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THE INFLUENCE OF LEARNING MOTIVATION AND FAMILY ENVIRONMENT ON ECONOMIC LEARNING OUTCOMES OF CLASS XI IPS STUDENTS AT SMAN 59 JAKARTA WITH MEDIATION OF LEARNING INDEPENDENCE

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Abstract:
This study aims to analyze the influence of learning motivation and family environment on economic learning outcomes of class XI social studies students at SMAN 59 Jakarta with mediation of learning independence. The method used in this research is descriptive quantitative. The reachable population in this study were all students of class XI IPS SMAN 59 Jakarta and the sample taken from the population was 89 students. The sampling technique is simple random sampling. Data collection was carried out using a questionnaire distributed via Google forms to 89 students of class XI IPS SMAN 59 Jakarta. The data used in this study are primary data for the independent variable (X) and secondary data for the dependent variable (Y). The data analysis technique used is path analysis. The results of this study indicate that: 1) There is a positive and significant influence between learning motivation on student learning outcomes. 2) There is a positive and significant influence between the family environment on student learning outcomes. 3) There is a positive and significant influence between learning independence on student learning outcomes. 4) There is a positive and significant influence between learning motivation on student learning independence. 5) There is a positive and significant influence between the family environment on student learning independence. 6) There is a positive influence and insignificant between learning motivation on student learning outcomes through independent learning. 7) There is a positive influence and insignificant between the family environment on student learning outcomes through independent learning.

Keywords:
learning motivation, family environment, independent learning, learning outcomes

Background

The progress of a nation certainly cannot be separated from the existence of quality human resources. Therefore, to achieve optimal educational results, the role of education must be considered. Unfortunately, the quality of education in Indonesia is still low and lagging behind compared to other countries. The ranking results from the 2021 word population review place Indonesia in 54th place out of 78 countries included in the world education ranking. Then the results

of the 2018 Program for International Student Assessment (PISA) survey put Indonesia in 74th place, aka sixth place from the bottom, Indonesia's position even decreased when compared to 2015 (Tanaya, 2019). So that in an effort to improve human resources the role of education has an important position.

Schools as places of education are expected to be able to form and produce superior generations for the future of the nation. Good learning outcomes are an indicator of success in educational goals, because success in education can be seen from the existence of student learning outcomes at school. The existence of a pandemic due to Covid-19 has brought many changes in human activities and one of the sectors that has been most affected is the education sector. The policy taken by the government in an effort to prevent the spread of the covid-19 virus, the Ministry of Education and Culture (Kemendikbud) provides instructions by carrying out learning activities at home or known as distance learning (PJJ). Based on the evaluation results of pjj activities in Indonesia, the Ministry of Education and Culture revealed that during the Covid-19 pandemic there was a decrease in student learning outcomes at school. It is undeniable that changes in learning activities that are usually face-to-face to distance learning have an impact on students' academic grades (Haryudi, 2021).

High school 59 Jakarta is one of the schools that are required to improve the quality of human resources. This school has various achievements, academic and non-academic, but is not free from problems about student learning outcomes. Student learning outcome in economic subject class eleven high school 59 jakarta is still low, not optimal. There are many students who have learning outcomes below the Minimum Completeness Criteria (KKM) 75. Student learning outcomes can be seen in the final test scores for economics subjects from the table below.

Table 1
Odd Semester Final Test Scores for Economics Class XI IPS at SMAN 59 Jakarta 2021/2022

Class	KKM	Students	Student Score	
			Complete	Incomplete
XI IPS 1	75	40 students	6	34
XI IPS 2	75	40 students	19	21
XI IPS 3	75	40 students	19	21
Total		120 students	44	76
Percentage			36,7%	63,3%

Based on the data above, only 36.7% of students scored above the KKM. While the remaining 63.3% of students have scores below the KKM. The number of students who completed only consisted of 44 students and students who did not complete tend to be more, namely 76 students. This shows that the achievement of student learning outcomes in economic subjects is still low and not optimal. student learning outcomes are less than optimal, it can be searched for factors that cause student scores to fall. So that it can provide solutions to existing problems.

Learning outcomes influence into two factors, namely internal factors and external factors. According to Dalyono (2005) internal factors that come from within the students themselves include health, intelligence, talents, interests, motivation, and learning methods. While external factors that come from outside the student include family, school, community and the surrounding environment. The success of students learning is marked by the encouragement to learn. So in this case motivation in learning needs to be considered.

Motivation is an important aspect that must be owned in students. Motivation plays an important role that can foster enthusiasm in learning. Student motivation must always be improved but unfortunately student learning motivation has not been fully reflected. Not infrequently some of the students look unenthusiastic in learning. The results of research conducted by Widiasih (2017) reveal that learning motivation has a positive and significant effect on student learning outcomes. The

same thing was also stated by Samsudin (2019) where there was a significant influence on learning motivation, namely student learning outcomes. So that the high and low student learning outcomes are determined by the high and low learning motivation (Muhammad, 2016).

External factors such as the family environment also play an important role in improving student learning outcomes. Family as the main and first environment for students influences how students will grow and develop. The importance of the role of the family can affect the success of children in achieving their children's achievements in school. Learning activities that are now carried out at home certainly require the role of the family in supervising student learning activities at home. If a family has enough attention, affection, and can meet the needs of children, it tends to have a good influence on learning outcomes. Conversely, families that are not harmonious and pay little attention to their children's learning outcomes at school tend to cause learning problems in students.

Based on the information from teacher, it is said that many parents do not respond when the homeroom teacher conveys the condition of their children when students participate in distance learning. So that the role of the family environment, especially parents, still tends to be lacking. Parents tend to fully surrender education to the school. Parents pay less attention while their children are studying, besides that a lack of attention to their child's progress in learning, as well as inadequate learning facilities at home are the causes of children not being optimal in learning. Even though the family environment greatly influences and has an impact on student learning activities (Wahab, 2018).

Learning activities that must be carried out at home require students to be able to continue to follow the learning process well. Students must have awareness of their responsibilities in learning. Independent learning is an ability that must be developed by students. Learning independence is needed so that students have the responsibility to regulate and discipline themselves, and develop the ability to learn on their own accord (Tahar & Enceng, 2006). Based on the results of observations, it can be seen that students who get economic scores below the KKM are students who have low learning independence. Whereas economics is a lesson that not only memorizes but also analyzes and calculates which requires students to be confident, take initiative and be responsible. According to Suryadi (2006) that students with high learning independence will try to be responsible for the progress of their achievements, self-regulate, have initiative and have a strong urge to continue to make achievements (Rahayu, 2018). So students who have good learning independence tend to have good learning outcomes too (Muawwanah, Ma'rufi, 2020).

So it is necessary to have an effort to achieve more optimal learning goals to achieve better learning outcomes. The things that have been stated above cannot be left alone because it can hinder student learning achievement. Therefore it is important to examine further to find out the causes of low learning outcomes in this school, especially internal factors and external factors of students, namely those that come from learning motivation, family environment and student learning independence. So based on the background described above, researchers are interested in conduct this research.

THEORETICAL FRAMEWORK

Learning Outcomes

Teaching and learning activities carried out by teachers and students certainly have goals to be achieved. These objectives can be known through learning outcomes. According to Slameto (2015) learning is a process of effort by a person to obtain a new change in behavior as a whole, as a result of his own experience due to environmental interactions. This understanding is in line with the view of cognitivism theory which views that learning is a process of activity that occurs in a person which is the result of individual interaction with the environment. Learning outcomes can be known from the achievement of learning objectives that are to be achieved from the process of activities that have

been carried out, so to determine the achievement of these learning objectives, it can be measured through student learning outcomes. According to Sudjana (2006) learning outcomes are an action or activity to see the extent to which students achieve learning goals after receiving their learning experience or teaching and learning process. The same thing was stated by Dimyati and Mudjiono (2006) that learning outcomes are the result of learning and teaching interactions.

Then acccording to Jenkins and Unwin (1996) say that learning outcomes are statements of what is expected that a student will be able to do as a result of a learning activity. This can be interpreted that learning outcomes are statements that indicate what students are expected to do as a result of a learning activity. Learning outcomes can be measured with a set size scale, for example a scale of 0-10 or 0-100 to describe the quality of learning outcomes (Purwanto, 2014). Measurement of learning outcomes, Bloom's learning theory (1964) known as Bloom's Taxonomy is defined as a hierarchical classification for classifying learning objectives. Bloom's taxonomy in learning is divided into three domains, namely the cognitive, affective and psychomotor domains.

Learning Motivation

Learning motivation according to Slavin (1994) motivation is an active process within oneself to encourage, provide direction and maintain one's behavior. McClelland (1976) stated that everyone has three types of basic needs, namely: the need for power, the need for affiliation and the need for achievement. McCelland in (Djaali, 2008) reveals that achievement motivation is motivation related to achieving a standard of intelligence or a standard of expertise. Learning motivation according to Sadirman (2014) is the overall driving force within students that generates learning activities, guarantees the continuity of learning, and provides direction for learning activities in achieving a goal. The role of motivation is to foster passion, feel happy and eager to learn. Meanwhile, according to Pupu Saeful Rahmat (2018) learning motivation is a psychological condition that exists within a person that encourages movement towards good goals, and changes behavior and perceptions so that his life's desires can be achieved.

According to Dimyati and Mudjiono (2006) suggests there are three main components in motivation, namely needs, encouragement, and goals. Indicators of learning motivation according to Hamzah B. Uno (2007) namely the desire and desire to succeed, the encouragement and need for learning, the hopes and aspirations of the future, the appreciation in learning, the existence of interesting activities in learning, the existence of an environment conducive learning so as to enable a student to learn well.

Family Environment

The family environment has an important role in influencing students to achieve success. Cognitive theory argues that learning is a process of forming and changing perceptions due to continuous interactions between individuals and the environment. Dewi and Ganing (2021) state that the family environment is the first environment that children know about the school environment and community. This can be interpreted that the family environment is the first environment that children know besides the school and community environment. It can be seen as the first environment for children, so the family becomes important for student development. This is reinforced by Umar and Makalunsenge (2020) the family environment is where life begins and is very influential on student success. This can be interpreted that the family environment is the place where life begins which greatly influences student success.

According to Slameto family environment indicators, students who study will receive family influence, namely in the form of how parents educate, relations between family members, household atmosphere, family economic situation, understanding of parents, and cultural background. Khodijah (2018) suggests that what parents must provide in supporting student learning success is regarding parenting patterns, learning facilities, and attention to children.

Learning Independence

Cognitive learning theory where active student involvement in learning activities is an important thing. In the view of cognitive learning theory that students are individuals who are not only passive in learning but are active in seeking and learning new knowledge through the abilities they already have. Learning independence can be stated according to experts, according to Knowles (1975) describing learning independence as the process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning objectives, identifying human and material sources for learning, selecting, and implementing appropriate learning strategies, and evaluate learning outcomes. According to Suhendri (2011) independent learning is a learning activity without depending on other people, both friends and teachers in achieving learning goals.

Indicators for knowing student learning independence according to Sumarmo (2004) is learning initiatives, diagnosing learning needs; setting learning targets and goals, monitoring, managing and controlling learning progress, viewing difficulties as challenges, utilizing and searching for relevant sources, choosing and implementing learning strategies, evaluating learning processes and outcomes and having a self-concept. The same things, Hidayati and Listyani (2010) formulate indicators of learning independence is independence from others, having self-confidence, behaving disciplined, having a sense of responsibility, behaving based on one's own initiative, and exercising self-control.

METHOD

This research was conducted at SMAN 59 Jakarta which is located at Jalan Bulak Timur I, East Jakarta. When the research was carried out from December 2021 to August 2022. This research used a survey method. The main objective of survey research is to describe the characteristics of the population. To measure the variables in this study used a questionnaire. Researchers used primary data for independent variables, namely learning independence, and learning motivation. Then secondary data from the dependent variable, namely learning outcomes, the data learning outcomes grade XI social studies report cards for even semester students in economics. This type of research is a quantitative research with path analysis. The reachable population is all students of class XI IPS SMAN 59 Jakarta, totaling 120 students. This study used a sampling method with simple random sampling technique. By looking at the Issac and Michael table with a population of 120 students, the error rate is 5%, the number of samples to be taken from the population is 89 students. Class XI IPS SMAN 59 Jakarta has three IPS classrooms, namely XI IPS 1, XI IPS 2, and XI IPS 3. So, in one class 29-30 students were taken as research sample. Data analysis technique consists of test requirements analysis namely normality test and linearity test. then the classic assumption test, path analysis, and hypothesis test.

RESULT

1. Validity test

Validity test is a way to find out the level of validity or suitability of the indicators to be used in testing the hypothesis. The validity level of an indicator is if the r count is greater than the r table then the indicator can be said to be valid. Based on the results of the validity test, it can be said that there are indicators of statement items used that are valid and invalid, so those that are invalid in some questions are dropped or removed for testing to the next stage. The question that was dropped was in the ninth statement on the family environment variable indicator. So that there are 16 questions on the learning motivation variable, 14 questions on the family environment variable, and 18 questions on the family independence variable.

2. Reliability Test

The statement reliability test is used to see the level of consistency of the indicators used so they can be relied upon. The reliability test is said to be reliable if the Cronbach's Alpha value is greater than 0.60. Based on the measurement the reliability test results of each variable used in this study have a value of more than 0.60 for Cronbach's Alpha so that it can be said that these variables are reliable.

3. Classical Assumption Test

The classic assumption tests carried out in this study include: normality test, linearity test, and heteroscedasticity test.

a. Normality test

The Normality Test aims to test whether in a regression model, the dependent variable, independent variable, or both have a normal distribution or not. Based on the output results obtained a significance value of 0.200. Because the significance value is more than 5%, it can be concluded that the residuals are normally distributed. Apart from using the Kolmogorov-Smirnov test, the normality test can also be seen through the normal probability plot using SPSS that the data spreads around the diagonal line and follows the direction of the diagonal line, so it can be concluded that the regression model meets the normality assumption.

b. Linearity Test

The linearity test is used to determine whether the dependent variable and independent variable have a linear relationship. The linearity test was carried out by looking at the significance value at the output of the SPSS test from linearity with a significance level of 0.05. Two variables are said to be linear if the significance of linearity is < 0.05 and the significance value of deviation from linearity is > 0.05.

Linearity Test X1 to Y based on the results of the linearity test, the linearity significance value of the Learning Motivation variable was 0.000 <0.05 and the deviation from linearity significance value was 0.981 > 0.05. So it can be concluded that the variable Learning Motivation (X1) with Learning Outcomes (Y) in this study has a linear relationship.

Linearity Test X2 to Y Based on the results of the linearity test in the table above, it can be seen that the linearity significance value of the Family Environment variable is 0.000 <0.05 and the deviation from linearity significance value is 0.941 > 0.05. So it can be concluded that the variable Family Environment (X2) with Learning Outcomes (Y) in this study has a linear relationship.

Linearity Test X3 to Y Based on the results of the linearity test in the table above, it can be seen that the linearity significance value of the Learning Independence variable is 0.000 <0.05 and the deviation from linearity significance value is 0.738 > 0.05. So it can be concluded that the variable Learning Independence (X3) with Learning Outcomes (Y) in this study has a linear relationship.

c. Heteroscedasticity Test

The heteroscedasticity test aims to test whether in the regression model there is an inequality of variance from one residual observation to another. If the residual variance from one observation to another observation remains, then it is called homoscedasticity and if it is different it is called heteroscedasticity. The heteroscedasticity test can be carried out using the Spearman's Rho method. If the correlation between the independent variables and the residuals has a significance of more than 0.05, it can be said that there is no heteroscedasticity problem in the regression model. Based on count, it can be seen that all variables have a significant value of more than 0.05. So there is no heteroscedasticity problem in the regression model.

4. Path Analysis

Path analysis techniques are used to examine the magnitude of the contribution shown by the path coefficients in each path diagram. The test also uses path analysis to find out whether or not

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there is a personal and indirect effect between exogenous variables using endogenous variables, intervening variables on endogenous variables, and exogenous variables on endogenous variables through intervening variables, and the effect is significant or not. Path analysis technique is performed using SPSS. there are two sub-structures of path analysis in this study.

1) Analysis of Sub-Structure Path 1

a) Sub Structure Correlation Value 1

In the analysis of the Sub-Structure 1 path, there are variables of learning motivation, family environment and learning independence that are tested. To see the correlation value between the independent variables and the dependent variable. From the table above it is shown that the learning motivation variable has a relation coefficient of 0.599 to learning independence with a Sig value. namely 0.000 <0.05, therefore it means that learning motivation has a positive and significant relationship to the independent learning variable. Furthermore, the family environment variable has a correlation coefficient value of 0.514 with a Sig. ie 0.000 <0.05, it means that the family environment variable has a positive and significant relationship to learning independence.

b) Test the Coefficient of Determination (R2) Sub-Structure 1

The coefficient of determination test (R2) is used to determine how far the model's ability to explain variations in exogenous variables affect endogenous variables can be seen in the following table:

Table 2 Determination Coefficient (R2) Sub-Structure 1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,642[a]	,412	,398	6,50473

a. Predictors: (Constant), Lingkungan Keluarga, Motivasi Belajar

Based on the value of R Square (R2) the magnitude of the influence of learning motivation variables, family environment on learning independence is 0.412 or 41.2%. Meanwhile, the remaining 0.588 or 58.8% is influenced by other variables not examined. The magnitude of the influence of other variables is also called error, the error value can be calculated using the formula e = √(1 − $R\ Square$) then e1 = √(1 − $R\ Square$) = √(1 − 0.412)= 0.766. So, the magnitude of the Learning Independence variable (X3) which is not influenced by the learning motivation variable (X1) and the family environment variable (X2) is 0.766.

c) Hypothesis Testing Test t Test Sub-Structure Analysis 1

The t test is a test that aims to find out whether the independent variables partially or individually have an effect on the dependent variable:

Table 3 Sub-Structure Analysis t Test Results 1

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	,851	10,696		,080	,937
	Motivasi Belajar	,583	,126	,454	4,647	,000
	Lingkungan Keluarga	,521	,187	,272	2,790	,006

a. Dependent Variable: Kemandirian Belajar

Based on the results of the t test calculations carried out with the SPSS program. The variable of learning motivation obtained by the t test value can be seen in the table above, obtained tcount of 4.647 and ttable can be found in the statistical table with a significance of 0.05 so tcount > ttable and significance (0.000 <0.05), then Ho is rejected. Therefore, it can be concluded that the learning motivation variable (X1) has a significant positive effect on the learning independence variable (X3).

Based on the results of the t test calculations carried out with the SPSS program. The family

environment variable obtained by the t test value tcount > ttable (2.790 > 1.98827) and significance (0.006 <0.05), then Ho is rejected. Therefore, it can be concluded that the family environment variable (X2) has a significant positive effect on the learning independence variable (X3).

Based on the path diagram, a structural equation can be made and the path diagram of the Sub-Structure 1 model can be described as follows:

X3 = $\rho.X1+ \rho.X2+\varepsilon1$

X3 = 0.454.X1 + 0.272.X2 + 0.766

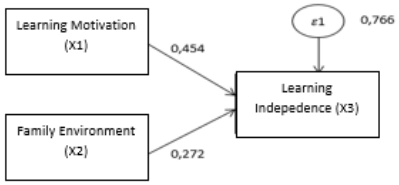

Figure 1 Sub-Structure Path Diagram 1

The regression equation has meaning, if the learning motivation variable increases by one unit, then learning independence will increase by 0.454 or by 45.4%. If the family environment variable increases by one unit, then learning independence will increase by 0.272 or 27.2%.

d) Hypothesis Testing F Test Sub-Structure Path Analysis 1

The F test can be seen in the Anova table which provides information on whether there is influence of learning motivation variables (X1) and family environment variables (X2) simultaneously on learning independence variables (X3). The results of the F test can be seen as follows:

Table 4 F Test Results for Sub-Structure Path Analysis 1

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2545,452	2	1272,726	30,080	,000[b]
	Residual	3638,795	86	42,312		
	Total	6184,247	88			

a. Dependent Variable: Kemandirian Belajar

b. Predictors: (Constant), Lingkungan Keluarga, Motivasi Belajar

Based on the output results generated using SPSS, the F test results can be seen from the significance value, which is equal to 0.000, meaning that the value is 0.000 <0.05. Then the calculated F test is 30.080. If Fcount <Ftable then H0 is accepted, but if Ftable> Fcount then H0 is rejected. From the calculation results it is known that F count is 30,080 > 2.71, then H0 is rejected and Ha is accepted. It can be concluded that the variables of learning motivation (X1), family environment (X2) have a significant effect on the learning independence variable (X3).

2) Sub Structure Path Analysis 2

a) Sub Structure Correlation Value 2

In the analysis of the Sub-Structure 2 path, there are variables of learning motivation (X1), family environment (X2), and learning independence (X3) on learning outcomes (Y) that are tested. To see the correlation value between variables and determine the significance value of the relationship between the independent variable and the dependent variable. Based on the results table shown, the learning motivation variable (X1) has a significant relationship to the learning outcome variable (Y). The family environment (X2) has a significant relationship to the learning outcome variable (Y). In the learning independence variable (X3) has a significant relationship to learning outcomes (Y).

b) Test the Coefficient of Determination (R2) Sub Structure 2

The coefficient of determination test (R2) is used to determine how far the model's ability to explain variations in exogenous variables affect endogenous variables can be seen in

the following table:

Table 5 Coefficient of Determination (R2) Sub-Structure 2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,723[a]	,523	,506	2,51009

a. Predictors: (Constant), Kemandirian Belajar, Lingkungan Keluarga, Motivasi Belajar

Based on the value of R Square (R2) the magnitude of the influence of learning motivation (X1), family environment (X2), and independent learning (X3) on learning outcomes (Y) is 0.523 or 52.3%, while the remaining is 47.7% influenced by other variables outside of the variable used. The magnitude of the influence of other variables is also called error, the error value can be calculated using the formula e = √(1 − $R\ Square$) then e2 = √(1 − $R\ Square$) = √(1 − 0.523) = 0.690. So, the magnitude of the variance in learning outcomes (Y) which is not influenced by the variables of learning motivation (X1), family environment (X2), and learning independence (X3) is 0.690.

c) Hypothesis Testing Test t Test Sub Structure Path Analysis 2

The t test is a test that aims to find out whether the independent variables partially or individually have an effect on the dependent variable:

Table 6 T Test Sub-Structure Path Analysis 2

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	48,601	4,128		11,775	,000
	Motivasi Belajar	,203	,054	,370	3,744	,000
	Lingkungan Keluarga	,170	,075	,209	2,263	,026
	Kemandirian Belajar	,118	,042	,277	2,841	,006

a. Dependent Variable: Hasil Belajar

Based on the results of the calculation of the t test carried out with the SPSS program, the learning motivation variable obtained by the t test value can be seen in the table above, the tcount is 3.744 and the ttable is 1.98827. So tcount > ttable (3.744 > 1.98827) and significance (0.000 <0.05), then Ho is rejected. Therefore, it can be concluded that the independent variable, namely learning motivation (X1) has a significant positive effect on the learning outcome variable (Y).

Based on the results of the calculation of the t test carried out with the SPSS program, the family environment variable obtained by the t test value can be seen in the table above, the tcount is 2.263 and the ttable is 1.98827. So tcount > ttable (2.263 > 1.98827) and significance (0.026 <0.05), then Ho is rejected. Therefore, it can be concluded that the independent variable, namely the family environment (X2), has a significant positive effect on the learning outcome variable (Y).

Based on the results of the calculation of the t test carried out with the SPSS program, the learning independence variable obtained the value of the t test. It can be seen in the table above, the tcount is 2.841 and the ttable is 1.98827. So tcount > ttable (2.841 > 1.98827) and significance (0.006 <0.05), then Ho is rejected. Therefore, it can be concluded that the independent variable, namely learning independence (X3) has a significant positive effect on the learning outcome variable (Y).

Then the path coefficient value is the Standardized Coefficient Beta value. Based on the path diagram, a structural equation can be made and the path diagram for the Sub-Structure 2 model can be described as follows:

Y = $\rho yx1.X1$+ $\rho yx2.X2$+ $\rho y3.X3$+$\varepsilon 2$

Y = 0.370.X1 + 0.209.X2 + 0.277.X3 + 0.690

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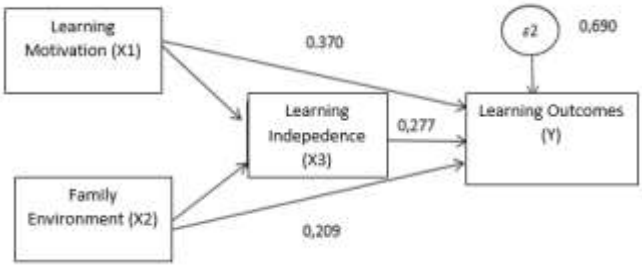


Figure 2 Sub-Structure Path Diagram 2

d) Hypothesis Testing F Test Sub-Structure Path Analysis 2

The F test can be seen in the Anova table which provides information on whether there is influence of learning motivation variables (X1), family environment variables (X2), and learning independence (X3) simultaneously on learning outcome variables (X3). The results of the F test can be seen as follows:

Table 4. 20 F Test Results for Sub-Structure Path Analysis 2

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	586.858	3	195.619	31.048	.000[b]
	Residual	535.547	85	6.301		
	Total	1122.404	88			

a. Dependent Variable: Hasil Belajar

b. Predictors: (Constant), Kemandirian Belajar, Lingkungan Keluarga, Motivasi Belajar

The significance value obtained in the above calculation is 0.000, meaning that the value is 0.000 <0.05. Then the calculated F value is 31,048 while the F table 2.71. From the calculation results it is known that F count is 31.048 > 2.71, then H0 is rejected and Ha is accepted. It can be concluded that the variables of learning motivation (X1), family environment (X2), and learning independence (X3) have a significant effect on the learning outcome variable (Y).

3) Influence Analysis between Variables

An analysis of the influence between variables was carried out to determine whether there was a direct effect, an indirect effect, and the total effect of the variables in the study. The following is a table of direct influence, indirect influence, and total effect of the path diagram model that has been formed as follows:

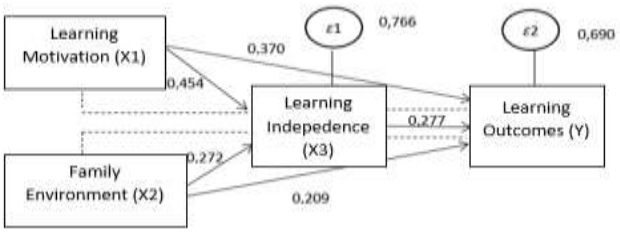


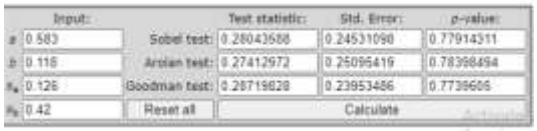
Figure 3 Results of Influence between Variables

Based on the table in the study, there are five direct effects and two indirect effects. The biggest direct effect in this study is the influence of learning motivation variables on learning independence and the smallest direct effect is the influence of the family environment on learning outcomes. In addition, the indirect effect with the greatest value is the influence of learning motivation on learning outcomes through independent learning. Meanwhile, the indirect effect that

has the smallest value is the family environment on learning outcomes through independent learning.

5. Sobel test

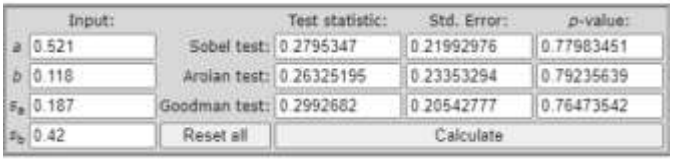
Testing personal hypotheses between variables used the data from the t test results on the t statistics value and the significance value, then the indirect effect for knowing the significance value was carried out using the Sobel test.



Input:		Test statistic:	Std. Error:	p-value:
a 0.583	Sobel test:	0.28043688	0.24531098	0.77914311
b 0.116	Aroian test:	0.27412972	0.25095419	0.78398494
s_a 0.126	Goodman test:	0.28719628	0.23953486	0.7738606
s_b 0.42	Reset all	Calculate		

Figure 4 Mediation Sobel Test between Learning Motivation and Learning Outcomes through Independent Learning

From the results of the Sobel test, the p-value was 0.77914311 (p > 0.05), so it can be concluded that the learning independence variable cannot mediate the learning motivation variable on learning outcomes.



Input:		Test statistic:	Std. Error:	p-value:
a 0.521	Sobel test:	0.2795347	0.21992976	0.77983451
b 0.118	Aroian test:	0.26325195	0.23353294	0.79235639
s_a 0.187	Goodman test:	0.2992682	0.20542777	0.76473542
s_b 0.42	Reset all	Calculate		

Figure 5 Mediation Sobel Test Between Family Environment Against Learning Outcomes Through Independent Learning

From the results of the Sobel test, the p-value was 0.77983451 (p > 0.05), so it can be concluded that the learning independence variable cannot mediate family environment variables on learning outcomes. The results of testing the hypothesis as follows:

1. There is an influence of learning motivation on learning outcomes (H1) is accepted
2. There is an influence of the family environment on learning outcomes (H2) is accepted
3. There is an influence of independent learning on learning outcomes (H3) is accepted
4. There is an influence of learning motivation on learning independence (H4) is accepted
5. There is an influence of the family environment on learning independence (H5) is accepted
6. There is an influence of learning motivation on learning outcomes through independent learning (H6) is rejected
7. There is an influence of the family environment on learning outcomes through independent learning (H7) is rejected

DISCUSSION

1. The Effect of Learning Motivation on Learning Outcomes

Learning motivation has an influence on learning outcomes. Based on the results of the analysis, it shows that the tcount is 3.744 > 1.98827 and with a probability value (p-value) of 0.000 <0.05. This shows that there is a positive and significant direct effect of learning motivation variables on learning outcomes. This is in line with research conducted by Almi Ranti Datu, et al., (2022) which examined the effect of learning motivation on learning outcomes in the midst of the Covid-19 pandemic that learning outcomes were influenced by the motivation of the students themselves. Then the results of research by Janah Sojanah, et al., (Sojanah & Kencana, 2021) and Fauzi and Satrianto (2020) state the importance of learning motivation in improving student learning outcomes.

2. The Influence of the Family Environment on Learning Outcomes

Family environment has an influence on learning outcomes. Based on the results of the analysis, it shows that the tcount is 2.263 > 1.98827 and with a probability value (p-value) of 0.026 <0.05. This shows that there is a positive and significant direct influence of the family environment on learning outcomes variables. This is in accordance with the results of research by Umi Chulsum (2017) and Rahmadian and Hasan Maksum (2020) that there is a significant and positive influence of the family environment on student learning outcomes. These results indicate that the better the family environment, especially the influence of parents, can also provide good learning outcomes.

3. The Effect of Learning Independence on Learning Outcomes

Learning independence has an influence on learning outcomes. Based on the results of the analysis, it shows that the tcount is 2.841 > 1.98827 and with a probability value (p-value) of 0.006 <0.05. This shows that there is a positive and significant direct effect of learning independence on learning outcome variables. This is in accordance with research by Ery Novita Sari and Zamroni (2019) and Gamar Assagaf (Assagaf, 2017) which suggests that student learning independence has a positive and significant influence on student learning outcomes. This can be interpreted that the higher the independence of student learning, the higher the learning outcomes. The results of this study are appropriate, because independent learning can affect learning outcomes. This is supported by Putri Wahyu Ningtiyas and Jun Surjanti (2021) that learning independence has a significant effect on student learning outcomes in online learning during the Covid-19 period.

4. The Effect of Learning Motivation on Learning Independence

Motivation to learn has an influence on the independence of learning to learn. Based on the results of the analysis, it shows that the tcount is 4.647 > 1.98827 and with a probability value (p-value) of 0.000 <0.05. This shows that there is a positive and significant direct effect of learning motivation on learning independence variables. This is consistent with research conducted by Nurul Laili (2021) which suggests that there is a positive and significant effect of learning motivation on student learning independence and research by Levina Dwi Kemalasari (2018) which suggests that the higher the learning motivation, the higher the student learning independence. Research by Margaretha Arista, et al., (2022) also said that learning motivation has a positive and significant effect on independence. Motivation in learning is a force that encourages students to become independent in carrying out learning activities. With strong motivation students will be able to develop the ability to become independent students in learning.

5. The Influence of the Family Environment on Learning Independence

Learning motivation has a positive effect on learning independence. Based on the results of the analysis, it shows that the tcount is 2.790 > 1.98827 and with a probability value (p-value) of 0.006 <0.05. This shows that there is a positive and significant direct effect of the family environment on the learning independence variable. These results are in accordance with the results of research by Sulistia Indah, et al., (2020), Mimin Yulia Riska (2021) suggests that there is an influence of the family environment on student learning independence. The family environment is the first and foremost environment in educating and developing attitudes including in creating independent learning for students. Then the results of research by Fernando Saragih (2020) suggest that the formation of student learning independence is largely determined by the role of the environment, especially from parenting parents can have a positive and significant influence in the formation of learning independence.

6. The Effect of Learning Motivation on Learning Outcomes Through Independent Learning

Learning independence cannot be a mediating variable for the indirect effect of learning motivation on learning outcomes. This is indicated by the Sobel test which produced a p-value of 0.779 (p > 0.05). The results obtained in this study are supported by the research of Aniyatul Sya'adah, M. Zainudin and Ali Mujahidin (2021) where learning independence does not affect student learning outcomes. This is also supported by Nadia Virany Khusnul Khotimah and Eko Wahjudi (2021) who state

learning outcomes cannot be influenced by independent learning because learning motivation is thought to have no influence on learning outcomes, this is due to the different conditions of learning motivation and student independence and can be seen from the student's actions during the learning process. Even though there is no significant effect between learning motivation on learning outcomes through independent learning, it does have a positive directional effect. It can be understood that motivation and independent learning are one of the factors that can influence student learning outcomes.

7. The Influence of the Family Environment on Learning Outcomes through Independent Learning

Learning independence cannot be a mediating variable for the indirect influence of the family environment on learning outcomes. This is indicated by the Sobel test which produced a p-value of 0.779 ($p > 0.05$). The results of this study provide family environment variables on learning outcomes through independent learning. This does not succeed in proving the effect of this relationship. However, in this study, although there was no significant effect between the family environment through independent learning, the family environment had a positive influence on learning outcomes.

The results obtained in this study are supported by the research of Hana Zafirotul Khusna, et.al (2021) where there is a positive but not significant effect of the family environment on learning outcomes. A family environment that supports children's learning has a positive effect on learning outcomes, where a better family environment will support student learning activities to obtain optimal results. Another study by Kharisma Hidayat (2014) stated that this study showed direct and indirect effects of independent learning and the family environment on learning outcomes.

CONCLUSION

Based on the analysis and research on the influence of learning motivation, family environment on student learning outcomes in class XI IPS at SMAN 59 Jakarta, the researcher can conclude that:

1. There is a positive and significant influence between learning motivation on student learning outcomes. This can be interpreted that the higher the student's learning motivation, the higher the learning outcomes obtained and conversely.
2. There is a positive and significant influence between the family environment on student learning outcomes. This can be interpreted that the more positive the family environment, the higher the learning outcomes obtained and conversely.
3. There is a positive and significant influence between learning independence on student learning outcomes. This can be interpreted that the higher the student's learning independence, the higher the learning outcomes obtained and conversely.
4. There is a positive and significant influence between learning motivation on student learning independence. This can be interpreted that the higher the student's learning motivation, the higher the results of student learning independence and conversely.
5. There is a positive and significant influence between the family environment on student learning independence. This can be interpreted that the more positive the family environment, the higher the results of student learning independence and conversely.
6. There is a positive and insignificant influence between learning motivation on student learning outcomes through independent learning. Learning independence cannot mediate the indirect effect of learning motivation on learning outcomes. If student learning motivation is low, it will also affect student independence in learning and will have an impact on student learning outcomes.
7. There is a positive and insignificant influence between the family environment on student learning outcomes through independent learning. Learning independence cannot mediate the

indirect effect of the family environment on learning outcomes. If the family environment is not conducive, this can affect student learning independence and will have an impact on student learning outcomes.

Suggestion

1. Students should be able to increase their learning motivation by arousing their enthusiasm and being actively involved in learning, besides that students are expected to be able to use a learning style that suits them.
2. Parents should provide understanding and attention to their children, provide encouragement and supervision to children. Parents should build good communication with their children and with the school to find out how their children are progressing at school.
3. Students are expected to be able to increase their learning independence by are expected to be able to increase their learning independence by planning and managing their own study time by having a good study schedule and utilizing available learning resources.

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