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THE INFLUENCE OF FAMILY ENVIRONMENT, SYSTEM EDUCATION, SOCIAL ENVIRONMENT ON STUDENTS' LEARNING IN UNDERSTANDING LESSON AT HIGH SCHOOL IN CIKARANG

Muhammad Riqi¹, Aviansyah Chaniago², Hernawati W Retno Wiratih

³¹President University, Cikarang, Indonesia,

muhammad.riqi@student.president.ac.id²President University, Cikarang, Indonesia,

aviansyah.chaniago@student.president.ac.id

³Faculty of Economic, President University, Cikarang, Indonesia,
hernawati.life@president.ac.id

ABSTRACT:

This study aims to determine the factors that affect the understanding lessons of students at High School in Cikarang. These factors are family environment, education system, and social environment. Students who have a high motivation to learn will have a positive result of their grades and understanding the lesson. This study uses quantitative descriptive and for collecting the data are using questionnaires. In addition, SPSS is utilized to analyze the collected data. The total number of samples was 182 respondents. Sampling design is Probability sampling and the technique using simple random sampling. To check the hypothesis of this analysis, multiple regression analyzes were used. The result of the research shows (1) Family Environment (X1) has positive insignificant influence on Students Understanding Lesson, (2) Education System (X2) has negative influence on Students Understanding Lesson, (3) Social Environment (X3) positive significant influence on Students Understanding Lesson. The coefficient of determination shows that the variable Family Environment (X1), Education System (X2), and Social Environment (X3) influence Understanding Lesson of Student (Y) of 45.7%, while the remaining 54.3% influenced by other variables outside this research.

Keywords: Family Environment, Education System, Social Environment, Understanding Lesson of Student

Introduction

Education plays an increasingly important role in helping Indonesia to be increasingly influential and competitive in a global way, as a key driver of the intellectual and business growth of our population. In Indonesia, attempts were also made to develop formal training at various levels, including primary, intermediate and secondary schools. The National Education System No. 20 (2003) was developed to enforce the national educational functions

and objectives as set out in the Indonesian Law on National Education, which provides power, character and culture for integrity in the nation's intellectual life. In this regard, national education systems No. 20 (2003) was established.

Condition learning subjects determine activities and learning success. For example, students can study well when they are healthy and ready to do learning activities, and have interest in studying. While the condition of students lacks youthful, tired, not prepared to learn, Low interested learning will affect

fluency and the quality of learning outcomes. Educators should pay attention to these factors to ensure process learning takes place optimally.

Related aspects of student motivation, learning atmosphere, and the condition of the subject of learning; educators can try to condition it well by knowing the student's situation. However, often educators are more dominant in focus on learning materials and learning aids so that it ignores the internal aspects of students or external elements of the environment. From the observation process conducted by researchers, researchers found some educators who have not paid attention to student motivation, learning atmosphere, and the condition of the subject of learning in learning. Educators tend to focus more on the material delivered and demand students to be ready to follow the content by itself without knowing the condition of students. As a result, learning cannot take place optimally because there are hidden factors that interfere with students in the learning process.

Based on observations, some students still have fewer communication skills. Sometimes students can provide answers or solutions when faced with a question or problem that is simple. Yet, when asked to explain an idea or ideas comprehensively both verbally and written, students have difficulty. This problem occurs in the communication process conducted by students. The critical culture which is still minimal as a result of mass education which tends to position students as learning objects and tend to receive material from the teacher in one direction is crucial to the ability of students to express their opinions live. It carried over the tertiary level.

Education in Indonesia continues to experience changes in all fields including curriculum, teachers, and students. The learning previously only focused on resulting in less cognitive aspects meet the standards for achieving results education. This resulted in a result of learning cannot develop accordingly with the ability of students especially for develop creativity and attitude. A change is needed that is not only to produce a value at the end of learning but the process of learning activities that is important in student development

Students' performance in National Exam 2018/2019 at one of the High Schools in Cikarang Utara has not yet reached the satisfying level. Based on PUSPENDIK KEMENDIKBUD (Pusat Penilaian Pendidikan Kementerian Pendidikan dan Kebudayaan) Center for Educational Assessment of the Ministry of Education and Culture, the students' average scores for Science Class were 50,92 ranked 18th out of 42 schools in Bekasi Regency in the SMA / MA category. For Social Class, 46.43 were ranked 22 out of 42 schools in Bekasi Regency in the SMA / MA category. Students' average scores were far below the minimum standard criteria required by the school.

According to the title, the problem formulation of the material discussion defined into:

1. Is there any influence from the family environment in understanding lessons inschool?
2. Is there any influence from the education system in understanding lessons inschool?
3. Is there any influence from the social environment in understanding school lessons inschool?
4. Do the factors family environment, education system, and social environment influence understanding the lesson inschool?

This research aims to establish whether the student's interest in learning and comprehension of learning is affected by the family environment, the education system and the social environment in interpreting lessons.

Literature Review and Hypothesis Development

There are three hypotheses proposed in this study that are develop according to prior literature. The prior literature will be further discussed in the below section. Beforehand, the proposed hypotheses distribute into (Figure 1):

H1: Family environment has positive significant relationship to students learning in understandingthe lesson

H2: Education system has positive significant relationship to students learning in understandingthe lesson

H3: Social environment has positive significant relationship to students learning in understandingthe lesson

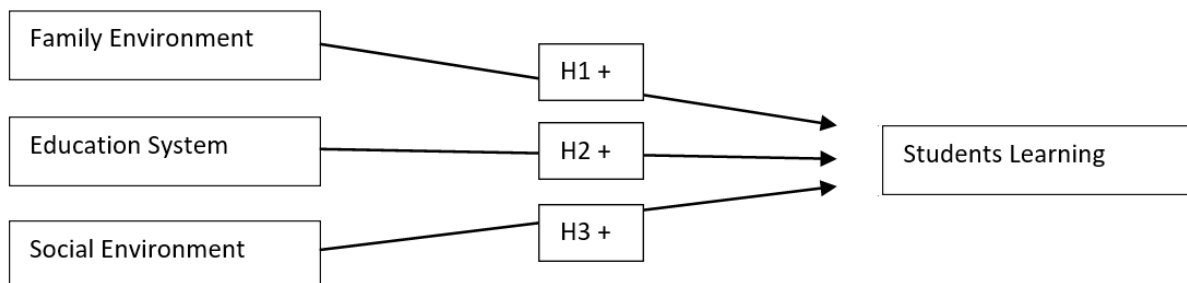


Figure 1 Research proposed model

Family Environment

The family environment is the first and foremost institution in children's education, because it is in the family that humans are born and develop into adults. The way parents educate will always affect the body and the development of the character, and personality of each human being. Education received in the family is what will be used by children as a basis for attending further education at school.

Ahmadi (2013) argues that the family is a critical forum between individuals and groups, and is the first social group where children are members. And of course, the family is also the

first place to hold socialization of the lives of children. Setiono (2011) also said that a family is a group of people who are related by blood or marriage. The people who belong to the family are the mother, father, and children.

From the various opinions above it can be concluded that the family environment is an environment where there is a group that has blood relations consisting of father, mother, and child who are in a container where the child is in the environment first and foremost which greatly affects the mindset of children. Where if education in a family is good, then children tend to have good attitudes and behaviour and vice versa.

System Education

Human Development Index (HDI) for all countries worldwide offers a comparative indicator of life expectancy, health, employment and living standards. To assess the effect on the quality of life of the economic policies, HDI is used to assess whether a country is a developed or underdeveloped country. HDI Indonesia is ranked 110th among 188 countries in the 0.684 HDI ranking, based on the latest release (UNDP, 2015). Therefore, it is clear that the country has not been optimum in supporting the educational system in Indonesia. We are now able to consider and raise many issues relating to education as key issues in the last few years (Nuryata, Made, 2010; ASEAN State Education Survey, 2013; Times Higher Education, 2013). Figure 2 below shows the contribution to Indonesia's HDI from 1980 for each variable index.

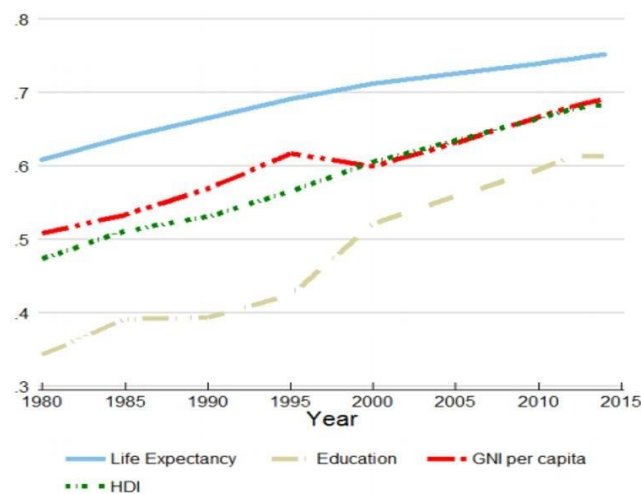


Figure 2 Trends in Indonesia's HDI component indices 1980-2014 Source: Human Development Index (2020).

Table 1 Indonesia HDI

	Live expectancy at birth	Expected years of schooling	Mean years of schooling	GNI per capita (2011 PPP\$)	HDI value
1980	59.6	8.7	3.1	2.901	0.474
1985	61.6	9.9	3.5	3.431	0.512
1990	63.3	10.2	3.3	4.337	0.531
1995	65.0	10.2	4.2	5.930	0.566
2000	66.3	10.7	6.7	5.308	0.606
2005	67.2	11.2	7.4	6.547	0.635
2010	68.1	12.5	7.4	8.267	0.665
2011	68.3	12.7	7.5	8.642	0.671
2012	68.5	13.0	7.6	9.060	0.678
2013	68.7	13.0	7.6	9.446	0.681
2014	68.9	13.0	7.6	9.788	0.684

Table 1 served to show of every HDI indicator in Indonesia reviews development. Indonesia increased by 9.3 years, average education years by 4.5 years, and probability of school years by 4.3 years between 1980 and 2014. Indonesia's per capita GNI increased between 1980 and 2014 by some 237.4percent

The teaching method is the way in which teachers deliver the subjects to students by certain approaches that fit their characteristics. Each student has different characteristics than the very smart, moderate, and less easily can also be taught. An educator must also be able to use the learning method according to student characteristics. Unless the students whose middle-low ability to understand the presented material are left behind. And this will make it not interesting and lazy for the students listed to learn as they did not feel able to do that. The teaching method helps to assess the success or failure of a learning and education operation. The more reliable approach used by teachers to achieve the learning objective is expected to be more successful (Qudsyi, Herawaty, Saifullah, Khaliq, & Setiawan,2011).

However, protegees (learner) play an important role in the teaching process; Goal, condition, teacher, and facilities. The terms and conditions of teaching methods should be able to establish an instructive or instructional environment, to inspire learners to take active learning, and to promote their interest in

learning and enhance the spirit of learning, to improve learning outcomes and to allow the current process of learning to continue (Rohani, 2004).

Based on the 2013 Ministry of Education and Culture regarding Basic Framework and Structure of the 2013 Curriculum there are four elements of change in it. These elements include the curriculum structure (subjects and time allocation), process learning, assessment of learning outcomes, and extracurricular activities. 2006 curriculum development becomes the 2013 curriculum is expected to change patterns thought teachers were mainly concerned with standards appraisal. Sutrisno (2005: 147) says that "there are three interrelated factors in education, namely the goal, the learning process, and evaluation."The goal will be a reference for the learning and evaluation process. The learning process determines what the goal is education is achieved or not. Only with the correct evaluation of educational goals can be know the results so that it is very useful as feedback for the course of education

National exam. Controversy regarding the implementation of the National Examination (UN) has been discussed since the school year 2002/2003 (Hidayat, Rais. 2013). In that year many people feel the deviations from the implementation of the UN, the first that were assessed in the UN only cognitive learners. Still, in education, the ability of learners includes three aspects, namely cognitive, affective, and psychomotor. The second difference is that the government arbitrarily decides the standard of education. This deprives professors of an appraisal. Thirdly, the UN lacks the assessment process components. Fourthly, psychological and social burdens are provided by irregularities, namely the UN. In the national review, students were required to memorize lessons. The purpose of learning, however, is to develop understanding rather than to memorize the lesson. However, if the above lessons have been reduced over the past two years, educators and students can not still breathe. Teacher assessment is taken into account during the education process, but only 0.4 is still low. Although there are still 0,6 UN requirements defined by the central government. To teachers,

too, this is a psychological strain.

Social Environment

Shah (2014: 135) notes "The social environment of educators, teachers, and schoolmates will affect the learning spirit of students." Shah (2014: 135) says. School is one of the factors affecting learners' growth and development, especially in the field of intelligence. According to the Environmental Management Act No. 23 of 1997 Section 1 subsequently expanded by Laws No. 32 of 2009, both describe a notion of the world as a state and living objects, which include humans, which affect the lives and health of individuals and other living beings.

The environment drives a person with different characteristics. This social climate affects the individual's thorough characterization (Cho, Chung, & Filippova, 2015). The social environment does not only affect the students' characteristics positively but it also negatively affects the students. This was stated in a study identifying that social interaction contributed 6.578 per cent to learning difficulties (Fadil & Ismiyati, 2015). So it can be concluded that environmental conditions also affect the building of students' characteristics.

The social factors, that is: a) the psychological effect that embraces or rejects a student that will improve or weaken learning concentrations. b) A familiar feeling, joy, harmony and stability can be the social environment. On the opposite, it's in a world of discord, rivalry, misconduct and disintegration. The psychological condition described spiritual and learning consequences. c) Students' social environment in the school or the classroom can influence the learning spirit in the classroom as well. Apart from the above factors, the technology and learning methods are another external factor (Mahanani, 2011).

The infrastructure for learning encompasses schools, classrooms or courses, room of priests and room of sculpture. The tool includes textbooks, laboratory facilities and school equipment and many other learning media. If school facilities are appropriate, teaching and learning can take place optimally, another case if learning facilities are not given insufficiently can not be achieved in an optimum way. If the class has air winds, the classroom is fine, light.

Student Understanding Lesson

Intellectual skills and abilities that are demanded in schools and colleges are understanding involvement. That is, when students are faced with communication, they are expected to know what is being communicated and can use the ideas contained in it (Kuswana, 2012: 43). According to Sardiman (2014: 42) understanding is mastering something with the mind. Therefore, learning means having to mentally understand the meaning and philosophy, the meanings and implications and applications, so that students can understand something. Furthermore, Sardiman added that understanding of a lesson is very important to students in the learning method.

Understanding the meaning and grasping the meaning is the ultimate goal of learning. Understanding is not only knowing, but also requires that the subject of learning be able to make use of the material that is understood. Sudjana (2016: 24) states that understanding is a type of learning outcome that is one level higher than knowledge, for example explaining in its own sentence structure something that is read or heard, gave another example from what

had been exemplified, or used the application guide in other cases.

Research Method

The researcher using quantitative methods for this study, also distributed the questionnaires with five- likert scale to collect data from random selection with 182 students at one of the high schools in Cikarang. There are 54% of female and 46% of male respondents collected in the study. The respondents were between 15-20 yearsold.

In this research, a validity test was conducted on the survey questionnaire with 30 respondents. The instrument was valid if the result of corrected item-total correlation is greater than 0.5. All results showed validity for 29 questions and only 1 invalid question exist. Data was analyzed using descriptive statistics and multiple regression analysis. Descriptive statistics describe the summary of research data such as mean, standard deviation, variance, mode etc. In this discussion, a descriptive analysis will only be carried out by providing the collected gender and range of age, as aforementioned above. The effect ofthe three independent variables (family environment, system education, and social environment) with a dependent variable (student understanding lesson) was calculated by multiple regressionanalysis.

Results and Discussion

Multiple Regression and T Test Analysis

$$Y = 15.554 + 0.165X1 - 0.83X2 + 0.198X3 + e$$

Where,

Y = Understanding lesson

X1 = Family Environment

X2 = Education System

X3 = Social Environment

E = Error Term

The regression result can be represented as follows with the output of the equation (see Table 1):

1. The intercept for Y is used with constant (α), if $X=0$, the independent variable used in the constant analysis model is reached. This means that the value of constant (α) is 15.554 shows family environment, education system, and social environment variable = 0 or constant, then the Understanding Lesson variable equal to 15.554.
2. The regression coefficient for X1 (the family environment) is 0.165, with p value higher than that of α 0.05 ($0.073 > 0.05$). This means that there is no positive significant impact on the dependent variable of family environment to understanding lesson
3. The regression coefficient for X2 (Education System) is -0.83, with p value higher than the relevant α 0.05 point ($0.200 > 0.05$). This indicates that X2 has negative insignificant effect on the dependent variable, i.e.
4. The regression coefficient for X3 (Social Environment) is 0.198, with p value lower than the α 0.05 coefficient ($0.009 < 0.05$). This indicates that the social environment variable has a positive significant impact on the dependent variable, the comprehension lesson.

Table 1 Multiple Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	15.554	2.725		5.707	.000
Family Environment	.165	.091	.133	1.802	.073
Education system	-.083	.065	-.093	-1.287	.200
Social Environment	.198	.075	.195	2.628	.009

a. Dependent Variable: Understanding Lesson

Source: Primary Data, Processed with SPSS v. 2.0 (2020)

The T-Test describes the relevant partial impact of each independent variable and dependent variable. To order to obtain the results, the coefficient table determines whether or not the independent variable is partially important. The vary is not important if the data is below the mean point (0.05) and the hypothesis must therefore be dismissed. The statement here accepted (see Table2):

1. T-test result in the effect of Family Environment towards Understanding Lesson. Family Environment (X1) has T statistic value lower than the T table (1.802 < 1.984). This analysis strengthens the insignificant analysis on the p values of family environment to understanding lesson as having insignificantrelationship.
2. T-test result in the effect of Education System towards Understanding Lesson. Education System (X2) has has T statistic value lower than the T table (-1.287 < 1.984). In other words, this analysis strengthens the insignificant analysis on the p values of education system to understanding lesson as having insignificantrelationship.
3. T-test result in the effect of Social Environment towards Understanding Lesson. Social Environment (X3) has T statistic value greater than the T table (2.628 > 1.984). This analysis strengthens the significant analysis on the p values of social environment to understandinglesson as having insignificantrelationship.

Based on the calculation from SPSS, as shown in Table above, the equation to conclude the research can be constructed as follows:

$$Y=15.554+0.165X1-0.83X2+0.198X3$$

Where,

Y = Understanding Lesson

X1 = Family Environment

X2 = Education System

X3 = Social Environment

Table 2 Hypothesesanalysis

Hypotheses	Path Coefficients	T Statistic	T Table	P Values	Result	
FE-> SL	1	.133	1.802	1.984	.073	Not Accepted

ES-> SL	2		-.093	-1.287	1.984	.200	Not Accepted
SE-> SL	3	.195		2.628	1.984	.009	Accepted

Source: Primary Data, Processed with SPSS v. 2.0 (2020)

Coefficient of Determination (R² Test)

Coefficient correlation (R) is 0.550, means that the correlation between the dependent and independent variable are 55%. Thus, student understanding lesson has a strong correlation with the family environment, education system, and social environment because the correlation value is above 0.5. The Adjusted R Square have value 45.7%, and it means that the independent variable influences 45.7 % on the dependent variable. The rest, 54.3%, is explained by other factors that is not discussed in this study.

Table 3 R-Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.550 ^a	.073	.457	1.905

a. Predictors: (Constant), SE, ES, FE

Source: Primary Data, Processed with SPSS v. 2.0 (2020)

Conclusion and Implications

Family environment has no positive significant relationship to students learning in understanding lessons

The finding indicates that there is no positive significant relationship in the family environment on the student's understanding lesson. The T-Test of 0.165 with a substantial amount of 0.73 above 0.05 can be clarified. This means that factors of the family environment did not influence the student's comprehension lesson significantly. This can happen because many factors can influence a student's understanding lesson. The result are contradict with Kurniawan (2018) research which is family environment has effect on students learning. But it has aligned with Yunus, S. A., Wai, P. S., & Samuel, L. B. (2014) research that there was influence of family environment to student academic performance. Also with Christension, S. L., Rounds, T., & Gorney, D., (1992), found that the relationship of parents with their children has no major impact on school student academic performance.

System education has negative and no significant influence to students learning in understanding lessons

The outcome of the T-Test, which indicates a significant variable level value of 0,200, may explain this finding. That implies that the number is above the mean level value at 0.05. It means that system education has negative and no significant relationship to students understanding lessons. Based on Sari & Kurniawati (2016) research, the findings in their

study indicate that there is no significant effect on the K- 13 assessment strategy student learning outcomes. This is according to research Haerudin (2014: 239) with the title Influence Scientific Approach to Capability Reasoning and Communication Mathematics and Independent Learning. The results showed that "the scientific approach is a way in the learning process in the 2013 Curriculum which is expected to be able to make a good contribution to the effort to increase the ability of penance and mathematics communication of junior high schoolstudents".

Social environment has positive significant relationship to students learning in understanding lessons

The findings indicate that the variable social environment has positive significant relationship to the student's perception of learning. The outcome of the T-Test 0.198 and a relevant level of 0.009 can be explained, which means the variable Social Environment greatly affects the student comprehension of the lesson. The findings show that in this course students acknowledged a close correlation between social interaction and their learning in classroom. They found that engaging with thier fellow students contributed significantly to their classroom learning. The findings align with (Bromley, 2008; Dewey, 1963; Kasten, 1997; Smith, 1998; Vacca et al., 2011; Wilkinson et al., 2010). Ketch (2005) "Speaking allows people to make their world sense. Contends. It leads to empathy, comprehension, tolerance for diverse viewpoints and the process of learning "(p. 8). "The engagement in pair discussions enhances students ' ability to track their comprehension of text, verbalize their feelings, take alternative viewpoints into account and take responsibility for their own learning" (p. 152) Almasi and Gambrell (1997) believe.

Implications

Family Environment

The meaning of these results is that it is evident by confirming that in the school the relationship between parents and their children does not negatively affect them, since it is reasonable in the common sense that ties between parents and their children influence their attention at school and thus influence their academic performance.

System Education

Suggestion for teachers need to use learning with the 2013 Curriculum by applying learning methods vary so that they can make students more active and giving attention and encouragement so that students can continue motivated in learning. For other researchers need further research to find out the influence of the K-13 assessment strategy especially on authentic aspects performed on other samples.

Social Environment

The students do not model the method they would like to see in the classroom in the traditional lecture, note-taking and exam format. They want to be involved and participating in school classrooms. They want to model a socially interactive method that teaches the students to become actively students to teach preservation teachers how to do that. Teachers

should not follow what we know to be good teaching methods in the conventional workshop style (Borko, 2004). Harwell (2003) states that the development of professional skills is "not an event, but a process" (p. 1). The model of vocational development in education where a professional proposes a workshop for a group of teachers is also not an advancement of classroom teaching. In this style, the instructor typically works alone or in a group on tasks outside the framework of a student classroom.

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