to focus on the subject matter to be learned. Although there are some children

who are able to learn with a noisy, crowded atmosphere and are able to learn if accompanied by music. But in essence, a person can learn well and diligently if in an atmosphere of calm, comfortable, safe, peaceful and good mood so that it does not interfere with the learner's concentration in learning. The learning atmosphere is strongly influenced by a good family environment. Harmonious parents, good communication between family members,

Based on the writer's observations in the field, it is seen that there are still many students who have problems in their families, they do not get the attention of parents who are often busy and separated from parents and conflicts between parents so that it does not have a good effect on children's learning achievement at school. The importance of children's education in the family environment makes the family have a significant influence on the child's success. The way parents educate, relationships between family members, home atmosphere, family economic conditions, parent understanding and cultural background will also affect student achievement.

## RESEARCH METHODS

### Place and time of research

This research was conducted in class VII students Barus 1 Middle School in Barus District for two months from June to July 2019/2020

### Population and Research Samples Population

According to Sutrisno Hadi (1995: 102) explained: "Population is the entire population intended to be investigated". The population is limited as the number of residents or individuals who have at least one common characteristic. From this opinion, the author can conclude the population is a group of individuals or elements that have in common, the characteristics of which are the sources of data examined and analyzed. The population in this study are all VII grade students of SMP Negeri 1 Barus totaling 32 people.

### Sample

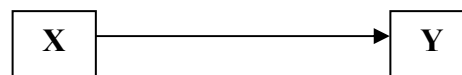
The sample in this study was taken in total sampling, i.e. all Grade VII students of SMP Negeri 1 Barus with a total of 32 people. In accordance with the opinion of Arikunto (2001) "If the subject is less than 100, it is better to take all of it so that the research is a research population"

### Research Types and Design

This research is a correlational study because this study intends to find out the influence between two variables, namely the family environment (X) as the independent variable and Science learning achievement (Y) as the dependent variable.

This study aims to look for the influence of independent variables, namely the family environment, with the dependent variable, namely student achievement. The approach used in this study is a quantitative approach because the data obtained is related to the numbers that allow statistical analysis techniques to be used.

The constellation of research variables is illustrated in the following diagram:



Information:

X : Family environment  
Y : Learning achievement

### Research variable

The variables examined in this study consisted of:

1. The independent variable (X), namely the family environment of students' parents in learning.
2. Dependent variable (Y), namely learning outcomes Grade VII students of SMP NEGERI 1 BARUS

### Definition of Variable Operations

To provide direction in this study the authors provide operational definitions of the following research variables:

1. Family environment  
The family environment is an initial basis of life for every human being. The family environment has indicators consisting of: the way parents educate, relationships between family members, the atmosphere of the

home, family economic situation and understanding of parents and cultural background.

2. Student achievement

Student learning achievement is the result obtained by students after making a learning effort in the form of mastery of knowledge, attitudes and skills towards the subject shown by the daily semester test scores given by the teacher.

**RESEARCH RESULTS AND DISCUSSION**

**1. Test Results**

**1.1 Correlation**

The correlation coefficient uses the Pearson correlation coefficient (Product-Moment Correlation) formula. In this case the correlation coefficient that describes the level of relationship between the family environment with student learning achievement is as follows:

Table 1. Correlation X and Y  
**Correlations**

		X	Y
X	Pearson Correlation	1	-.101
	Sig. (2-tailed)		,581
	N	32	32
Y	Pearson Correlation	-.101	1
	Sig. (2-tailed)	,581	
	N	32	32

From the table above the bivariate correlation values obtained indicate a negative direction, namely  $r = -0.101$ . The negative sign of the results of the bivariate correlation shows the opposite direction of the relationship. This means that there is no relationship between the family

environment on student science learning achievement.

**T test**

The results of testing the hypothesis using the t test can be seen in table 2 as follows:

Table 2. Test t with spss paired samples test  
**Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)	
		The mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	X - Y	-21,438	6,763	1,196	-23,876	-18,999	-17,931	31	,000

Based on table 2 obtained  $t_{count} = -17,931$   $t_{table}$  obtained from  $t_{table}$  with a significant level  $\alpha = 0.05$   $dk = n-2$ , it is obtained  $t_{table} = 2.04$ .

This means that  $t_{count} = -17,931 < t_{table} = 2,04$  then  $H_a$  is rejected and  $H_0$  is accepted, meaning that there is no significant influence on the family environment with student achievement in STATE 1 Barus Middle School

**2. Determination Test**

To find out the amount of influence between variable X and variable Y will be

calculated with the coefficient of determination:

$$D = r^2 \times 100\%$$

$$D = -0,1012 \times 100\%$$

$$D = 1,020\%$$

This means that the amount of contribution between the family environment and student learning achievement is 1,020%.

**3. Research Results**

Based on the results of data analysis, the average score of science learning achievement is 79.91 This is a high

average learning achievement. The average score of a family environment questionnaire was 58.47. If related to science learning achievement, a relationship of -0.101 is obtained so that the contribution of the family environment to science learning achievement becomes  $(-0,101) 2 \times 100\% = 1,020\%$ .

From the results of the calculations above it turns out that the correlation coefficient between the family environment and student achievement is obtained -0,101 it can be seen that between the family environment towards the learning achievement of students of class VII in Barus Negeri 1 Barus Junior High School in 2019/2020 Academic Year shows a negative direction. This means that there is no relationship between motivation and student learning outcomes in science.

The results of the analysis or calculation of  $t$  count in the  $t$  test,  $t$  count = -17,931 at the real level  $\alpha = 0.05$  dk = 30 at the price table = 2.04. So the price  $t$  count = smaller than the price table, then in this case  $H_0$  was rejected and  $H_a$  was accepted, so it was concluded that there was no significant influence between the family environment on the learning achievement of students of class VII in STATE 1 SMP SMP BARUS in Barus Subdistrict in 2019/2020 Academic Year. Based on the results of data analysis the relationship between variable X and Y is 1.020%. Based on the qualification correlation coefficient is -0.101, the relationship between the two variables is negative, which means there is no relationship between the two variables.

#### 4. Research Discussion

After analyzing and processing data between variable X and variable Y, the results of the study show that:

1. From the family environment questionnaire distributed there was an average of 58.47.
2. The average learning achievement of Science is 79.91.
3. Judging from the correlation coefficient = -0.101.
4. Based on the results of data analysis the magnitude of the relationship of variable X with variable Y = 1.020%.
5. There is no influence of the family environment on the learning

achievement of students of class VII SMP NEGERI 1 BARUS

The descriptive analysis found that the influence of family environment on learning achievement was not significant. It is proven that  $r = -0,101$  and  $t = -17,931 < \text{table} = 2.04$ .

By looking at the magnitude of the correlation coefficient  $r$  and the significance test  $t$ , it is said that the family environment does not have a significant relationship to student learning achievement.

The magnitude of the relationship between the family environment on student achievement in the form of percentages is 1.020% means that the success of students in achieving their learning achievements 1.020% is very low relationship with the family environment. This is acceptable because if a student who has a good family environment certainly hopes that the child's parents will be better at achieving learning achievement.

## CONCLUSIONS AND RECOMMENDATIONS

### 1. Conclusions

Based on the results and discussion of the research described in the previous chapter, it can be concluded as follows:

1. There was no influence of the family environment on the learning achievement of students of class VII of Barus 1 Junior High School in Barus Sub-district in 2019/2020 Academic Year with a negative correlation of -0.101.
2. The contribution of the family environment to the achievement of learning Science is 1,020%. This means that the contribution of the family environment is very low on learning achievement.

### 2. Suggestions

Based on Conclusions that have been put forward, then as a follow up to this research some things are suggested as follows:

1. The teacher should encourage students to be more diligent in learning even though the family environment is not so good.

2. In an effort to improve good learning achievement, teachers, parents and students themselves must support each other in learning.
3. To the next researcher for the development of this research so that this research is useful as information on education.

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