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**THE INFLUENCE OF FAMILY ENVIRONMENT ON STUDENT LEARNING OUTCOMES IN SOCIAL STUDIES CONTENT FOR FOURTH GRADE STUDENTS AT SDN 38 AMPENAN****Jumiarti, Nurhasanah, Heri Hadi Saputra**

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**Abstract:** The family environment greatly influences students' success in achieving good learning outcomes. This is reinforced by the theory in Djaali's book; Family situations (father, mother, siblings, younger siblings, older siblings, and extended family) have a significant impact on a child's success within the family. Parental education, economic status, home environment, the percentage of parental relationships, words, and parental guidance all influence a child's learning achievements. This study aims to determine the influence of the family environment on student learning outcomes in the Social Studies subject for fourth-grade students at SDN 38 Ampenan. This research falls under the category of population research and is Expost Facto in nature. The study was conducted at SDN 38 Ampenan in fourth-grade classes, consisting of parallel classes IV/A and IV/B, during the academic year 2022/2023. The data collection instrument used was a family environment questionnaire and data on student test scores in the Social Studies subject. The family environment indicators used include parenting styles, family member relationships, home atmosphere, family economic conditions, and parental understanding. The data analysis techniques employed include descriptive statistical tests, tests for homogeneity, normality, and hypothesis testing. Hypothesis testing uses simple linear regression. The research results show that the significance value obtained is less than 0.005, and the calculated t-value is greater than the tabulated t-value. This indicates that the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted, suggesting a significant influence of the family environment on student learning outcomes in the Social Studies subject at SDN 38 Ampenan

**Keyword:** Family environment, learning outcomes, elementary social studies

## INTRODUCTION

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The ability to face various challenges in the global world is greatly influenced by the quality of our nation in mastering knowledge and technology, as well as socialization skills (Irmadani, 2021). Development in the field of education aims to enhance the quality of education, and one of the efforts to achieve this is by improving students' learning outcomes (Mena et al., 2016). Education encompasses all learning experiences that take place in various environments and throughout life. Essentially, education is a learning process that can bring about changes in behavior, whether in the form of skills, attitudes, or abilities to perform specific activities (Arfani, 2018). These changes are sought through the learning process in every opportunity or situation.

The functions and objectives of national education as stipulated in Law No. 20 of 2003 concerning the National Education System (Sisdiknas) are outlined in Article 3. This article states that national education serves to develop the capabilities and shape the character and civilization of the nation with dignity, in order to intellectualize the nation's life. The goals of national education are aimed at the development of the potential of learners so that they become individuals who have faith and piety towards the one and only God, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Success in learning and achieving optimal learning outcomes is undoubtedly influenced by various factors that can either support or hinder the learning process for students (Febriansyah, 2017). These factors can be internal or external. Many factors influence learning outcomes, one of which is the family environment factor (Rahmawati, 2016).

According to Nurlia (Nurlia et al., 2017), the learning outcomes obtained by each student are different, this is influenced by many factors, namely:

- a. Internal factors (factors from within the student, namely the physical and spiritual condition or condition of the student.
- b. External factors (factors from outside the student), namely the environmental conditions around the student.
- c. Approach to learning factors, namely the type of student learning effort which includes strategies and methods used by students to carry out learning activities.

From the above opinion that not only factors that exist within students can affect learning outcomes but factors that exist outside students also affect learning outcomes such as the family environment, namely the attitude of mutual attention, respect, love, *sharing*, parents can protect children, relationships between family members run well, and create a conducive environment.

Learning outcomes can be interpreted as changes in behavior in students, which can be observed and measured in the form of changes in knowledge, attitudes, and skills (Friskilia

& Winata, 2018). These changes can be interpreted as improvements and better development compared to before (Batubara, 2020).

Learning outcomes are the results achieved by students after the teaching and learning process which includes knowledge (cognitive), skills (psychomotor), and attitudes (affective) (Maâ, 2018). These three aspects are the impact of a planned teaching and learning process, implemented consistently, and paying attention to various factors that can affect student learning outcomes, both internal and external factors (Putrie, 2021).

Learning outcomes are outputs obtained through a series of integrated processes, both from internal and external factors (Rosmiati, 2021). One of the factors that can affect student learning outcomes is the family environment (Putri et al., 2019). The family environment is the first educational environment for children, which provides initial provision of knowledge (Nasution, 2019). In addition, the family contributes to meeting psychological needs as a foothold for children in undergoing a comfortable learning process (Santika, 2020).

Student learning outcomes at school need to be supported by a conducive family environment (Fadhilah & Mukhlis, 2021). Children spend their time at home, interacting with other family members (Sitepu & Sitepu, 2021). In this case, both parents are figures that children always meet at home. The relationship between children and parents can be used as a medium to direct and guide children's learning (Rahman, 2021).

Based on an interview with Mrs. Flora S.Pd as the homeroom teacher of grade IV at SDN 38 Ampenan, the learning outcomes of grade IV students are good even though there are some students' grades that have not reached the minimum completeness criteria (KKM) set by the school, student learning outcomes can be seen from semester grades. Busy parents cause a lack of guidance and direction, so children play more than study at home or do schoolwork. This often shows students not doing homework or not paying attention to the lesson.

The family environment is very influential on the success of students to get good learning outcomes (Sutardi & Sugiharsono, 2016). This is reinforced by the theory in Djaali's book, namely; Family situations (father, mother, brother, sister, brother, and family) greatly affect the success of children in the family, parental education, economic status, residence, percentage of parental relationships, words, and parental guidance, affecting the achievement of children's learning outcomes.

Student success in achieving maximum learning outcomes, all of that requires good cooperation between the school and the family, especially the parents of students (Pratiwi, 2017). It can be interpreted that student success is not only necessarily the responsibility of schools or teachers who teach students to gain knowledge from those who do not know to know, but the participation and role of parents are also needed to support student success in learning.

## RESEARCH METHODS

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### Type Presearch

This research is included in the category of population research that is *expost facto*. According to Suharsimi Arikunto (2010: 17) *Expost facto* research is an observation made after the incident has passed. Based on the data obtained, this research is included in the type of quantitative research that processes data and obtained numbers to describe environmental influences and learning outcomes. Based on the level of explanation, this study is classified as causal associative research. Causal associative research is research that looks for causal relationships or influences, namely the influence of the independent variable (X) on the dependent variable (Y). Sugiyono (2019: 65) this study is also classified as population research, because it takes all populations to be used as research samples.

### Place and time of study

This research will be carried out at SDN 38 Ampenan in grade IV which consists of parallel classes, namely classes IV/A and IV/B. This research was carried out in the 2022/2023 school year 3.

### Research Variables

Variables are everything in any form that is set by the researcher to be studied so that information about it, then conclusions are drawn. Sugiyono (2011: 60). Based on this understanding, it can be formulated that the research variable is an attribute, trait or value of people, objects or activities that have certain variables determined by the researcher to be studied and then drawn conclusions.

There are two variables in this study, namely:

1. Free variable (X)

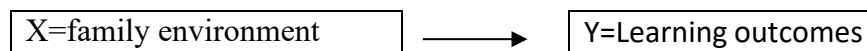
The independent variable in this study is the family environment

2. Bound variable (Y)

The variable tied to this study is the learning outcomes of students in social studies content at SDN 38 Ampenan

### Research Design

This study aims to look for the influence of independent variables, namely family environment, with dependent variables, namely learning outcomes. The approach used in this study is a quantitative approach because the data obtained is related to numbers that allow statistical analysis techniques to be used .



**Population**

According to Sugiyono (2017: 80), population is a generalized area consisting of objects / subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. Population is not only people, but also other objects and objects of nature. Population is also not just the number that exists in the object / subject studied, but includes all characteristics / properties possessed by the subject or object. The population in this study was grade IV students of SDN 38 Ampenan consisting of 2 classes totaling 50 participants in the study.

**Table 1** Data on the Number of Class IV SDN 38 Ampenan

No	Class	Number of Students
1	IV-A	28
2	IV-B	22
	Total	50

**Sample**

According to Riduwan (2016: 10) said that: "the sample is a part of the population". Meanwhile, according to Sugiyono (2017: 81) the sample is part of the number of characteristics possessed by the population. In this study, the division of samples was carried out through *nonprobability sampling* techniques, namely sampling techniques that do not provide equal opportunities for each element or member of the population to be selected as a sample.

The type of sampling technique from *nonprobability sampling* used is *saturated sampling*, which is a sample research technique when all members of the population are used as samples. This is in line with what Arikunto (2014) stated that "If the subject is less than 100, it is better to take all. Conversely, if the subject is greater than 100, it can be taken between 10-15% or 20-25%". The reason why researchers use techniques such as saturated sampling is due to time constraints in the study and the sample is small enough to be controlled and managed.

**Table 2** Research Sample Data

No	Class	Number of Students	Group
1	IV-A	28	Control
2	IV-B	22	Experiment
	Total	50	

Based on the table above , the sample is class IV / A consisting of 28 students and all of them were sampled in this study as a control class. While IV / B consisting of 22 students was also sampled in this study as an experimental class.

### **Data Collection Techniques**

#### **Questionnaire**

Questionnaire is a data collection technique carried out by giving respondents a set of written questions to answer (Sugiyono, 2017: 142). Questionnaires include a variety of instruments in which subjects respond to write questions in order to elicit reactions, beliefs and attitudes. The use of questionnaires in this study was chosen because this data collection technique is more efficient when used to reach many data sources. In addition, the type of questionnaire used is a closed questionnaire where each question has been accompanied by a number of answers, respondents just have to choose the answer that best suits their characteristics.

#### **Documentation**

Documentation according to Sugiyono (2015: 329) is one of the ways used to obtain data and information in the form of books, archives, documents, writing numbers and images in the form of reports and information that can support research. The documentation used to collect the data is then reviewed. The documentation used in this study is a picture in the form of a report.

#### **Research Instruments**

Sugiyono (2018: 102) said that research instruments are a tool used to measure observed natural and social phenomena that are used to measure specific observed natural and social phenomena, all of these phenomena are called research variables.

While Sukardi said "research instruments are tools or facilities used by researchers in collecting data so that work is easy and the results are better in the sense of being careful, complete, systematic so that it is easier to process".

In supporting the data collection process and obtaining the desired data, researchers use questionnaires or questionnaires to collect data in the field to find out data about the family environment. The question items in the questionnaire are developed from indicators based on theories relevant to each research variable. The statement is measured using the Likert scale. According to Riduwan and Sunarto, Likert scale is a scale used to measure attitudes, opinions and perceptions of a person or group about social events or symptoms. The answers to each statement item have levels from very positive to very negative, which are words with a score from each answer choice to the following statement:

- a. Score 5 : for answers always
- b. Score 4: for frequent answers
- c. Score 3: for answers sometimes

- d. Score 2: for rare answers
- e. Score 1: for answers never

There are twenty statements used to express variable family environment statements. As well as researchers using the value of learning outcomes and other documents related to research. To make it easier to get an overview of the instruments used in this study, the following questionnaire variable description table is available.

**Table 3** Variables, Variable Indicators and Item No.

Variable	Variable indicators	Question items	Item number
Family Environment  According to slameto, (2003:60-64)	1. The way parents educate children	1. My parents motivated me to study hard 2. My parents helped me when I had learning difficulties 3. My parents were attentive to my needs in learning 4. My parents arranged my study schedule at home 5. My parents educated me to be independent 6. Parents emphasize honesty when doing exam questions	1,2,3,4,5,6
	2. Relationships between family members	1. My parents asked me about my daily test scores 2. My parents always understood my wishes 3. My parents took care of me affectionately 4. I am on good terms with other family members 5. My association with my friends is always taken care of by my parents	7,8,9,10,11
	3. Home atmosphere	1. My family situation has always been calm and harmonious 2. The atmosphere of my family environment is no noise 3. My family circumstances have never quarreled	12,13,14,
	4. The economic state of the family	1. My family's economic life has always been fulfilled 2. My parents filled my learning facilities 3. My parents always filled my health facilities 4. Parents give pocket money when going to school	15,16,17,18

Variable	Variable indicators	Question items	Item number
	5. Understanding parents	1. My parents encouraged me to study when I was lazy to study 2. Parents encourage me when I have problems	19,20
Learning Outcomes	Student learning outcomes odd semester		

### Test instrument validity

Validity is a degree of permanence of the instrument or it can also be said whether the instrument used is really accurate in measuring what will be measured. An instrument can be said to be valid if it is able to measure what is desired. Therefore, the validity of the instrument needs to be done so that a research result is said to be valid. The validity used in this study is construct validity. The validity of the construct that has been prepared based on rational and conceptual considerations supported by relevant theories is then consulted with experts (Sugiyono, 2012: 117). Expert Judgement is tasked with testing the validity of the construct by providing opinions or input in the form of assessment, consideration and criticism.

Based on the validity test used, namely the construct validity test (comparing the contents of the instrument with predetermined learning outcomes) through *expert judgment* in the form of instrument submission. The instrument prepared is submitted to the expert (judgment expert) for his opinion. The submission of the instrument is given directly to the pakah / expert who conducts the instrument validity test. The expert to test the validity of this research instrument is a lecturer at Mataram University, namely Ashar Pajarungi Anar, S.Pd., M.Pd. who stated that the instrument used can be used to collect data without revision. (The results of the improvement are in the appendix ).

### Data Analysis Techniques

Analysis in research is part of the research process. With analysis, the data found in the field can be useful for solving research problems and achieving the ultimate goal of research data analysis techniques in this study assisted by SPSS 25

### Normality Test

The normality test is an assumption that is required to determine what type of statistics are used in the next analysis. The normality test used in this study was conducted with the Kolmogrof-smirnov test utilizing the SPSS 25 statistical analysis program. Data can be said to be normally distributed if the significant value is more than 0.05 with a significant level of 5%.



### **Homogeneity Test**

Homogeneous means that the data compared is similar (homogeneous), so it needs a homogeneity test. A homogeneity test is a test performed to determine whether or not the variants of two or more distributions are the same. Variance is the sum of the squares of all deviations of individual values against the mean of the group. Sugiyono (2016:56).

To find out whether the data is homogeneous or not, the data homogeneity test in this study was carried out using the SPSS 25 statistical analysis program with a significant level of 5% or 0.05. Data is said to be homogeneous if the significance is greater than 0.05.

### **Test Data Hypothesis**

After the normality and homogeneity test, the data that have been tested already meet the criteria of normal distribution and homogeneous data, then the hypothesis test can be carried out. Hypothesis testing is a procedure that will produce a decision, namely the decision to accept or reject the hypothesis. Hypothesis testing using t-test or independent parametric test is with the help of statistical analysis program SPSS 25.

The hypotheses that will be calculated are as follows:

Ha: There is a significant influence between the family environment on student learning outcomes in social science subjects at SDN 38 Ampenan

Ho: There is no significant influence between the family environment on student learning outcomes in social science subjects at SDN 38 Ampenan

## **RESULTS AND DISCUSSION**

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### **a. Result**

#### **Description of Research Data**

This study aims to determine the influence of the family environment on student learning outcomes in grade IV social studies at SDN 38 Ampenan. After conducting research at SDN 38 Ampenan, researchers obtained data in the form of family environment questionnaire results and student learning outcomes. Student learning outcomes data were obtained from the results of social studies content tests. Then the data is processed to get answers to the formulation of the problem in this study, namely to find out how the family environment and student learning outcomes, and whether there is an influence of the family environment on student learning outcomes.

#### **Results of Descriptive Statistical Analysis**

The research data analyzed by descriptive statistics are data from filling out family environment questionnaires and learning outcomes data on student social studies lesson content obtained from test results. The following are presented the results of descriptive statistical analysis.

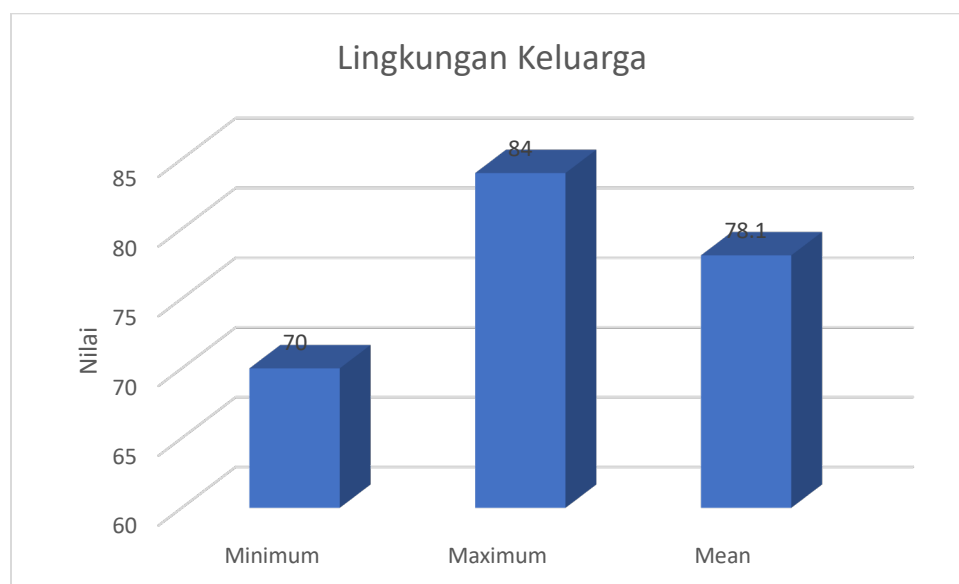
### Family Environment

The environmental data used in this study was data from filling out family environment questionnaires by students. The following are presented the results of the work environment questionnaire filled out by students.

**Table 4** Descriptive Results of Family Environment Statistics

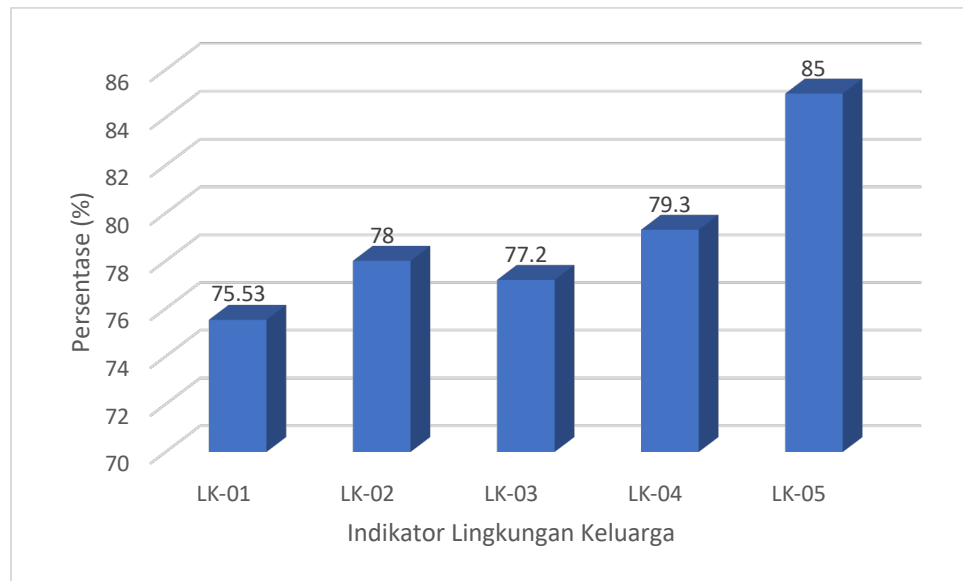
Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Family Environment	50	70.00	84.00	78.1000	3.42410
Valid N (listwise)	50				

Based on the table above, it is known that the minimum score obtained by students related to family environment is 70, the maximum value is 84, the average (mean) is 78.10, and the standard deviation is 3.424. The family environment value data can be seen in the following figure as well.



**Figure 1** Descriptive Results of Family Environment Statistics

In addition to analyzing the results of the general family environment questionnaire, an analysis of the student's family environment was also carried out based on the indicators used. The following are presented the results of the analysis of each indicator of the family environment.



**Figure 2** Descriptive Results of Family Environment Statistics

**Information:**

- LK-01: How parents educate children
- LK-02: Relationships between family members
- LK-03: Home atmosphere
- LK-04: The economic state of the family
- LK-05: Understanding parents

The figure above shows that the percentage obtained by each indicator of the family environment is different. In the LK-01 indicator, which is the way parents educate children, the percentage obtained is 75.53%; in the LK-02 indicator, namely relations between family members, the percentage obtained is 78%; in the LK-03 indicator, namely home gyms, the percentage obtained is 77.2%; in indicator LK-04 which is the economic state of the family, the percentage obtained is 79.3%; in the indicator LK-05, namely the understanding of parents, the percentage obtained is 85%. The full analysis results can be seen in the appendix.

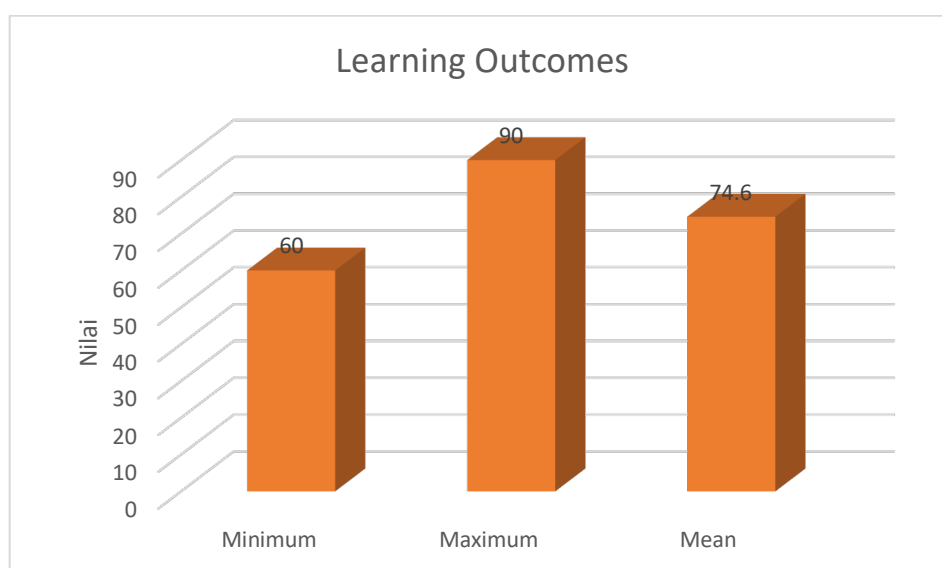
**Learning Outcomes**

The learning outcome data used is the result of the test on the student's social studies content. The following data are presented from descriptive statistical analysis related to student learning outcomes.

**Table 5** Descriptive Results of Learning Outcomes Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Learning Outcomes	50	60.00	90.00	74.6000	6.68840
Valid N (listwise)	50				

The table above shows that the minimum learning outcome score obtained by students is 60, the maximum value is 90, the average (mean) of student learning outcomes is 74.60, and the standard deviation is 6.60. Data on student learning outcomes can also be seen in the following figure.



**Figure 3** Descriptive Results of Learning Outcomes Statistics

### Data analysis results

#### Homogeneity Test Results

The homogeneity test works to see the uniformity of variance of samples taken from the population. The homogeneity test was carried out on the final test result data of the control class and experimental class. The results of the homogeneity test of the speaking ability data of the final test of the class are presented in Table 4.5 below.

**Table 6** Homogeneity Test Results  
**Test of Homogeneity of Variances**

Learning Outcomes			
<i>Levene Statistic</i>	df1	df2	Sig.
1,336 <sup>A</sup>	8	36	.258

a. Groups with only one case are ignored in computing the test of homogeneity of variance for Learning Outcomes.

Based on the output above, it is known that the significance value (Sig.) of learning outcomes and family environment variables is 0.258. This significance value is greater than 0.05, so it can be concluded that the variance of learning outcome data is the same or homogeneous. Thus, one of the conditions of the hypothesis test has been fulfilled. A complete analysis of the homogeneity test can be seen in the appendix.

**Normality Test Results**

The normality test is a test conducted with the aim of assessing the distribution of data in a group of data or variables, whether the distribution of data is normally distributed or not. The normality test results can be seen in Table 4.4 below.

**Table 7** Normality Test Results  
**One-Sample Kolmogorov-Smirnov Test**

		<i>Unstandardized Residual</i>
<i>N</i>		50
<i>Normal Parameters<sup>a,b</sup></i>	<i>Mean</i>	.0000000
	<i>Std. Deviation</i>	6.63763416
<i>Most Extreme Differences</i>	<i>Absolute</i>	.112
	<i>Positive</i>	.112
	<i>Negative</i>	-.094
<i>Test Statistics</i>		.112
<i>Asymp. Sig. (2-tailed)</i>		.158 <sup>c</sup>

a. Test distribution is Normal.  
b. Calculated from data.  
c. Lilliefors Significance Correction.

Based on the results of the normality test in the table in ats, it is known that the value of Asymp. Sig. (2-tailed) of 0.158. This obtained value is greater than 0.05. This indicates that the data is normally distributed. The results of the full analysis of the normality test can be seen in the appendix.

### Hypothesis Test Results

Based on the results of the analysis prerequisite test, namely the homogeneity and normality of work environment data and learning outcomes that are normally distributed and the data is also homogeneous, the statistical test used is parametric statistics, simple linear regression tests with a significant level of 5%. Test the hypothesis carried out by processing the results of work environment data and learning outcomes. The results of the hypothesis test can be seen in Table 8 below.

**Table 8** Hypothesis Test Results  
*Coefficients<sup>a</sup>*

Type		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	93.360	21.873		4.268	.395
	Family Environment	-.240	.280	-.123	2.859	.000

a. *Dependent Variable:* Learning Outcomes

Based on the table above, it is known that the Significance value is 0.00. This obtained value is less than the value of 0.05. This indicates that Ho was rejected and Ha was accepted, which means that there is a significant influence between the family environment on student learning outcomes in social science subjects at SDN 38 Ampenan.

In addition to looking at the significance value, it can also see the calculated t value. In the table above it is known that the value of t hitung is 2.859. The value obtained is greater than the value of t table which is 1.6775. This indicates that Ho was rejected and Ha was accepted, which means that there is a significant influence between the family environment on student learning outcomes in social science subjects at SDN 38 Ampenan.

### b. Discussion

This study aims to determine the influence of the family environment on student learning outcomes in grade IV social studies at SDN 38 Ampenan. This research was conducted in grade IV SDN 38 Ampenan. In this study, family environment questionnaires were used to be distributed to research respondents. The measured family environment questionnaire contains 20 statement items. The results of descriptive statistical analysis showed that the minimum value of the family environment obtained by the students was 70 while the maximum value of the family environment obtained was 84 with the average acquisition of the family environment was 78.10. These results show that the family environment has a good impact on students. The family environment is the first place where children learn and declare themselves as social beings in relation to their family group (Wahid et al, 2020). The family is a very important educational environment,

because education first and foremost exists and occurs within the family (Riyadi et al, 2021). Family environment input has a big role in achieving educational goals, especially in order to realize student learning outcomes.

Family environment support can also be seen from each indicator of the family environment itself. The family environment indicators used in this study consist of five indicators, namely the way parents educate children, the relationship between family members, the atmosphere of the house, the economic condition of the family, and the understanding of parents. The results of descriptive statistical analysis show that each environmental indicator obtains a percentage above 70%. This indicates that the way parents educate, relationships between family members, home environment, family economic conditions, and parents' understanding of their children is good. The way parents educate, relationships between family members, home environment, family economic conditions, and parental understanding are determining factors for student success in learning. Parents, especially and family members, can strive to have a positive influence and always provide support to their children to better support teacher success in teaching and students get good learning outcomes (Lindawati & Wahananto, 2020).

Learning outcomes are manifestations of learning behavior that are usually seen in changes, habits, skills, attitudes, observations, and abilities (Dakhi, 2020). A person's success in following the learning process at a certain level of education can be seen from the learning results themselves (Yulianti et al, 2018). Based on test data on social studies lesson content for grade IV students of SDN 38 Ampenan, it was obtained that the minimum learning outcome score obtained by students was 60 while the maximum value of student learning outcomes was 90 with the average student learning outcomes being 74.60. The average obtained by grade IV students of SDN 38 Ampenan shows that student learning outcomes are in high criteria.

To maintain student learning outcomes to remain within high criteria, students must be more active in understanding the material and multiply reading material related to the material taught. This is in line with research conducted by Lawe & Ariesta & Kusumayati (2018) which states that students who are taught with problem-based comic media in social studies lessons can improve student learning outcomes. Research conducted by Ariyani, B., & Kristin (2021) also shows that students who are taught using problem-based learning models can improve student social studies learning outcomes. Therefore, it is expected that students will be able to improve learning outcomes even better, so that it will make it easier for students to understand and complete social studies material.

Learning outcomes are the acquisition of student learning processes in accordance with teaching objectives (Novita et al, 2019). The learning outcomes obtained by students are cumulative from changes in cognitive, affective, and psychomotor aspects (Abroto et

al, 2021; Kaban et al, 2021). Changes in student behavior are achieved due to mastery of a number of materials provided in the teaching process that have been determined by the teacher of social studies lesson content. Learning outcomes have an important role in the learning process. This is because learning outcomes can be used as a benchmark to find out how far students change after receiving their learning experiences that can be observed and measured. The learning outcomes obtained by these students are influenced by many factors such as physiological factors, psychological factors, family environment factors, school environmental factors, and community environmental factors. The intellectual ability of students greatly determines the success in obtaining the learning outcomes that students want (Palittin et al, 2019).

Based on data analysis of the family environment and learning outcomes of 50 students, these variables are homogeneous. The results of the prerequisite test using the normality test also show that family environment variables and student learning outcomes are normally distributed. Therefore, in looking for the influence of these two variables, researchers use parametric statistical tests, namely simple linear regression tests with the help of SPSS. The results of the analysis showed a significance value smaller than 0.05 and a calculated t value greater than a calculated t. This indicates that there is a significant influence between the family environment and student learning outcomes in social science subjects at SDN 38 Ampenan.

The results of the hypothesis test analysis can also be proven in the results of research used on grade IV students of SDN 38 Ampenan. Where the family environment is on good criteria and student learning outcomes are on high criteria as well. So that if students have low family environment support, it affects student learning outcomes. The positive and significant influence between the family environment and student learning outcomes indicates that the higher the support of the family environment, the higher the student learning outcomes.

The results of this study are in line with research conducted by Purbiyanto & Rustiana (2018) which concluded that there was a partial positive and significant influence of family environment variables on student learning outcomes in productive subjects of office administration class X office administration expertise program of SMK Negeri 2 Temanggung by 7.12%. This shows that the better the family environment, the better the learning outcomes. Research conducted by Kartika, et al (2021) stated that there is a positive relationship between the family environment and social studies learning outcomes of grade V elementary school students in Kebumen District (Sig. 0.000 < 0.05). The family environment contributes to social studies learning outcomes by 9% and the remaining 91% is influenced by other factors. This means that the better the family environment, the better the students' social studies learning outcomes. However, the



results of this study are contrary to research conducted by Rahayu & Trisnawati (2021) which concluded that there is no positive and significant influence between the family environment on student learning outcomes at SMKN 10 Surabaya.

At the time of the study, researchers found few obstacles related to the distribution of family environment questionnaires used. The obstacle is that when distributing questionnaires, some students are reluctant to fill out the questionnaires given. Students also still seem to ignore what the teacher instructs, when asking to fill out the questionnaire. In addition, on the first day of the distribution of questionnaires, not all students came, so the distribution of questionnaires continued the next day.

## CONCLUSION

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Based on the results of research and discussion, it can be concluded that there is a significant influence between the family environment on student learning outcomes in social science subjects at SDN 38 Ampenan with a significance value of 0.00. This obtained value is less than the value of 0.05. The average family environment provides good support to students with an average grade of 78,100. The learning outcomes of social studies lesson content obtained by students were in high grades with an average score of 74.6000.

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