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The Influence of Family Environment and School Environment on Civics Learning Outcomes of Class VIII Students at SMP Negeri 29 Pekanbaru

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ABSTRACT

This research was motivated by the poor condition of the family environment and school environment that affected Civics Learning outcomes. This study aims to determine the influence of the family environment and school environment on the learning outcomes of Civics grade VIII students at SMP Negeri 29 Pekanbaru. This study used a quantitative approach with an associative method of causal relationships. The results showed that the value of the family environment was in the good category with a percentage of 71%. The school environment is in the good category with a percentage of 73%. Meanwhile, the learning outcomes of Civics grade VIII students are included in the poor category with a percentage of 63.6%. The family environment and school environment affect the learning outcomes of civics at SMP Negeri 29 Pekanbaru with a value of $F_{\text{calculate}} 50.454 > F_{\text{table}} 3.18$ and significant of $0.000 < 0.05$. The contribution of variables X1 and X2 to Y contributed 66% while the other 34% was influenced by other variables not discussed in this study.

1. Introduction

Education, a long-term asset of essential value for civilization in improving the sustainable development of the nation and state. Through education, we can gain experience, knowledge, insight, and wisdom that can help us develop our own values (Yandi et al., 2023). Listed in Law no. 20 of 2003 concerning the National Education System, that education is a conscious and systematic effort to create an atmosphere and learning process which enables students to actively develop and increase their potential by having the educational power of religious spirituality, self-control, character, intelligence, ethics and skills that they need, like humans, the nation and the state.

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Education plays an important role in improving the quality of human life, preparing a generation that is capable and ready to face the challenges that will arise in the future. Apart from that, an educational process must also support the formation of the character of citizens. One of them is through citizenship education (Nadiyah, 2022). Citizenship Education is education that brings together the rights and obligations of citizens according to Pancasila and the 1945 Constitution (Suparno et al., 2022)

According to Samani and Heryanto (Julkifli, 2021) believes that civics education has long been the most important subject in personality development, that if students do not get high scores in civics subjects they will not be promoted. From the explanation above, how important Civics subjects are in instilling moral values in students during the teaching and learning process. Referring to the learning outcomes obtained by students, teachers produce a Figure of student development or how well students understand the material they are studying.

The success or failure of students in achieving learning outcomes varies from one student to another, so the teacher can see which material is lacking, so that it becomes an evaluation for the teacher in conveying knowledge to students during the learning process. (Ridhoâ, 2022). However, student interest in Civics subjects at school is decreasing because many students think that these subjects only require memorization and do not focus on conceptual skills. (Dewi et al., 2023).

Many factors cause low student Civics learning outcomes, according to Rosyid, et al (Suparno et al., 2022) suggests that some of them come from external factors (outside students) which influence student learning outcomes in citizenship education subjects. External factors that influence students' Civics learning outcomes are the learning environment. The learning environment is everything that surrounds students when carrying out learning activities (Halim, 2020). The environment can be in the form of family, school or community.

These three environments mean that children will continue to learn and grow both physically and mentally, with the guidance and support they receive from these three educational centers they can live their daily lives well. (Mauludiyah, 2018). According to Djaali (Hermawan et al., 2020) states that "The family environment is the first place where life begins and greatly influences a student's success". The role of the family is very important because parents are the ones responsible for the family in the success of students in achieving their achievements and dreams. Education that occurs within the family environment takes place naturally and naturally is called informal education (Martina et al., 2019).

The success achieved by students in their education can be seen from how families facilitate their children in preparing for their education (Setyorini, 2022). Students can achieve optimal academic achievement if their family environment, especially their parents, provides good education. Apart from that, families should create a happy and comfortable learning atmosphere. Family support, attention, concern and good habits will make students feel appreciated and loved. This can motivate students to learn happily (Adiyani, 2018). Vice versa, without

encouragement and support from parents, children's learning achievements will experience obstacles and will decline.

The school environment is also the second most important environment known to students after family. With advances in science and technology, the role of parents in the family is gradually decreasing in educating their children. Therefore, educational institutions themselves can contribute to the continuation and development of education built within the family environment. Increasingly advanced human resources make the role of schools increasingly important in preparing future generations of young people in the process of developing human resources. (Natsir, 2022).

The school environment as an institution providing formal education, which has great responsibility for the ongoing teaching and learning process, the knowledge taught and developed to students under the supervision of teachers. In order to shape the character of students as individuals and members of society in a systematic, planned and directed manner, this program is outlined in a specific curriculum which is then implemented and followed by all students at each specific stage, such as in stages and continuously, starting from kindergarten to college, so it is called formal education (Martina et al., 2019).

Based on the results of observations made by the researcher with the Civics subject teacher, Mrs. garden. So there is very little need to guide and supervise children in learning because parents are tired from working all day. Several problems were found, especially in class VIII, every time Civics learning students were less enthusiastic about following the lesson, they lacked focus and there was a lack of student discipline in studying. This is the number of students who do their homework at school. So that it can indirectly influence students' Civics learning outcomes to be low.

This can be seen from the learning results in the UAS Civics Class VIII for the odd semester of the 2022/2023 academic year which are classified as very low. This shows that the pure UAS score in the Civics subject does not meet the KKM set by the school, namely a score of 80. In fact, the learning outcomes of class VIII students at SMP Negeri 29 Pekanbaru are still low seen from the pure UAS for the odd semester of the 2022/2023 academic year in the Civics subject. If this situation continues, it will have a negative impact on the learning outcomes and learning achievements of class VIII students at SMPN 29 Pekanbaru in the Civics subject.

Based on the explanation above, researchers are interested in conducting research with the research aim of finding out whether there is an influence of the Family Environment and School Environment on the Civics Learning Outcomes of Class VIII Students at SMP Negeri 29 Pekanbaru.

2. Methodology

This research uses quantitative methods that combine cause and effect relationships. Mixed methods is research that aims to determine the relationship between two or more variables. The relationship in this research is a causal relationship, namely a causal relationship. This means that there are independent variables that influence and dependent variables that are influenced. The data obtained is numerical in nature which is then analyzed and processed via SPSS (Sugiyono, 2017). This research was carried out at SMP Negeri 29 Pekanbaru which is located on Jalan Tegal Sari, Rumbai District, Pekanbaru City. The population in this study was 203 class VIII students, because the population was quite large, the researcher determined the sample size based on Suharsimi Arikunto's theory of 25%. (Abubakar, 2021) by taking samples using techniques *Proportionate Stratified Random Sampling* (Sugiyono, 2017) totaling 55 students. Obtaining data used 2 data collection techniques, namely (1) through distributing questionnaires consisting of two groups of independent variables, namely variable X1 (family environment) and variable Civics subject for School year 2022/2023.

This research data was measured using a Likert scale consisting of 5 alternative answers for each answer, namely always (SL), often (SR), sometimes (KK), rarely (JR), never (TP). According to Arikunto, to determine the percentage of alternative answers respondents can use a descriptive analysis formula (Azahrah et al., 2021) the following :

$$P = \frac{f}{n} \times 100\%$$

Information:

P = Large percentage of alternative answers

\mathcal{F} = Frequency of alternative respondents' answers

N = Number of research samples

% = Percentage

The results of the analysis are grouped based on the percentage of respondents' responses as a basis for making research decisions with the following interpretation criteria:

Table 1. Score Interpretation Criteria

No	Answer Score Benchmark	Score Range (%)	Criteria
1.	Always + Often	0% - 20%	Very Not Good
2.	Always + Often	21% - 40%	Not good
3.	Always + Often	41% - 60%	Pretty good
4.	Always + Often	61% - 80%	Good
5.	Always + Often	81% - 100%	Very good

Source : (Fatchurrohman, 2020)

Next is multiple linear regression, followed by requirements test, normality test, linearity test, multicollinearity test.

3. Results and Discussion

This research studies the influence of the family environment and school environment on the civics education learning outcomes of class VIII students at SMP Negeri 29 Pekanbaru. The results of descriptive analysis and data analysis obtained in this research can be presented as follows:

A. Research Result

1. Descriptive Analysis Results

a. Family Environment

Family environment variable questionnaire given to 55 people Class VIII students obtained descriptive analysis test results based on indicators of the family environment variable (X1) presented in graph of the percentage of family environment indicators (figure 1) below:

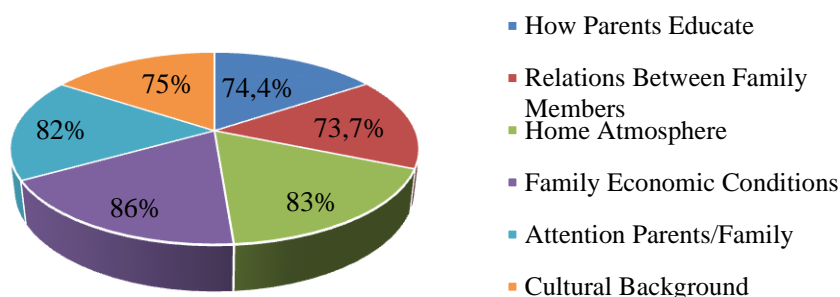


Figure 1. Family Environment Indicator Percentage Graph

Based on the graph above, the family environment shows (1) the way parents educate has a percentage of 74.4% in the good category, (2) relations between family members has a percentage of 73.7% in the good category, (3) the atmosphere of the home has a percentage amounting to 83% with a very good category, (4) the economic situation of the family has a percentage of 86% with a very good category, (5) parental/family attention has a percentage of 82% with a very good category, and (6) cultural background has the percentage is 75% in the good category. Next, to determine the condition of the family environment variables, a summary of respondents' answers as a whole on the 21 family environment variable statements is carried out which is presented in the family environment condition graph (figure 2) below:

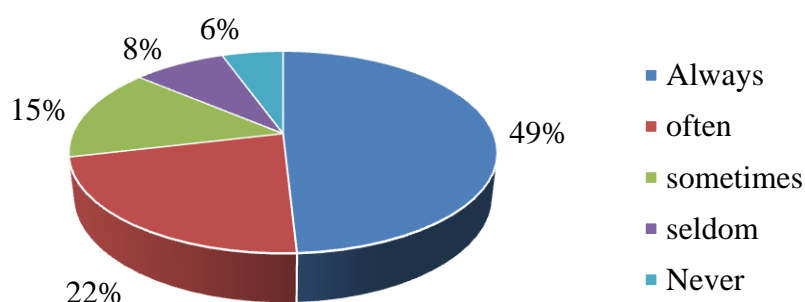


Figure 2. Graphic About Family Environmental Conditions

Based on the graph above, a recapitulation of respondents' answers in the family environment was obtained, 49% of respondents answered Always, 22% of respondents answered Often, 15% of respondents answered Sometimes, 8% of respondents answered Rarely, and 6% of respondents answered Never. So the results obtained are based on the recapitulation above based on the score interpretation criteria, namely: Always + Often = 49% + 22% = 71%. So it is concluded that the family environment is in the "Good" criteria.

b. School Environment

School environment variable questionnaire given to 55 people Class VIII students obtained descriptive analysis test results based on indicators of the school environment variable (X2) which are presented in the percentage graph of family environment indicators (figure 3) below:

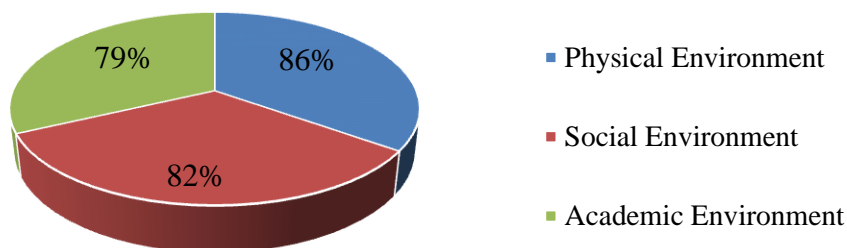


Figure 3. Chart of Percentage of School Environmental Indicators

Based on the graph above, the school environment shows (1) the physical environment has a percentage of 86% in the very good category, (2) the social environment has a percentage of 82% in the very good category, and (3) the academic environment has a percentage of 79% in the category Good. Furthermore, to determine the condition of the school environment variables, a summary of the respondents' answers as a whole on 21 family environment variable statements is carried out which is presented in the school environment condition graph (figure 4) below:

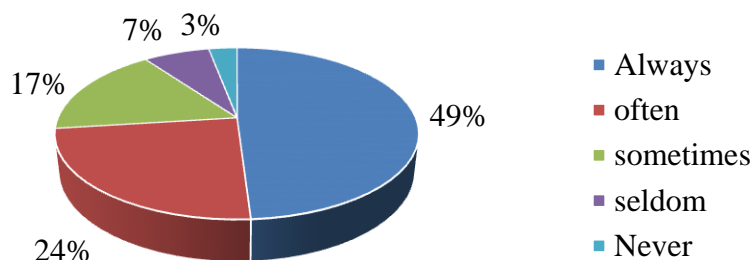


Figure 4. Graphics about school environmental conditions

Based on the graph above, a recapitulation of respondents' answers in the school environment was obtained, 49% of respondents answered Always, 24% of respondents answered Often, 17% of respondents answered Sometimes, 7% of respondents answered Rarely, and 3% of respondents answered Never. So the results obtained are based on the recapitulation above based on the score interpretation criteria, namely: Always + Often = 49% + 24% = 73%. So it is concluded that the family environment is in the "Good" criteria.

c. Learning Outcomes

Descriptive analysis of final even semester exam scores for Civics subject TA 2022/2023. Students' Civics learning outcomes vary widely, starting from very good to poor based on the minimum completion standards (KKM) for Civics subjects. Table 2 below shows the final even semester exam scores for students' Civics subjects where there were no students who had very good scores, 7.2% of students had good scores, 29.09% of students had quite good scores, and 63.6% of students has poor value. Student learning results can be seen in table 2 of the final even semester exam score categories for Civics subjects based on KKM below:

Table 2. Even Semester Final Exam Score Category For Civics Subjects Based On KKM

No.	Category	Student Grade Interval	Frequency	%	Information
1	Very good	>93	0	0%	T
2	Good	87 – 92	4	7,2%	T
3	Pretty Good	80 – 86	16	29,1%	T
4	Not good	<80	35	63,6%	TT
Amount (N)			55	100%	

From table 2 above, it can be explained briefly the categories of Civics learning outcomes which are presented in the graph regarding the condition of Civics Learning outcomes (figure 5) below:

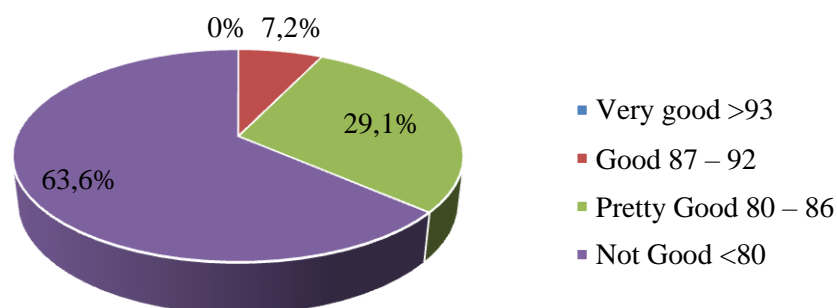


Figure 5. Graphic about the condition of Civics Learning Outcomes

It can be concluded from the table above that 20 (36.29%) respondents obtained scores in the Even Semester Examination for the 2022/2023 Academic Year in Civics subjects above the KKM or obtained complete results in the Even Semester Examination in Civics subjects. However, as many as 35 (63.6%) respondents obtained Even Semester Exam Scores for the 2022/2023 Academic Year in Civics subjects under the KKM, remedial services need to be provided.

2. Requirements Test Analysis Results

a. Normality Test

The normality test is carried out to check the data obtained whether the distribution of variable scores is normal or not. Testing was carried out with the IBM SPSS version 25 program. Data is said to be normal if Asymp sig. (2-tailed) > from the 0.05 significance level (Harso & Seku, 2023). The normality test results are presented in table 3 below:

Table 3. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		55
Normal Parameters ^{a,b}	Mean	-,0156783
	Std. Deviation	11,12152411
Most Extreme Differences	Absolute	,082
	Positive	,075
	Negative	-,082
Test Statistic		,082
Asymp. Sig. (2-tailed)		,200 ^{c,d}
a. Test distribution is Normal.		

Source: Processed Data for 2023

Based on the table of normality test results via the IBM SPSS version 25 program above, it is known that in the One Sample Kolmogorov Smirnov Test table in Asymp sig. (2-tailed) it is known that the significance value is 0.200 > 0.05. So it can be said that the data tested is normally distributed.

b. Linearity Test

The linearity test aims to check whether the form of the equation between the independent variable and the dependent variable produced is linear or not. (Prastika, 2020). Then analyzed using the IBM SPSS version 25 program. Where the independent variable and dependent variable are said to be linear if the significance value obtained is smaller than 0.05. The results of the linearity test for variable X1 are presented in table 4 below:

Table 4. Linearity Test Results for Variable X1 and Variable Y

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Civics Learning Results Family Environment	Between Groups *	(Combined) Linearity	1947,412	29	67,152	,814	,705
		Deviation from Linearity	361,939	1	361,939	4,387	,046
			1585,474	28	56,624	,686	,833
	Within Groups		2062,333	25	82,493		
	Total		4009,745	54			

Based on table 4, the results of the linearity test using the IBM SPSS version 25 program above, it is known that in the anova table in the Deviation from Linearity column significance, it is known that the significance value is $0.833 > 0.05$, which means that the independent variable and the dependent variable have a linear relationship. Next, the results of the linearity test on variable X2 are presented in table 5 below:

Table 5. Linearity Test Results for Variable X2 and Variable Y

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Civics Learning Results School Environment	Between Groups *	(Combined) Linearity	1435,545	23	62,415	,752	,758
		Deviation from Linearity	,000	1	,000	,000	1,000
			1435,545	22	65,252	,786	,719
	Within Groups		2574,200	31	83,039		
	Total		4009,745	54			

Based on table 5 of the linearity test using the IBM SPSS version 25 program above, it is known that in the anova table in the Deviation from Linearity column significance, it is known that the significance value is $0.719 > 0.05$, which means that the independent variable and the dependent variable have a linear relationship.

c. Multicollinearity Test

Multicollinearity testing aims to check whether the regression model finds any correlation between independent variables. Then it was analyzed using the IBM SPSS version 25 program. Where the data is said to have no multicollinearity if the VIF value < 10.00 (Sucipto et al., 2020). The results of the multicollinearity test are presented in table 6 below:

Table 6. Multicollinearity Test Results

		Coefficients ^a	
		Collinearity Statistics	
Model		Tolerance	VIF
1	Family Environment	,603	1,658
	School Environment	,603	1,658

a. Dependent Variable: Hasil Belajar PKn

Based on table 6, the results of the multicollinearity test which were processed using the IBM SPSS version 25 program above, it is known that in the Coefficients table in the VIF column it is known that the VIF value is $1.658 < 10.00$, which means that there is no multicollinearity in the data.

3. Hypothesis Test Analysis Results

a. Multiple Linear Regression

In this research there are two independent variables (X1) and (X2) and one dependent variable (Y). Multiple linear regression analysis is a regression model that includes more than one independent variable. (Fatchurrohman, 2020). Multiple regression analysis was carried out to determine the direction and how much influence the independent variable has on the dependent variable. Multiple linear regression testing was carried out in SPSS version 25. The test results of the multiple linear regression test are presented in table 7 below:

Table 7. Multiple Linear Regression Test

Model		Coefficients ^a		t	Sig.
		Unstandardized Coefficients	Standardized Coefficients		
		B	Std. Error		
1	(Constant)	45,643	3,537	12,906	,000
	Family Environment (X1)	,185	,024	,656	,000
	School Environment (X2)	,211	,052	,342	,000

a. Dependent Variable: Hasil Belajar PKn (Y)

Based on table 7 of the multiple linear regression test processed using SPSS Version 25, it is known that in the Coefficients table the constant value (α) is 45.643, which means the consistency value of variable X1 and variable X2 is 45.643. Meanwhile, the regression coefficient value b1 for the family environment variable (X1) is 0.185, stating that for every 1% increase in the family environment value (X1), the value of Civics learning outcomes (Y) increases by 0.185.

Furthermore, the b2 coefficient value of the school environment variable (X2) is 0.211, indicating that for every 1% increase in the school environment value (X2), the value of Civics learning outcomes (Y) increases by 0.211. Because the regression coefficient value is positive, it can be said that the family environment and school environment have a

positive effect on students' Civics learning outcomes. So the regression equation is $\hat{Y} = 45,643 + 0,185X1 + 0,211X2$.

First t Test

Next, the first t test is carried out to determine the partial influence of the independent variable (X1) on the dependent variable (Y). According to Priyatno (Fatchurrohman, 2020) The basis for drawing conclusions on the t test is: if value $T_{count} > T_{table}$ then the hypothesis is accepted, and vice versa. In table 7 T_{count} 7,849 and sig 0,000. Next, if you look at the value T_{table} then the following equation is obtained: nilai $T_{table} = \frac{\alpha}{2} : n - k - 1 = \frac{0,05}{2} : 55 - 2 - 1 = 0,025; 52 = 2,00$. It was concluded that the value $T_{count} > T_{table}$ (7,849 > 2,00), and the significance of the family environment (X1) $0,000 < 0,05$, then H_0 is rejected and H_{a1} is accepted that the family environment has an influence on Civics learning outcomes at SMP Negeri 29 Pekanbaru is partially accepted.

Second t Test

Followed by a second t test carried out to determine the effect of the school environment (X2) on the dependent variable (Y). Based on the decision making above, in table 7 T_{count} 4,086 dan sig 0,000. It can be concluded that the value $T_{count} > T_{table}$ (4,086 > 2,00) and the significance of the school environment (X2) $0,000 < 0,05$, then H_0 is rejected and H_{a2} is accepted that the school environment has an influence on Civics learning outcomes at SMP Negeri 29 Pekanbaru is partially accepted.

F Test

Then the F test is carried out to determine the joint (simultaneous) influence of the independent variables (X1 and X2) on the dependent variable (Y). The basis for drawing conclusions on the F test is if the value $F_{count} > F_{table}$, then the hypothesis is accepted, and vice versa. This test compares values $F_{count} > F_{table}$, by looking at the value F_{table} yaitu $df (N1) = k - 1 = 3 - 1 = 2$, $df (N2) = n - k = 55 - 3 = 52$, then a value is obtained F_{table} of 3.18 with an error rate of 5%. The results of the F test are presented in table 8 below:

Table 8. F Test Results

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	433,714	2	216,857	50,454	,000 ^b
	Residual	223,502	52	4,298		
	Total	657,216	54			

a. Dependent Variable: Hasil Belajar PKn (Y)

b. Predictors: (Constant), School Environment (X2), Family Environment (X1)

Based on table 8 F test results, the value is known F_{count} 50,454 with value F_{table} 3,18, it can be concluded that the value $F_{count} > F_{table}$ (50,454 > 3,18) and significant value $0,000 < 0,05$, then H_0 is rejected and H_{a3} is accepted,

that the family environment variable (X1) and the school environment variable (X2) together have a significant effect on students' Civics learning outcomes at SMP Negeri 29 Pekanbaru.

Coefficient of Determination Test

Analysis of the coefficient of determination (R^2), to find out how much contribution variables X1 and X2 make to changes in variable Y. According to Priyatno, if R^2 is equal to 0, then there is not the slightest percentage influence exerted by the independent variable on the dependent variable. On the other hand, if R^2 equals 1, then the percentage of influence that the independent variable has on the dependent variable is perfect (Fatchurrohman, 2020). The results of the coefficient of determination test are presented in table 9 below:

Table 9. Coefficient of Determination Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,812 ^a	,660	,647	2,07319

a. Predictors: (Constant), School Environment (X2), Family Environment (X1)

In table 9 of the coefficient of determination test results above, it can be seen that the coefficient of determination value is 0.660, meaning that the ability of the independent variable to explain the dependent variable is 66%, while 34% is influenced by other variables not examined in this research.

B. Discussion

1. The Influence Of The Family Environment On Civics Learning Outcomes

According to Hasbullah, the family environment is the first and most important environment for a child. The family environment is the first learning environment that children receive, because it is in the family that children receive guidance and education during their growth and development (Zumi, 2020). Home is the place where a child is born and raised, and the development process is always influenced by how the family environment influences the child's psychology. The first environment that influences children's learning is the family environment.

This is in line with the results of research conducted by Angelia Minati Bonsapia, et al entitled "The Influence of the Family Environment on Student Learning Outcomes at SD Inpres 19 Ibeanari, Kebar District, Tambrau Regency" (Bonsapia et al., 2023) and research conducted by Ineng Naini and Olin Nita entitled "Family Social Environment on Learning Outcomes" (Naini, 2023). In these studies, it was found that the family environment plays a role in influencing learning outcomes.

In this case, it shows that the family environment plays a big role in the process of achieving maximum Civics learning outcomes for children. There are many factors that cause students' low Civics learning outcomes, according to Rosyid, et al (Suparno et al., 2022) states that one of them is from external factors (outside the student). One of them is that the family environment is an external factor that influences students' Civics learning outcomes. To improve good learning outcomes, a conducive family environment is needed.

A good and comfortable family environment will create a good learning environment. (Fatonah et al., 2018) A conducive learning environment makes learning comfortable for students and focuses learning so that they easily understand what they are learning. This can support student success in learning. So, the Civics learning results obtained will be better. Vice versa. According to Slameto, the environment is good, (Mauludiyah, 2018) measured as indicators, namely the way parents educate, relationships between family members, home atmosphere, family economic situation, understanding between parents and children, and cultural background.

Based on a survey conducted on the six indicators of the family environment, the cause of less than optimal Civics learning outcomes for students lies in the way parents educate them. This needs to be considered in improving the student's family environment according to (Shafira & Asyiah, 2021) that during the learning process at home, the role of parents is really needed as a substitute for the teacher at home in guiding their children during the learning process. In line with Wahidin, (Shafira, 2021) The role of parents greatly determines the success of their children's education, including parents acting as educators, motivators, facilitators and mentors.

2. The Influence Of The Family Environment On Civics Learning Outcomes

The school environment is a unit with the conditions of a formal and systematic educational institution that organizes various counseling, teaching and training programs to help develop the potential of students. The school environment is one of the places or vehicles that is most often used as a learning medium in the teaching and learning process (Sarnoto, 2019). The school environment is the second most important educational environment after the family. Students, teachers, administrators and counselors live together and carry out an orderly and well-planned education (Intaniah, 2020).

This is in line with the results of research conducted by Salniar Djuku with the research title "The Influence of the School Environment on the Learning Outcomes of Class" (Djuku, 2022) and research conducted by Indah Nur Fazriah, et al with the research title "The Influence of the School Environment on PAI Learning Outcomes" (Fazriah et al., 2023). In these

studies, it was found that the school environment plays a role in influencing learning outcomes.

In this case it shows that the school environment has an important role in education. Because without the school environment all teaching and learning processes cannot be carried out properly. School is the second educational environment after the family environment, the school environment is the second most important educational environment after the family. Students, teachers, administrators and counselors live together and carry out an orderly and well-planned education. The school environment functions to continue children's education with teachers who will act as substitutes for parents.

The school environment is one of the factors that influences students' Civics learning outcomes. The school learning environment makes a significant contribution to students' achievement of Civics learning outcomes. That school conditions also influence learning success. This is because the school environment also influences the educational environment.

Based on a survey conducted on the three school environmental indicators, the cause of less than optimal Civics learning outcomes for students lies in the physical environment. This needs to be considered in improving the student's school environment (Arifin et al., 2022) that the ideal physical school environment plays a role in the formation of students' learning habits and success. One of them is a clean school environment.

The importance of the school's physical environment has been emphasized in Republic of Indonesia Law No. 20 of 2003 concerning the National Education System, namely that each formal and non-formal education unit provides facilities and infrastructure that meet educational needs in accordance with the growth and development of physical potential, intellectual, social, emotional intelligence and obligations students (Nurhayati, 2017)

3. The Influence Of Family Environment And School Environment On Civics Learning Outcomes

The family environment is the first and main environment for a child. According to Hasbullah, the family environment is the first learning environment that children receive, because it is in the family that children receive guidance and education in their growth and development. (Zumi, 2020). The school environment is one of the places or vehicles most often used as a learning medium in the teaching and learning process in Indonesia (Sarnoto, 2019).

According to Dakhi (Setiawan et al., 2022), he revealed that factors that influence learning outcomes include internal and external factors. Internal factors include psychological factors such as intelligence (IQ), attention, interest, talent and motivation. Meanwhile, external factors include

environmental factors such as the family environment, school environment and community environment. Therefore, it can be concluded that achieving good academic results is influenced by external factors, namely the family environment and school environment.

This is in line with the results of research conducted by Novita Mauludiyah with the thesis title “The Influence of the School Environment and Family Environment on Student Learning Outcomes in Class VIII Social Sciences Subjects at MTSN 1 Pasuruan” (Mauludiyah, 2018) and research conducted by Safira Intan Maulina and Muhammad Abdul Ghofur with the research title “The Influence of the Family Environment, School Environment and Community Environment on the Economic Learning Outcomes of Students at SMA Negeri 17 Surabaya” (Maulina, 2023).

In this case, it shows that one of the factors that influences civic education learning outcomes is the family environment and school environment. The family environment plays an important role in a child's academic success. Because parental factors greatly influence a child's academic success. The school environment also plays an important role in the academic results achieved by students. According to Slameto, the school environment is measured by teaching methods, curriculum, teacher-student relationships, student-student relationships, school regulations, documents, class hours and educational standards, building conditions, learning methods, homework, etc.

In this case, a school with a good learning environment will definitely achieve good learning outcomes. Likewise, schools with uncomfortable learning environments, dirty classrooms, and the absence of learning materials will make students lazy to participate in learning, so that their learning outcomes will be low. Thus, the family environment and school environment are very important factors in achieving student learning outcomes, where the family environment and school environment both play an important role in achieving good academic results.

4. Conclusion

Based on data analysis testing, hypothesis testing, as well as presenting the results and discussion of the research that has been carried out, the researcher can conclude that (1) there is a positive and significant influence of the family environment on the Civics learning outcomes of class VIII students at SMP Negeri 29 Pekanbaru. (2) there is a positive and significant influence of the school environment on the Civics learning outcomes of class VIII students at SMP Negeri 29 Pekanbaru. (3) there is a positive and significant influence of the family environment and school environment together on the Civics learning outcomes of class VIII students at SMP Negeri 29 Pekanbaru. Thus, the family environment and the school environment must collaborate with each other. Because it is a very important factor in achieving good student learning outcomes.

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