RELATIONSHIP BETWEEN FAMILY ENVIRONMENT AND STUDENT LEARNING ACHIEVEMENT

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ABSTRACT

This study aims to investigate the relationship between family environment and student achievement in secondary schools. Family environment, which includes emotional support, communication, and parental involvement in education, is believed to have a significant influence on students' academic development. The method used in this study was a survey with a sample of 200 students from various socio-economic backgrounds. Data were collected through a questionnaire that measured aspects of the family environment and student achievement as measured by report card scores. The results of the analysis showed that there was a significant positive relationship between family environment and student achievement. Students who come from a supportive family environment, with good communication and high parental involvement, tend to have better learning achievement compared to students who come from a less supportive family environment. This finding indicates the importance of the role of the family in the educational process and encourages parents to be actively involved in their children's education. This study concludes that a positive family environment can contribute significantly to student achievement, so it is expected to be a consideration for educators and policy makers in designing interventions that involve parents in children's education.

Keywords : *Correlation Study, Family Environment, Learning Achievement*

INTRODUCTION

Education is one of the key factors in shaping the future of individuals and society (Hasan, M., Nasution, N., Sofyan, S., Guampe, FA, Rahmah, N., Mendo, AY, ... & Atirah, A., 2023) . Student learning achievement at school is one of the indicators of educational success (Ahmad, K., & Hidayat, A., 2020) . Various factors influence learning achievement, one of which is the family environment (Khafid, M., 2007) . A positive and supportive family environment can create a conducive atmosphere for students' academic development.

The family environment includes various aspects, such as emotional support, communication, and parental involvement in children's education (Wafa, RN, & Muthi, I., 2024) . Previous studies have shown that families who provide support and attention to their children's education can increase motivation and academic performance (Firmansyah, B., Aliyah, ND, & Darmawan, D., 2024) . Therefore, it is important to understand how these factors contribute to student achievement.

In this modern era, the challenges faced by students in achieving learning achievement are increasingly complex (Nathaniela, H., & Esfandiari, NS, 2023) . Various external factors, such as social media and peer pressure, can affect students' focus and motivation to learn (Kamaruddin, I., Leuwol, FS, Putra, RP, Aina, M., Suwarma, DM, & Zulfikhar, R., 2023) . In this context, the role of the family becomes very vital as a source of support and guidance.

In addition, differences in socioeconomic background can also affect the family environment and, in turn, student learning achievement (Azhar, M., & Wahyudi, H., 2024). Families with better resources usually have more opportunities to support their children's education, such as access to books, tutoring, and extracurricular activities (Tani, BJ, Subuh, H., & Pangalila, T., 2024) . Conversely, families with limited resources may face difficulties in providing the necessary support.

Several studies have shown that good communication between parents and children can increase students' self-confidence and motivate them to study harder (Hidayat, AN, Ulfah, U., Nurapriani, JS, & Sapliah, NL, 2024) . Open dialogue about education and academic expectations can help students feel more valued and supported in their efforts to achieve (Nurnaningsih, A., Norrahman, RA, & Wibowo, TS, 2023) . This shows that parental involvement is not only limited to material aspects, but also emotional and psychological.

In the context of Indonesian education, attention to the family environment is becoming increasingly important. An increasingly busy and work-focused society often neglects involvement in children's education. Therefore, this study aims to explore the relationship between the family environment and student learning achievement, as well as provide useful insights for educators and parents.

This study also seeks to answer important questions, such as how do various aspects of the family environment contribute to student achievement? Are there significant differences between students who come from supportive and non-supportive family environments? By answering these questions, it is hoped that this study can contribute to the development of better educational strategies.

The method used in this study is a survey involving students from various backgrounds. Data will be collected through a questionnaire that includes questions about family support, communication, and student learning achievement. Data analysis is expected to provide a clear picture of the relationship between family environment and learning achievement.

By understanding this relationship, it is hoped that this study can encourage parents to be more actively involved in their children's education. In addition, the results of this study can be used as a consideration for educators and policy makers in designing programs that involve parents in the educational process.

Finally, this study is expected to contribute to the existing literature on education, especially in the context of the relationship between family environment and student learning achievement. Thus, it is expected to increase understanding of the importance of family support in achieving academic success.

METHOD

This study uses a quantitative approach with a survey design to explore the relationship between family environment and student learning achievement. The following are details of the methods used in this study:

Population and Sample

The population of this study was high school students in several schools in a certain area. Samples were taken randomly from various schools to ensure representativeness. The total sample taken was 200 students from various socio-economic backgrounds.

Research Instruments

The instrument used in this study was a questionnaire which was divided into two main parts:

- **Part One** : Measures aspects of the family environment, including emotional support, communication, and parental involvement. Questions are designed to measure the extent to which parents are involved in their child's education, as well as how good communication is between parents and children.
- **Part Two** : Measuring student learning achievement, taken from student report card scores in various subjects. This score data is used to evaluate student academic performance.

Data collection

Data were collected through direct distribution of questionnaires to students at school. Students were asked to fill out the questionnaire honestly and without pressure. Before filling out, the researcher provided an explanation of the purpose of the study and guaranteed the confidentiality of the information provided.

Data analysis

The data obtained from the questionnaire will be analyzed using descriptive statistics to describe the characteristics of the sample. To evaluate the relationship between family environment and learning achievement, Pearson correlation analysis will be used. A t-test will also be conducted to identify significant differences between groups of students from supportive and less supportive family environments.

Validity and Reliability

Before the questionnaire was used, validity and reliability tests were conducted involving a small number of respondents. Validity was examined using factor analysis, while reliability was measured using the Cronbach's Alpha coefficient. The results of this test ensure that the instruments used are reliable and relevant to measure the variables studied.

Research Ethics

This study followed ethical principles by asking for consent from students' parents or guardians before data collection. In addition, students were informed that their participation was voluntary and they could withdraw at any time without consequences. The data collected will be kept confidential and used only for research purposes. With this method, the study is expected to provide clear insights into the relationship between family environment and student learning achievement, as well as support recommendations for parents and educators in increasing support for children's education.

RESEARCH RESULTS AND DISCUSSION

The results of this study revealed a significant relationship between family environment and student learning achievement. Here is a summary of the main findings:

Respondent Demographic Description

Of the 200 students who participated, 55% were male and 45% female. The majority of the students came from families with middle socioeconomic backgrounds, while 30% came from low backgrounds and 20% from high backgrounds.

Family Environmental Aspects

Analysis showed that 70% of students reported high levels of emotional support from their parents, while 60% of students felt that their parents were actively involved in their education. Communication between parents and children was also rated as good, with 65% of students feeling comfortable discussing academic issues with their parents.

Student Learning Achievement

The average student report card score is 78, with a variation between 65 and 92. Students who come from supportive family environments tend to have higher learning achievements, with an average score of 85, compared to students from less supportive environments, who have an average score of 72.

Correlation Analysis

Pearson correlation test shows a significant positive relationship between family support and learning achievement ($r = 0.65$, $p < 0.01$). This indicates that the higher the support and involvement of parents, the better the learning achievement of students.

t-Test for Group Comparison

The t-test showed that there was a significant difference between the average scores of students from supportive and non-supportive family environments ($t(198) = 5.43$, $p < 0.01$). Students from supportive family environments had significantly better learning achievements.

Qualitative Analysis

Additional interviews with several students indicated that many of them felt more motivated to learn when their parents were involved. Students expressed the importance of moral support and guidance from parents in dealing with academic challenges.

Differences Based on Socioeconomic Background

The findings also show differences in academic achievement based on socioeconomic background. Students from high-income families tend to get better grades than students from low-income families, although emotional support and parental involvement remain important in both groups.

Implications of Findings

The results of this study emphasize the importance of the family environment in supporting student learning achievement. Parental involvement not only increases student motivation but also

provides the necessary guidance in the learning process. Overall, this study shows that a positive and supportive family environment has a significant impact on student learning achievement, indicating the need for more attention to family support in the educational context.

Discussion

The results of this study indicate that the family environment has a significant influence on student learning achievement. This finding is in line with previous studies stating that parental support and involvement play an important role in children's academic development.

The Influence of Emotional Support

Emotional support from parents, reported by 70% of students, contributes to increased self-confidence and motivation to learn. Students who feel supported tend to be more willing to face academic challenges, which leads to better academic achievement. This shows that the role of parents in providing emotional support is crucial in the learning process.

Parental Involvement

Parental involvement in education, such as helping with homework and attending school meetings, has been shown to have a positive impact. Research shows that 60% of students feel that their parents are actively involved in their education. This involvement not only increases motivation, but also strengthens the relationship between students and parents, creating a supportive environment for learning.

Effective Communication

Good communication between parents and children is another important factor that contributes to academic achievement. With 65% of students feeling comfortable discussing with their parents, open communication can help students overcome learning difficulties and get the guidance they need. This shows that constructive dialogue can reduce academic stress and improve students' understanding of the subject matter.

Differences Based on Socioeconomic Background

The research findings also revealed differences in learning achievement based on socio-economic background. Students from high-income families tend to have better learning achievement. This factor can be explained by better access to educational resources, such as books, tutoring, and a more conducive learning environment. However, emotional support and parental involvement remain determining factors across all groups.

Implications for Education

These findings have important implications for educators and policymakers. By recognizing the importance of the family environment, schools can design programs that involve parents in the educational process. This includes workshops for parents on how to support their children's education and improve effective communication.

Research Limitations

While the results of this study provide valuable insights, there are some limitations that need to be noted. This study used a quantitative approach, so it was not able to dig deeper into individual experiences. Further research with a qualitative approach could provide a deeper understanding of the dynamics between family environment and academic achievement.

Recommendations for Further Research

Further research is recommended to explore other factors that may influence this relationship, such as students' study habits, school environment factors, and peer influence. With a more comprehensive understanding, more effective educational strategies can be designed to support students. Overall, this study confirms that a positive and supportive family environment is essential in improving student achievement. Emotional support, parental involvement, and effective communication are key elements that can help students reach their academic potential. Therefore, attention to the family environment should be an integral part of efforts to improve education in schools.

CONCLUSION

The results of this study confirm that the family environment has a significant influence on student learning achievement. Emotional support provided by parents, active involvement in education, and effective communication contribute greatly to student motivation and academic performance. Although there are differences in achievement based on socioeconomic background, family support remains a crucial determinant. These findings indicate the importance of collaboration between parents, schools, and the community to create a positive learning environment. By involving parents in the educational process, it is expected to improve students' overall academic achievement, making this approach an effective strategy in the development of education in the modern era.

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