

Analysis of Environmental Conditions and Its Effects Towards The Success of Student Learning in Senior High School in Subdistrict Kampar Timur

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Abstract

This study aims to analyze the environmental conditions and their influence directly and indirectly on the success of student learning in high schools in Kampar Timur Subdistrict. The data used consists of primary and secondary data. The data is collected using questionnaires and documents. The study population was 567 high school students in Kampar Timur Subdistrict with a sample of 235 students taken by proportional random sampling. The analytical method used is path analysis. The results of the analysis show that family environment and community environment variables directly influence the school environment by 13.54% and 4.58%. Then the variable school environment, family environment and community environment affect the success of learning. The direct effect of the school environment on learning success is 24.70%. While the total direct and indirect influence of the family environment is 12.82% and the community environment is 4.84%.

Keywords: School Environment, Family Environment, Community Environment and Student Learning Success.

Introduction

Learning can be said to be successful if the learning objectives can be achieved by students or in other words learning success can be said to be successful if the learning objectives have been achieved by students. Learning success is the skill of a business or experiential exercise in the form of behavioral change that includes the cognitive, psychomotor and affective domains (Sudjana, 2011).

The success of an education is measured through the three domains, but in this study, the authors chose the cognitive domain as the object of research, because the cognitive domain is a domain related to the ability of students to master the contents of teaching materials. The cognitive domain is the domain most widely used as a determinant of student success or learning achievement. In general, the success of students on cognitive aspects is expressed by the scores obtained by students both through the results of the Midterm Examination, Semester Final Examination, and National Examination

Learning achievement is used as a benchmark to determine the quality and development of human resources. Therefore, to determine student achievement, each school has a Minimum Mastery Criteria (KKM) as a reference or standard in assessing student learning achievement. But in reality sometimes the learning achievement is not as expected. This condition is also experienced by Senior High School (SMA) in Kampar Timur Subdistrict, namely State Senior High School (SMAN) 1 Kampar Timur and SMAN 2 Kampar Timur. Preliminary research results indicate that students' midterm exams are still low. The following is data on the average value of students' midterm exams on even semester semester economic subjects in 2017/2018.

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Table 1. List of Recapitulation of Average Values Results of Mid-Semester Examinations (UTS) Economics Subjects in Kampar Timur Sub-Districts Even 2017 Semester Periods

No	School name	Class	Number of students	KKM Average value	Students who reach KKM		Students who do not reach the KKM		
					Total	%	Total	%	
1	SMA 1	X IPS	145	68,90	60	86	59,31	59	40,61
2		XI IPS	135	72,12	70	77	57,04	58	42,96
3		XII IPS	146	70,13	75	72	49,31	74	50,69
Total			426	-	-	235	-	191	-
Average			-	70,38	-	-	55,22	-	44,75
1	SMA 2	X IPS	50	67,34	60	24	48,00	26	52,00
2		XI IPS	46	68,12	68	22	47,83	24	52,17
3		XII IPS	45	70,13	72	23	51,11	22	48,89
Total			141	-	-	69	-	72	-
Average			-	68,53	-	-	48,98	-	51,02

Source: SMA of Kampar Timur Sub-district, 2018

Based on the data in table 1 it is known that some students still have grades below the KKM. This condition shows that the midterm scores of high school graduate students in Kampar Timur Subdistrict are still low. These results indicate that the achievement of students' learning achievements in economic subjects is still low. This condition reflects that the learning process in high schools in Kampar Timur Sub-district has not been maximally successful as evidenced by the low student achievement in economic subjects in social studies class at SMAN 1 Kampar Timur and in social studies class at SMAN 2 Kampar Timur. This is certainly inseparable from the factors that influence both the factors originating from within the student (internal) and factors originating from outside the student (external).

Ahmadi and Supriyono (2010), stated the success of learning achieved by a student is the result of interaction between various factors that influence it. The influencing factors are divided into two factors, namely factors originating from oneself (internal) and factors originating from outside oneself (external). Internal factors are factors that originate from within students, including physical, psychological, and physical and psychological maturity factors. Physical factors such as the five senses that do not function as they should, the malfunctioning of the glands of the body that carry abnormalities of behavior. While psychological factors such as intelligence, talent, attitude, habits, interests, needs, and motivation.

External factors are factors that originate from outside the student self in the form of culture, physical environment, religious spiritual environment and social factors. Cultural factors include customs, science, technology, and art. Physical environmental factors such as home facilities and learning facilities. Learning facilities include study rooms, desks, lighting chairs, stationery, and textbooks. Social factors include the family, school and community environment. These factors interact with each other directly or indirectly in influencing learning achievement.

Suwardi (2012) in his research proves that the learning environment which includes the school environment, family, and community influences learning success, but the effect is relatively small when compared with other psychological

factors of students. The same result was also proved by Kurniawan, Wiharna, and Permana (2017) who also proved that the social environment (school, family and community) was a less dominant factor in influencing learning outcomes compared to interests, motivation and attention, including teaching methods and media learning. These results indicate there are differences in the effect of each environmental condition on student success. However, some research on the influence of the learning environment shows that the learning environment is more dominant than the teacher competency as stated by Rustiana (2012) researching the influence of the learning environment and teacher professional competence on student achievement, Anggraini (2017) which proves that the percentage of environmental influence learning is higher by 57.3% compared to learning discipline by 44.4%. Other research conducted by Munawarah (2015) which proves that the learning environment is more dominant than the learning style in influencing student achievement.

The difference in these results makes the writer interested in following up on the factors of student learning environment which includes the conditions of the family, school and community environment, given that the environment is a part that also directly contributes to learning success, without the presence of good environmental support, students will have difficulty in doing learning activities, both in terms of the community, school and family environment. Students with conditions that are not conducive community environment will interfere with other internal factors such as student comfort will be disrupted which will ultimately affect student behavior in learning.

The same thing also happens to family environment factors, if students have a less harmonious family environment, for example the atmosphere of a house that is always noisy or frequent fights will cause psychological disturbances for their children which will ultimately disrupt children's learning motivation in the family. Likewise with the school environment factors, for example teachers who provide learning with learning methods that tend to be monotonous will result in reduced student enthusiasm in understanding the lessons given, but vice versa if the school environment is conducive, for example the creation of conformity of the teaching style of the teacher with the condition of the students, the relationship between teachers and students are good, it will greatly affect the success of student learning.

According to Wirowidjojo (in Slameto, 2010) the family environment is the first and foremost educational institution, because in this family the child first gets education and guidance. The family environment is very influential on the success of students to get good learning outcomes this is reinforced by the book Djali (2012), namely the situation of the family (father, mother, siblings, and family) very influential on the success of children in the family, education of people parents, economic status, residence, percentage of parent relationships, words, and parental guidance, influence the achievement of children's learning outcomes. Dalyono (2012) mentions that psychologically, the environment includes all stimulation received by individuals from the time of conception, birth to death. Stimulation for example in the form of: the characteristics of "genes", interaction "genes", tastes, desires, feelings, goals, interests, needs, volition, emotions, and intellectual capacity.

Karwati (2014) states that the school environment is all conditions in the school, which affect the behavior of school residents, especially teachers and students. A comfortable school environment must provide a playing field, shady trees, sanitation systems and water catchment wells, clean toilets, clean toilets, garbage dumps, places of worship, healthy canteens, a supportive school environment, school buildings that are sturdy and healthy .

Community environment is an environment outside the household and is the third environment after the family and school. In this community environment, many children find various kinds of experiences and associates. The community environment is a broader scope that will give another style to individuals. Community environment is the environment where children live, including children's friends outside of school (Dalyono, 2009).

As mentioned above, the success of student learning is influenced by social environmental factors which include the family, school, and community. The family environment is the first and foremost factor determining a person's learning success. Students who have a harmonious family environment can be a determinant of student success, but if students have a bad family environment conditions will hinder the achievement of student learning success. Student activities in the community, bargaul friends and community life forms contribute to influencing students. Students in a community environment that is not conducive will disrupt the learning achievement that students have done at school, but when students are in a conducive community environment, the learning outcomes that students have obtained at school will further develop. The community environment is the third environment after the family environment and the school environment, so for children who want to get an education, both education how to solve problems, behavior and morals, so that will make the child smart.

The reason the authors chose two schools as a place of research is due to several factors. First, judging by the status of the school. Both schools are schools with state status. Second, seen from research. In these two schools, no research has been conducted on the analysis of student learning success based on environmental conditions. Third, judging from the location, the two schools are in the same area, which is located in Kampar Timur subdistrict, but SMAN 1 is located in the capital of the subdistrict, of course, it has environmental conditions. which is different if compared to SMA 2 where SMAN 2 is farther away from the subdistrict capital, but the findings in the field are known that students' learning success still has not yet reached KKM.

Research Methods

This research uses a quantitative approach. This research uses the correlational method. Arikunto (2010) states that research using the correlational method is a research that aims to find out whether there is a relationship between two or several other variables, the size or height of the relationship is expressed in the form of correlation coefficient, which is to describe the relationship between the conditions of the learning environment which includes the family environment,

schools and the community towards the success of student learning in economic subjects in high schools throughout Kampar Timur subdistrict.

The population in this study were high school students in Kampar Timur subdistrict in the academic year of 2017/2018 with 567 students divided into two schools namely SMAN 1 Kampar Timur and SMAN 2 Kampar Timur. The sampling technique used by the author is to use Proposional Random Sampling. Meanwhile, to determine the number of samples from the total population, the authors used the Slovin formula with a total sample of 235 people

To conduct data analysis, data processing is carried out using path analysis. Path analysis is a pattern of relationships between variables in order to find out the direct and indirect effects of a set of independent (exogenous) variables on a bound (endogenous) variable. In accordance with the above framework, two structural equations can be made, namely the regression equation that shows the hypothesized relationship.

Research Results and Discussion

Based on the calculation of the path coefficient of the residual/error calculation, the relationship paths $X_2 - X_1$ and $X_3 - X_1$ maka can find the structure path equation 1 as follows:

$$X_1 = 0,368X_2 + 0,214 X_3 + 0,869$$

This means that the equation shows that the family environment variable (X_2) has a significant direct effect on the school environment (X_1) of 0.368 and the community environment variable (X_3) also has a significant direct effect on the school environment (X_1) of 0.214. From this it is known that there is an influence of family and community environment on the school environment with an error 0.869.

Based on the calculation of the path coefficient and the calculation of the residual/error, the path relationships $X_1 - Y$, $X_2 - Y$ and the relationship $X_3 - Y$ can be found in the path structure equation 1 as follows:

$$Y = 0.497 X_1 + 0.175 X_2 + 0.114 X_3 + 0.756$$

This means that the equation shows that the school environment has a significant direct effect on learning success of 0.497 and the school environment has a significant direct effect on learning success of 0.175 and the community environment has a significant direct effect on learning success of 0.114 with an error of 0.756.

Direct and Indirect Contributions

Based on the regression calculation, it can be explained direct contribution and indirect contribution between variables as follows:

Table 2. Direct and Indirect Contribution to Variables

Variable	Direct	Indirect	Total	SE
$X_2 \rightarrow X_1$	0,368	-	0,368	13,54%
$X_3 \rightarrow X_1$	0,214	-	0,214	4,58%
$X_1 \rightarrow Y$	0,497	-	0,497	24,70%
$X_2 \rightarrow Y$	0,175	$0,368 * 0,497 = 0,183$	0,358	12,82%
$X_3 \rightarrow Y$	0,114	$0,214 * 0,497 = 0,106$	0,220	4,84%

Source: Processed Data

Based on the table above it is known that the family environment variable (X2) gives a direct influence on the school environment (X1) of 13.54%. The community environment variable (X3) has a direct influence on the school environment (X1) of 4.58%. School environment variable (X1) gives a direct influence on learning success (Y) of 24.70%. The family environment variable (X2) gives direct and indirect effects on learning success (Y) through the school environment (X1) of 12.82%. Community environment variable (X3) gives direct and indirect influence on learning success (Y) through the school environment (X1) of 4.84%.

Influence of Family Environment Against School Environment in High Schools in Kampar Timur Subdistrict

Based on data analysis and hypothesis testing that has been carried out in this study, the results obtained indicate that there is a significant influence between the family environment on the school environment in high schools in the Subdistrict of Kampar Timur. This means that the more conducive family environment conditions will have an impact on the better the school environment of students, because students who have a comfortable family environment will be carried by students in the school environment that will affect students in the condition of the school environment.

The results of this study are in line with research conducted by Raharja (2013) stating that education in the family emphasizes the personality of children which is useful in models for a good life and influences the educational environment in schools. The results of this study support the theory with educational facilities, have a relationship Djaali (2012) which says that the habits of children in school are a reflection of the habits they do at home. The influence between the family environment on the environment that is as a bridge the role of parents in children's learning activities, as stated by Hasbullah (2012) in a family is not always available opportunities and the ability to provide education to their children, so the family surrenders its responsibilities to the school.

Based on this it can be seen that the condition of the school environment is only influenced by the family environment of the student, if the harmony of students in a high family environment, then the social relations of students at school will also tend to tend to be high otherwise students who are in a family

environment experience a commotion it will carry over into the relationship social in the school environment.

The Influence of Community Environment on School Environment in High Schools in Kampar Timur Subdistrict

Based on data analysis and hypothesis testing that has been done in this study, the results obtained indicate that there is a significant influence between the community environment on the school environment in high schools in the Subdistrict of Kampar Timur. This means that the more conducive the environmental conditions of the community will have an impact on students who will be carried away in the school environment, the more conducive the environmental conditions of the community will have an impact the better the school environment of students, because the community is an environment where students interact in daily interactions so that environmental conditions the community will influence the school environment of students.

The results of this study are in line with research conducted by Raharja (2013) stating that education in society tends to be social relations that are free, education in society formed by peer groups at home and peers at school both of which exert less positive influence. The results of this study support the theory of Sundari and Solikin (2018) stating that the community environment is always growing and developing, it has its own identity or characteristics in accordance with its socio-cultural and economic background where the identity and development of the community will more or less affect the school. 2012) states that the community environment is an environment that is outside the household and is the third environment after family and school where in this community children find many kinds of experiences and friends hang out and is the environment where children live, including children's friends outside of school

Based on this, it can be seen that the condition of the school environment is only influenced by the community environment, if students are in a community environment that supports education and has harmonious neighboring relations, with conducive community activities it will have an impact on good student relationships and will be carried away in relationships social conditions in the school environment are also getting better.

The Effect of School Environment on Learning Success in Economic Subjects in High School Students in Kampar Timur Subdistrict

Based on data analysis and hypothesis testing that has been carried out in this study, the results obtained indicate that there is a significant influence between the school environment on the success of learning in economic subjects in high school students in Kampar Timur District. This means that a good school environment will have a positive impact on student success and vice versa when the school environment is not good it will have a negative impact on student success.

The results of this study support the theory put forward by Shah (2009) the state of the school also influences the level of learning success, the same was also stated by Djali (2012), stating that the school environment consisting of school buildings, teacher quality, educational instrument sets, school environment , and

the risk that classmates and teachers can influence student learning activities. Schools become a very dominant vehicle for the influence and formation of a student's attitudes, behavior and achievements. School is a structured educational environment, has a good system and organization for instilling ethical, moral, mental, spiritual, disciplinary and scientific values, so that the application of appropriate management is needed. Sumarno (2012) states that to apply knowledge management in schools can be done through the application of the principles of knowledge creation and the application of participatory leadership to the creation of schools as learning organizations through existing individual learning processes.

Based on this it can be seen that the success of student learning one of which is influenced by the student's school environment, if the school environment is good, it will have a positive effect on student success, otherwise if the school environment is not good, it will have a negative effect on student success. The condition of the school environment is very good in influencing student learning success including providing adequate supporting facilities (infocations, reference books, chairs, blackboards, desks, learning media), the existence of a school library that provides adequate textbooks or social relationships within the school environment created by having students greet with the teacher while in the school environment. The condition of the school environment that has a negative impact on learning success can be a noise in the area of the school environment is clearly heard even though you are in the classroom so that it can interfere with the learning process.

Effect of Family Environment on Learning Success in Economic Subjects in high school students in the Kampar Timur Subdistrict

Based on data analysis and hypothesis testing that has been done in this study, the results obtained indicate that there is a direct and indirect influence between the family environment on the success of student learning in economic subjects through the school environment in high schools in the Kampar Timur Subdistrict. This is because in this study the family environment influences the school environment, so that the indirect relationship between the family environment on the success of learning through the school environment exists.

The results of this study are in line with research conducted by Kurniawan, Wiharna, and Permana (2017) which also proves that the family environment is a factor that influences learning outcomes compared. So, family relationships with schools are an important element in the success of student learning. Schools can bridge the role of parents in children's learning activities or create a family relationship with the school, as stated by Hasbullah (2012) in a family, opportunities are not always available and the ability to provide education to their children, so families give their responsibilities to the school.

The results of this study are in line with research conducted by Muhammad Akbar Ridho (2011) which proves that there is a positive influence between the family environment, on student achievement with a percentage of influence of 52% while 48% is influenced by other variables. The same result was proved by Enceng Yana and Neneng Nurjanah (2014) which proved that there

was an influence of the family environment on student achievement in Economics in Class XI Social Study (IPS) at SMAN 1 Ciledug, Cirebon Regency.

Based on these results it is explained that the better the condition of the family environment will support the learning process carried out at school, so that the good or bad condition of the family environment will affect the learning process of students at school, because of the disruption experienced by students that will be carried by students during the process learning in school. Environmental conditions that can support learning success include parents reminding to study at home and directing to always learn when they are at home, including the condition of familiarity with all your siblings, while family environmental conditions that can hamper the achievement of learning outcomes for example, space for learning a house full of messy things, and no quiet room to study.

The Influence of Community Environment on Learning Success in Economic Subjects in high school students in Kampar Timur Subdistrict

Based on data analysis and hypothesis testing that has been done in this study, the results obtained indicate that there is a direct and indirect influence between the community environment on the success of student learning in economic subjects through the school environment in high schools in Kampar Timur Subdistrict. This is because in this study the community environment has an influence on the school environment, so that an indirect relationship between the community environment on the success of learning through the school environment exists.

The results of this study are in line with research conducted by Kurniawan, Wiharna, and Permana (2017) which proves that the community environment is a factor that can influence learning outcomes compared. The same thing was proven by Yuliyatun (2012) that the Social Environment can influence learning achievement.

Dalyono (2012) states that the community environment is an environment outside the household and is the third environment after the family and school. In this community environment, many children find various kinds of experiences and associates. The community environment is a broader scope that will give another style to individuals. Community environment is the environment where children live, including children's friends outside of school, so that if the community environment is not conducive, it will certainly affect the psychological condition of students which will hinder the learning process of students at school.

So, if students are in a bad community environment, it will result in disruption of student activities in the community that will have a negative impact on student development in daily life. The poor condition of students in community life will make it difficult for students to concentrate in participating in learning because of the conditions carried by students both within their family environment and during the learning process at school which in the end is disturbed by the achievement of student learning success at school. Good community environmental conditions in influencing learning success include students joining with people in the home environment but not taking up your study time at home and peer friends do not influence to neglect school work to go out, while the

environmental conditions of the community are still bad in influencing learning success including student activities in following activities in the community interfere with learning activities.

Conclusions and Suggestions

Conclusions

1. The family environment has a significant effect on the school environment. The higher the support from the family environment, the better the school environment which means the more conducive condition of the family environment will have an impact on the better the school environment of students, because students who have a comfortable family environment will be carried by students in the school environment that will affect students in in the condition of the school environment.
2. The community environment has a significant effect on the school environment. The more conducive the condition of the community environment will have an impact on students who will be carried in the school environment, the more conducive the condition of the community environment will have an impact the better the school environment of students, because the community is an environment in which students interact in daily interaction so that the condition of the community environment will affect the school environment of students.
3. The school environment has a significant effect on student learning success in economic subjects. The higher the support from the school environment, the higher the success of student learning in economic subjects, this is because the more conducive the school environment, the learning process will run smoothly, so that it will facilitate the achievement of learning objectives.
4. Family environment has a significant effect on the success of student learning in economic subjects. The higher the support from the family environment, the higher the success of student learning in economic subjects, because when the school environment is not good it will disrupt the condition of students in learning so that the success of student learning will decrease.
5. The community environment significantly influences the success of student learning in economic subjects. The higher the support of the community environment, the higher the success of student learning in economic subjects, this is because if the environmental conditions of the community are not conducive it will disrupt students' daily social life which certainly has a negative impact on student development which will ultimately reduce the level of student success in learning.
6. Family environment indirectly influences learning success through the school environment on economic subjects in high school students in Kampar Timur District, which means that the learning success achieved within the school environment is related to the potential possessed or brought by students which are influenced by family environmental factors student.
7. Community environment indirectly influences learning success through the school environment on economic subjects in high school students in Kampar Timur District, which means that the success of learning achieved within the

school environment is related to the potential possessed or brought by students which are influenced by community environmental factors student.

Suggestions

- a. Students should further enhance their learning success in order to increase the achievement of overall learning goals. This can be done by practicing their positive abilities towards the subject, being active and always trying to evaluate errors in understanding the subject matter.
- b. Teachers as educators should be able to maintain or improve the conditions of student learning environment by increasing the relationship between students and fellow teachers
- c. Schools should further improve the conditions of the school environment, by providing adequate support facilities so that students are more stimulated to learn and always maintain harmony in the school environment.

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