THE INFLUENCE OF FAMILY ENVIRONMENT AND STUDENT LEARNING DISCIPLINE ON LEARNING OUTCOMES OF ECONOMICS IN PRIVATE HIGH SCHOOL STUDENTS IN BEKASI CITY DURING THE COVID-19 PANDEMIC

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Abstract:
This study aims to analyze the influence of student learning dicipline and family environment on learning outcomes students at Bekasi. The method used in this research is descriptive quantitative. The reachable population in this study were all students of Bekasi region and the sample taken from the population was 339 students. The sampling technique is simple random sampling. Data collection was carried out using a questionnaire distributed via Google forms to 172 students. 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 the student learning dicipline and family environment influence on learning outcomes.

Background

National development is an effort to improve the quality of people and society which is carried out in a sustainable manner by utilizing advances in science and technology and paying attention to global challenges. The success or failure of national development is determined by the human factor that is creative, innovative, willing to work hard, intelligent, physically and mentally healthy and responsible. One way to produce human resources with these criteria is through education.

Educational goals can be seen from the success of the learning process which can be measured by student learning outcomes. Theresia (2017) learning outcomes are results obtained through the activities of certain subjects independently to find out how far the learning objectives have been achieved. Student learning outcomes are influenced by factors that come from within and outside themselves. Factors that come from within (internal) consist of physical factors such as health and physical condition as well as psychological factors such as intelligence, attention, interest, talent, motive and discipline. Factors that come from outside the individual (extrn) consist of family factors. Hasbullah (2017) The family is the oldest educational institution, which is first and foremost experienced by children. Its position as a natural educational institution makes the role of parents

responsible for nurturing, caring for, protecting and educating children so that they can grow and develop properly. Still in line with the opinion above, it can be said that family environmental factors are also an important factor and influence the achievement of student learning outcomes. As family members students always interact with other family members. Especially with parents because as parents who provide student learning facilities, finance student education and provide physical and psychological attention.

Slameto (2018) students who study will receive influence from the family environment in the form of: (a) the way parents educate children (b) the harmony of relationships within the family (c) the atmosphere of the household (d) the economic situation of the family (e) understanding of people parents towards children and (f) cultural background of parents. Parents who always try to instill good habits in children can motivate children to always study hard. Another factor that determines learning outcomes is student discipline which includes learning discipline at school and at home. Through discipline students will be able to further develop the abilities that students have well for the benefit of their learning. Efforts to increase value in economics learning are not easy because teaching and learning activities are very complex processes. Learning outcomes in economics subjects need to be encouraged as well as possible by the students themselves, teachers and parents.

Based on a survey in the midst of the COVID-19 pandemic conducted by researchers of one of the economics teachers at SMAS Widya Nusantara, SMAS Mutiara Baru, and SMAS Daya Utama, Bekasi City. a problem was found that during the COVID-19 pandemic, in accordance with government recommendations students studied online. There are still many students who do not follow, work on, and collect assignments that have been given in accordance with the discussion of economics material. The low awareness of students towards these tasks and obligations is influenced by several factors such as: student discipline and motivation. This research is expected to find an effective way to improve and foster a disciplinary attitude so that student learning outcomes can be maximized.

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 family environment and student learning dicipline. So based on the background described above, the researcher interested in conducting research entitled "The Influence of the Family Environment and Student Learning Discipline on Learning Outcomes in Economics Subjects for Private High School Students in the Bekasi City Region During the Covid-19 Pandemic".

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. Learning outcomes according to Dimyati and Mudjiono (2006) is a process to determine the extent to which students' ability to master learning after participating in teaching and learning activities at school, or the success that can be achieved by a student after participating in learning activities marked by the form of numbers, letters or certain symbols agreed upon by the education provider. Sudjana (2010), learning outcomes are abilities possessed by students after gaining learning experience. Learning outcomes are defined as the maximum results obtained by students after studying certain topics in the learning process.

Student learning outcomes can be influenced by many factors. These factors can come from within the student, or from outside the student or the surrounding environment. Factors that

influence learning are internal factors and external factors. Internal factors are factors that come from within a person, and external factors are factors that come from outside a person. These two factors can become an obstacle or support for student learning (Kurniawan et al., 2018). Based on several opinions submitted by experts, it can be synthesized that learning outcomes are a process to find out the abilities a student acquires in learning a topic in learning that can result in changes in behavior in students that can be observed and measured in the form of changes in knowledge, attitudes, and skills and marked with the form of numbers, letters or certain symbols.

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.

Family Environment

The family environment has an important role in influencing students to achieve success. The environment influences personal development. An individual or a person more or less gets education and knowledge from the environment. From the acquisition of education and knowledge, a person is finally formed to determine the purpose of his life. Ihsan (2011) argues that the environment can be interpreted as anything other than what is outside the child. The environment can be tangible things such as plants, people, states of faith, and other human endeavors (including education). The family environment has the first impact on personality formation. The family as the initial environment for the learning process is expected to be able to develop good study habits, so that it can guide children to achieve learning outcomes that are in line with expectations (Widana, 2016). 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.

Based on several opinions expressed by experts, it can be synthesized that the family environment is the environment where a person is born and first receives education, guidance and knowledge, and for the first time understands the values and guidelines that will be applied in everyday life and determines his life goals. Therefore the indicators used to measure the family environment are (a) How parents educate, (b) Harmonious family relationships, (c) Family circumstances, (d) Family economic conditions, (e) attention from parents

Student Learning Discipline

Cognitive learning theory where active student learning dicipline activities is an important thing. Discipline is a fairly common term for society, Maman Rachman (2018) states his opinion about discipline as a way to control oneself and the moral attitude of each individual or society in fostering an attitude of obedience and obedience to rules and regulations based on encouragement. and the realization that rose from within his heart. Umi Chulsum (Chulsum, 2017) also argues that learning discipline is a condition that is created and formed by a person through efforts to obtain new

behavioral changes. This is the result of his own experience in interacting with the environment which shows the value of obedience, obedience, order and order (Chulsum, 2017).

To measure the level of student learning discipline, an indicator of learning discipline is needed. According to the indicators mentioned by Moenir (Khairinal et al., 2020) it can be used to measure the level of student subjects in economics learning, namely: a) Discipline of time, including: 1) Punctual in learning, including arriving and leaving school on time, start and finish studying at school on time and start studying again at home, 2) Be present in learning activities, 3) Complete assignments according to the set time. b) Discipline in action, including: 1) Compliance with school rules, 2) Study hard, 3) Independent in learning, 4) Honest and 5) Pleasant behavior (Khairinal et al., 2020).

METHOD

This research was conducted at SMAN Bekasi. This research used a survey method to 172 respondent. This study uses descriptive research with a quantitative approach, in which all research data is in the form of numbers, starting from data collection, analyzing data as well as presenting the results of the research to achieve the objectives to be achieved by researchers, namely obtaining information relating to phenomena at the time do research. The method used in this study is a survey method using a questionnaire. The data used by researchers are primary data for family environment variables and student discipline variables and for learning outcomes variables using secondary data obtained from the research location. 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 statement on the family environment variable indicator. So, all of questions on the learning motivation variable, family environment, and family independence variable are valid.

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

Normality testing is carried out to see whether the data obtained is distributed correctly. To verify the validity of the data set, the Kolmogorov-Smirnov test and Normal Probability Plot (P Plot) were used in this test. The decision making criteria in the Kolmogorov-Smirnov test is based on a significant value, with a significant value > 0.05 considered normally distributed data. Conversely, if the significance value is <0.05, the data is not normally distributed.

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 student learning dicipline variable was 0.000 <0.05 and the deviation from linearity significance value was > 0.05. So it can be concluded that the variable student learning dicipline (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 > 0.05. So it can be concluded that the variable Family Environment (X2) 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.

Table. t-test

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	31,908	2,562		12,453	,000
Lingkungan Keluarga	,221	,031	,448	7,047	,000
Disiplin Belajar	,302	,047	,406	6,384	,000
a. Dependent Variable: Hasil Belajar					

From the results of the t test, the p-value was > 0.05, so it can be concluded that the student learning dicipline and family environment influence on learning outcomes.

DISCUSSION

Based on the results of the tests carried out, it can be said that the research data for class X, XI students majoring in social studies SMAS Widya Nusantara, SMAS Mutiara Baru, and SMAS Daya Utama Bekasi City are considered to have results that are in accordance with previous studies.

Learning Outcomes have a good relationship with the Family Environment Variable (X1). If a student's home environment improves, so will his learning outcomes; conversely if the student's family environment worsens, then the learning outcomes will also decrease. An increase in one unit value of the Family Environment will result in an increase in the value of Learning Outcomes by 0.221. This

shows that the more positive the student's family environment, the better the student's learning outcomes.

Learning Outcomes are positively related to Learning Discipline Variable (X2). The coefficient X2 is positive, indicating that if student learning discipline increases, learning outcomes increase, and vice versa if student learning discipline decreases, learning outcomes decrease. An increase in the value of the Discipline of Learning by one unit will increase the value of Learning Outcomes by 0.302. This shows that the higher the student's Learning Discipline, the higher the Learning Outcomes.

To calculate the hypothesis, the F test is calculated by obtaining a value of $Fhitung$ of 126,686 > $Ftabel$ of 3.05, it can be said that the Family Environment and Learning Discipline are simultaneously related to Learning Outcomes, which means the hypothesis is accepted. Furthermore, the t test was carried out by obtaining a value of t-test on the Family Environment variable (X1) of 7.047 and $ttable$ of 1.653. Based on the results of t-test > $ttable$ namely 7,047 > 1,653, it can be said that there is a partial relationship between Family Environment and Learning Outcomes, so this hypothesis is accepted. then the acquisition value of t-test on the Learning Discipline variable (X2) is obtained at 3.678. Based on the results of t-test > $ttable$, namely 6,384 > 1,653. So it can be said that there is a partial relationship between Learning Discipline and Learning Outcomes.

A young boy who grew up in a supportive environment at home has a positive impact. This makes sense given the first environment the direct impact on a child's behavior is his family. Children who grew up in a very supportive family reached the level higher learning; instead, the children who were brought up in families that do not support achieving the level of learning lower. This shows how the family environment affect academic results.

A happy and fun family environment will also be motivating children to study more actively and systematically. Inner relationship family and effective communication among family members as well contribute to a peaceful environment, but if the child experiences bad relationships, conflicts, or other problems in their family will be silent, lack communication, and participate actively in the process learning. involvement and will ultimately affect achievement education.

This is in accordance with the research conducted (Umar & Makalunsenge, 2020), (Rahmawati et al., 2018), (Monika et al., 2018), (Sagulu, 2018), and (Anggraini et al., 2017) that the family environment. simultaneous effect on learning outcomes. Elmia and Fauziah (2020) states that because of the value of student education in a family setting, the family has an impact on student achievement. Student learning outcomes are influenced by how parents teach, family relationships, home environment, family economic circumstances, parental awareness, and cultural context. From the statement above it can be concluded that, The importance of education obtained by students in a family environment can provide influence on student success. Student learning outcomes are influenced by the way parents teach, family relationships, home environment, circumstances family economy, parental awareness, and cultural context.

CONCLUSION

Based on the analysis and research on the influence of student learning dicipline and family environment on student learning outcomes, the researcher can conclude that:

1. There is a positive and significant relationship between family environment and the learning outcomes of $thitung > ttabel$ is 7,047 > 1,653. If the student's home environment improves, so does their learning outcomes; conversely if the student's family environment worsens, then the results learning will also decrease.
2. There is a positive and significant relationship between family environment and the learning outcomes of $thitung > ttabel$ is 6,384 > 1,653. shows that if the discipline of student learning

increases then the results learning increases, and vice versa if student learning discipline decreases then learning outcomes decrease.

3. 3. There is a positive and significant relationship between family environment and student learning discipline towards learning outcomes seen from *Fhitung* of 126,686 > *Ftabel* of 3.05. if the family environment and high learning discipline will improve learning outcomes student. Vice versa, if the family environment and discipline student learning is low then learning outcomes will decrease.

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