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The Influence of Family Environment and Learning Motivation on Learning Outcomes in Economics Subjects

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ABSTRACT

Purpose of the study: The aim of this research is to determine whether there is an influence of family environmental variables and learning motivation simultaneously on learning outcomes in economics subjects. To determine whether or not there is a partial influence of family environmental variables on learning outcomes in economics subjects. And to find out whether there is a partial influence of learning motivation variables on learning outcomes in economics subjects.

Methodology: This type of research is descriptive quantitative with survey methods. The population in this study was class X high school students, totaling 450 students with a sample size of 82 respondents. Sampling used the proportionate random sampling technique by lottery. The research data collection technique uses a questionnaire. Data validity was obtained through the results of a tryout conducted on 30 respondents. The data analysis technique used is multiple linear regression analysis technique.

Main Findings: Based on this research, (1) There is a significant influence between family environment variables and learning motivation simultaneously on students' economics learning outcomes; (2) Family environment variables partially have a significant influence on students' economics learning outcomes; (3) Partial learning motivation variables also have a significant influence on students' learning outcomes in economics subjects; (4) The coefficient of determination (R square) of 0.455 or 45.5% indicates that the family environment and learning motivation together influence 45.5% of student learning outcomes in economics subjects.

Novelty/Originality of this study: This research investigates the influence of family environmental variables and learning motivation simultaneously on learning outcomes in economics subjects. Previous studies may not have combined these two variables simultaneously in the same context. This research also partially tests the influence of family environmental variables on learning outcomes in economics subjects.

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1. INTRODUCTION

Education is a determining factor in the quality of a nation [1]. Education in human life is an absolute need that must be fulfilled throughout life. Education can play a role in creating an intelligent, peaceful and

democratic life [2]–[4]. To improve the quality of national education, various efforts that can be made are curriculum renewal, improving the quality of teaching staff, improving educational facilities and infrastructure, structuring education management and implementing information technology in education. There is development, especially in the field of education, so in this case teachers play an important role in developing quality educational strategies that are easy to understand by students by understanding concepts that can provide motivation to students [5], [6].

Learning is an activity in which there are many factors that can influence the quality of the learning outcomes [7], [8]. These factors can come from within the student (internal) and also from outside the student (external). Internal factors relate to students' physiological and psychological conditions such as health conditions, intelligence, interests, talents, attitudes, motivation and ways of learning [9], [10]. Meanwhile, external factors relate to the social environment and non-social environment where the student is, such as the family environment, school environment and surrounding community environment [11].

The environment is an external factor that can influence the formation of children's attitudes, character and thinking. In the scope of the social environment, one environment that has a very important role in a child's life is the family environment. The family is the primary environment and the first informal educational institution that influences the learning process and development of children. The family environment has a significant influence on the learning outcomes achieved by students.

Judging from students' internal conditions, one of the factors that can influence student learning outcomes is motivation. Motivation can be an encouragement that can move someone to do something optimally [12], [13]. In the learning process, students need learning motivation to be able to encourage seriousness and enthusiasm for learning so that they are able to achieve maximum learning results. Students who do not have motivation to learn may experience difficulties which can impact their learning outcomes. Learning motivation has a significant effect on student learning outcomes, and there is a positive relationship between learning motivation and student learning outcomes [14].

Based on observations made by researchers, it can be said that the learning motivation of class X students in high school is still low. This can be seen, among other things, from students' lack of awareness and readiness to learn. When the lesson starts until the teacher starts explaining the material, some students still haven't prepared notebooks or textbooks that are used as student guides, so the teacher has to remind and instruct the students first. During the lesson, some students did not pay attention and talked to their friends when the teacher delivered the material. Some students even looked daydreaming and bored and showed a lack of enthusiasm for studying. Apart from that, most students still seem less active in participating in lessons so that teaching and learning activities tend to be teacher-centred. Based on the background of this problem, the author is interested in conducting research with the title "The Influence of Family Environment and Learning Motivation on Learning Outcomes in Economics Subjects". The aim of this research is to determine whether there is an influence of family environmental variables and learning motivation simultaneously on learning outcomes in economics subjects. To determine whether or not there is a partial influence of family environmental variables on learning outcomes in economics subjects. And to find out whether there is a partial influence of learning motivation variables on learning outcomes in economics subjects.

2. RESEARCH METHOD

This research is included in quantitative descriptive research with survey methods. This research aims to investigate the situation or obtain data regarding whether or not there is an influence between the family environment and learning motivation on the learning outcomes of class X students in high school economics which was obtained by circulating questionnaires. Data analysis in this research is quantitative/statistical to test the hypotheses that have been established, the results of which are then presented descriptively.

The research was carried out at the high school level. The population in this study were all class X high school students, totaling 450 students. In this research, the basis for sampling was calculated using the formula from Solvin. So it was found that the sample in this study was 82 students. This research uses the Proportionate Random Sampling technique, namely sampling is carried out by taking subjects from each group that are determined to be balanced by the number of subjects in each group, then samples are taken at random.

Data collection techniques are the methods used to obtain the data needed in research using certain instruments. In this research, the data collection methods used were documentation and questionnaires. The document used in this research is a list of final semester test scores in economics lessons for class X students in high school. Meanwhile, the questionnaire in this research aims to obtain data regarding the family environment and students' learning motivation regarding learning outcomes in economics subjects.

Data analysis is an activity after data from all respondents or other data sources have been collected [15], [16]. The analysis technique in quantitative research is using statistics. Descriptive analysis technique is a type of data analysis that is intended to reveal or describe the circumstances or characteristics of each research variable [17], [18]. For data analysis, this research used analysis of variance (Anova). To be able to use this

analysis, there needs to be prerequisite tests that must be met, these prerequisite tests are the normality test and homogeneity test.

The data that has been collected completely and correctly is then analyzed to test hypotheses and as a basis for drawing conclusions. In the research there are two independent variables, namely family environment (X1) and learning motivation (X2) and one dependent variable, namely learning outcomes (Y), so in this research the data analysis technique used is multiple linear regression analysis , F test, T test, and coefficient of determination (R Square). To be able to use this analysis, there needs to be prerequisite tests that must be met, these prerequisite tests are the normality test, linearity test, multicollinearity test and heteroscedasticity test.

3. RESULTS AND DISCUSSION

3.1. Results

The research entitled "The influence of family environment and learning motivation on learning outcomes in economics subjects" consists of two independent variables, namely family environment (X1) and learning motivation (X2), and one dependent variable, namely learning outcomes (Y). Data collection was carried out by distributing questionnaires to students. Description of research data for each variable obtained from distributing questionnaires. The following is data on family environment variables.

Table 1. Results of Family Environment Variable Data Description

Interval	Frequency	Percentage	Mean	Std. Deviation	Minimum	Maximum
20 - 28	0	0%	57.11	6.354	43	74
29 - 37	0	0%				
38 - 46	2	2%				
47 - 55	33	40%				
56 - 64	35	43%				
65 - 73	11	13%				
74 - 80	1	1%				

Based on the table above, it is known that the frequency distribution of family environment variables is highest in interval number 5, namely in the data range 56-64 with a frequency of 35 respondents or 43%. The minimum score obtained from the family environment variable questionnaire was 43 and the maximum score was 74 with a mean or average value of 57.11, and a standard deviation value of 6.354. Furthermore, the results of the student learning motivation variable data are shown in the table below.

Table 2. Results of Learning Motivation Variable Data Description

Interval	Frequency	Percentage	Mean	Std. Deviation	Minimum	Maximum
15 - 20	0	0%	47.26	5.586	37	59
21 - 26	0	0%				
27 - 32	0	0%				
33 - 38	3	4%				
39 - 44	25	30%				
45 - 50	29	35%				
51 - 60	25	30%				

Based on the table above, it is known that the highest frequency distribution of the learning motivation variable is in interval number 6, namely in the data range 45-50 with a frequency of 29 respondents or 35%. The minimum score obtained from the learning motivation variable questionnaire was 37 and the maximum score was 59 with a mean or average value of 47.26, and the standard deviation value was found to be 5.586. Furthermore, the table below shows the results of student learning outcome variable data.

Table 3. Results of Data Description of Learning Outcome Variables

Interval	Frequency	Percentage	Mean	Std. Deviation	Min	Max
1.00 - 1.30	0	0%	2.603	.29249	2.10	3.75
1.40 - 1.70	0	0%				
1.80 - 2.10	4	5%				
2.20 - 2.50	47	57%				
2.60 - 2.90	23	28%				
3.00 - 3.30	7	9%				
3.40 - 4.00	1	1%				

Based on the table above, the highest frequency distribution of learning outcome variables is in interval number 4, namely in the value range 2.20-2.50 with a frequency of 47 respondents or 57%. It is known that the minimum value of student learning outcomes as respondents in this study is 2.10 and the maximum value is 3.75 with a mean or average value of 2.603, and the standard deviation value is known to be 0.29249.

Before carrying out hypothesis testing, the data used for statistical analysis using multiple regression techniques must meet several requirements. The normality test is used to determine whether the data to be analyzed is in the form of a normal distribution or not [19], [20]. The normality test in this study used the One Sample Kolmogorov-Smirnov method.

Table 4. Normality Test Results

Variable	Asymp Sig. (2-tailed)	Conclusion
X_1	.694	Normal
X_2	.535	Normal

Based on the table of normality test results above, it can be seen that the significance value (Asymp Sig) of variables X1 and X2 is greater than 0.05, namely 0.694 and 0.535, so it can be concluded that the data is normally distributed. The linearity test aims to determine whether two variables have a linear relationship or not. The results of the linearity test in this study show that there is a linear relationship between variable X (family environment and learning motivation) and variable Y (learning outcomes).

Multicollinearity is used to test whether a correlation is found in the regression model between independent variables. The results of the multicollinearity test are shown in the table below.

Table 5. Multicollinearity Test Results

Model	*Collinearity Statistics*	
	Tolerance	VIF
X_1	.978	1.023
X_2	.978	1.023

Based on the results of the multicollinearity test, it can be seen that the VIF coefficient for the family environment variable (X1) is 1.023 with a tolerance figure of 0.978. Likewise, the VIF coefficient for the learning motivation variable (X2) is 1.023 with a tolerance figure of 0.978. The VIF value of each variable is around 1, and the tolerance is close to 1, so it can be concluded that there is no multicollinearity problem or there is no relationship between the independent variables.

Heteroscedasticity is used to find out whether in a regression model there is an inequality in the variance of the residuals. The results of the heteroscedasticity test show that the points depicted on the graph are spread out and do not form a particular pattern, so it is indicated that there is no heteroscedasticity problem. The results of this research indicate that the regression model is suitable for predicting learning outcome variables based on family environment variables and learning motivation.

Hypothesis testing is a step to prove the statements put forward in the hypothesis findings. A hypothesis will be accepted if the data collected can support the hypothesis statement and vice versa will be rejected if the data does not support it. After carrying out calculations using the SPSS 17.0 program, the regression coefficient values were obtained as shown in the following table.

Table 6. Results of Multiple Linear Regression Analysis

Model	*Unstandardized Coefficients*		*Standardized Coefficients*	t	Sig.
	B	Std. Error	Beta		
(Constant)	.367	.281		1.309	.194
X1	.017	.004	.365	4.349	.000
X2	.027	.004	.516	6.140	.000

Based on the coefficient table, the regression equation obtained is as follows:

$$Y= 0.367+ 0.017\ X_1+ 0.027\ X_2$$

The regression equation above can be interpreted as follows:

a. The constant of 0.367 states that if the family environment (X1) and learning motivation (X2) in mathematics are 0, then the value of student learning outcomes (Y) is 0.367.

b. The regression coefficient for the family environment variable (X1) is 0.017, meaning that the family environment variable has a positive influence on student learning outcome variables. Every one unit increase in the family environment variable, assuming the other independent variables are constant, will cause an increase in student learning outcomes of 0.017.
c. The regression coefficient for the learning motivation variable (X2) is 0.027, meaning that the learning motivation variable has a positive influence on student learning outcome variables. Every one unit increase in the learning motivation variable, assuming the other independent variables are constant, will cause an increase in student learning outcomes of 0.027.

The F test is used to determine the significant influence of independent variables simultaneously on the dependent variable. The results of the F test can be seen in the following table.

Table 7. F Test Results

Model	*Sum of Squares*	df	*Mean Square*	F	Sig.
Regression	3.156	2	1.578	33.036	.000[a]
Residual	3.774	79	.048		
Total	6.930	81			

Based on the ANOVA table above, it can be seen that the F_{count} value is 33.036 and the F_{table} value is 3.112. This shows that $F_{count} > F_{table}$ (33.036 > 3.112). The probability value in the Sig column <0.05 is 0.000, so it can be concluded that H_o is rejected and H_a is accepted. This means that there is a significant influence between family environment variables (X1) and learning motivation (X2) simultaneously on student learning outcomes (Y).

The t test is used to determine the significant influence of the independent variables partially on the dependent variable. The t test results can be seen in the following table.

Table 8. t test results

Model	*Unstandardized Coefficients*		*Standardized Coefficients*	t	Sig.
	B	Std. Error	Beta		
(Constant)	.367	.281		1.309	.194
X_1	.017	.004	.365	4.349	.000
X_2	.027	.004	.516	6.140	.000

Based on the table above, it can be seen that the t_{count} value of the family environment variable (X1) is 4.349 and the t_{table} value is 1.990, so $t_{count} > t_{table}$ (4.349> 1.990). The probability value in the Sig column <0.05 is 0.000. The t value and probability show that H_o is rejected and H_a is accepted, so it can be concluded that there is a significant influence between the family environment variable (X1) partially on the student learning outcome variable (Y).

The t_{count} value of the learning motivation variable (X2) is 6.140 and the t_{table} value is 1.990, so $t_{count} > t_{table}$ (6.140> 1.990). The probability value in the Sig column. < 0.05, which is 0.000. The t value and probability show that H_o is rejected and H_a is accepted, so it can be concluded that there is a significant influence between the learning motivation variable (X2) partially on the student learning outcome variable (Y). Next, the coefficient of determination (R Square) test is carried out. The results of the coefficient of determination test can be seen in the following table.

Table 9. Coefficient of Determination Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.675[a]	.455	.442	.21856

Based on the results of the coefficient of determination test in the table above, it is known that the R square value is 0.455 or 45.5%. This can be interpreted as meaning that 45.5% of student learning outcomes in economics subjects are influenced by the family environment and learning motivation, while the remaining 54.5% (100% - 45.5%) are influenced by factors other than those studied in this research. Other factors that can also influence student learning outcomes seen from internal factors are the student's physical condition, level of intelligence, talents, attitudes and student interests. Meanwhile, external factors include the availability of learning tools at school and at home, the study time used by students, the school environment and the community environment where the students live, as well as the learning approaches or strategies used by students.

3.2. Discussion

Based on the results of the hypothesis test, a discussion of the research results can be described. The research results based on each hypothesis are as follows:

Simultaneous Influence of Family Environment and Learning Motivation on Learning Outcomes

The regression line equation obtained Y=0.367+0.017X1+ 0.027X2 shows that the regression coefficient for the family environment variable (X1) is 0.017 and for the learning motivation variable (X2) is 0.027, meaning that the family environment and learning motivation have a positive influence on student learning outcomes. so that if the family environment variable and learning motivation variable are increased by one unit, this will be followed by an increase in student learning outcome variables. This shows that the higher the family environment and student learning motivation, the higher the student learning outcomes. Conversely, the lower the family environment and student learning motivation, the lower the student learning outcomes.

Testing the third hypothesis using the F test obtained an F_{count} value of 33.036, and an F_{table} of 3.112. This shows that $F_{count} > F_{table}$ (33.036> 3.112). The probability value in the Sig column <0.05 is 0.000, so it can be concluded that H_o is rejected and H_a is accepted. This means that there is a significant influence between family environment variables (X1) and learning motivation (X2) simultaneously on student learning outcome variables (Y).

This research succeeded in proving that there is a significant influence between the family environment and learning motivation simultaneously on the learning outcomes of economics subjects in class Internal, external factors and learning approach factors in many ways are often interrelated and influence each other on learning outcomes. In this case, the internal factor in question is learning motivation, and the external factor is the family environment.

Partial Influence of Family Environment on Learning Outcomes

The regression line equation obtained is Y= 0.367+0.017X1+0.027X2 indicating that the regression coefficient for the family environment variable (X1) is 0.017, meaning that every one unit increase in the family environment variable assuming the other independent variables are constant, will cause an increase in learning outcomes of 0.017, so that There is a positive relationship between the family environment and student learning outcomes. This shows that the higher a student's family environment, the higher their learning outcomes. Conversely, the lower the student's family environment, the lower the learning outcomes.

The results of testing the first hypothesis show that the tcount value of the family environment variable (X1) is 4.349 and the t_{table} value is 1.990, so $t_{count} > t_{table}$ (4.349> 1.990). The probability value in the Sig column. < 0.05, which is 0.000. The t value and probability show that H_o is rejected and H_a is accepted. This shows that there is a significant influence between family environment variables partially on student learning outcome variables.

This research succeeded in proving that there is a significant influence between the family environment on learning outcomes in economics subjects. Social environment that influences learning activities more is the students' parents and families themselves. Family conditions can have a good or bad impact on learning activities and the learning outcomes achieved by students.

The Effect of Partial Learning Motivation on Learning Outcomes

The regression line equation is obtained Y=0.367+0.017X1+ 0.027X2 shows that the regression coefficient for the learning motivation variable (X2) is 0.027, meaning that every one unit increase in the learning motivation variable assuming the other independent variables are constant, will cause an increase in learning outcomes of 0.027, so that learning motivation has a positive influence on student learning outcomes. This shows that the higher the student's learning motivation, the higher the learning outcomes. Conversely, the lower the student's learning motivation, the lower the learning outcomes.

The results of testing the second hypothesis show that the t_{count} value of the learning motivation variable (X2) is 6.140 and the t_{table} value is 1.990, so $t_{count} > t_{table}$ (6.140> 1.990). The probability value in the Sig column <0.05 is 0.000. The t value and probability show that H_o is rejected and H_a is accepted, so it can be concluded that there is a significant influence between the partial learning motivation variable on student learning outcome variables.

This research succeeded in proving that there is a significant influence between learning motivation on learning outcomes in economics subjects. This is similar to the opinion expressed by Widodo et all., who stated that there is a significant influence of learning motivation on learning outcomes [22]. This means that the higher the students' learning motivation, the higher the learning outcomes obtained. Learning motivation can be influenced by the learning methods used by teachers when teaching in class [23]. Apart from that, the learning environment can also influence student learning outcomes [24].

4. CONCLUSION

Based on the research results, it can be concluded that family environment variables and learning motivation variables have a significant influence simultaneously on the learning outcomes of economics subjects

for class X students in high school. Family environment variables have a partially significant influence on the economics learning outcomes of class X students in high school. The learning motivation variable has a partially significant influence on the economics learning outcomes of class X students in high school. The coefficient of determination (R square) is 0.455 or 45.5%. This can be interpreted as meaning that 45.5% of students' economics learning outcomes are influenced by the family environment and learning motivation, while the remaining 54.5% (100%-45.5%) is influenced by factors other than those examined in this research.

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