THE IMPACT OF LEARNING DISCIPLINE AND FAMILY ENVIRONMENT ON STUDENTS' ACADEMIC PERFORMANCE IN ECONOMICS SUBJECT FOR GRADE X AT SMA PGRI 22 SERPONG

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ABSTRACT

This study aims to analyze the impact of Learning Discipline and Family Environment on the Academic Performance of Class X students in Economics at SMA PGRI 22 Serpong. The research adopts a quantitative approach with an associative methodology. The population consists of 89 Class X students, with a sample of 73 students selected through random sampling. Data was collected using questionnaires and PTS scores. The analysis was conducted using multiple linear regression techniques. The study findings reveal: 1) Learning discipline significantly affects academic performance, as indicated by a Tcount of 8.563 > Ttable 1.994 and a significance level of 0.000 < 0.05. The R-square value of 0.508 shows that 50.8% of academic performance is influenced by learning discipline, while 49.2% is determined by other unexamined factors; 2) The family environment also significantly affects academic performance, with a Tcount of 8.991 > Ttable 1.994 and a significance level of 0.000 < 0.05. An R-square value of 0.532 indicates that 53.2% of academic performance is shaped by the family environment, while 46.8% is influenced by other factors; and 3) Both learning discipline and the family environment jointly influence academic performance, as shown by an Fcount of 43.508 > Ftable 3.13 and a significance level of 0.000 < 0.05. The R-square value of 0.554 demonstrates that 55.4% of academic performance is determined by the combination of these two factors, while 44.6% is influenced by other variables.

Keywords: Discipline, Family Environment, Learning Achievement.

INTRODUCTION

Enhancing the quality of education is one of the key components of the national education system. Based on National Education System Law No. 20 of 2003 (Marshanda et al., 2023), education is a deliberate effort designed to create a learning environment where students can actively engage in realizing their potential to possess intelligence, morality, self-control, spiritual strength, and other abilities necessary for themselves, their community, and their nation. Thus, the national education system plays a crucial role in eradicating ignorance

and producing human resources capable of competing with other countries.

One key element in achieving the goals of education is academic achievement. This is because the quality of education can be measured through high academic achievement. As mentioned by Chaerunisa & Latief (2021), academic achievement reflects how well students learn a subject or engage in a learning process over a specific period. Learning outcomes, which consider cognitive, affective, and psychomotor aspects during the learning process, are important metrics for assessing student performance in an educational setting.

According to Chaerunisa & Latief (2021), various factors influence students' academic achievement, which can generally be categorized as internal or external. Internal factors include intelligence, talent, curiosity, motivation, physical health, and learning discipline. Meanwhile, external factors include the family environment, educator roles, community, educational setting, and access to infrastructure and learning resources.

Learning discipline is one of the qualities students need to possess to adopt efficient learning strategies. Discipline and behavior do not develop automatically over time; therefore, learning discipline can be viewed as a component that influences students' academic achievement (Naryanto, 2022). Disciplinary behavior develops in students from a young age, instilled by parents and further reinforced through education. The family environment plays a significant role in shaping discipline. As stated by Wibowo (2024), the family is the primary place where children learn and interact with others. Parents, home environment, and family economic conditions significantly influence students' growth and development. Learning is not only determined within the formal education context but also requires social support, such as a supportive family atmosphere, parental encouragement, and attention to children's activities.

According to Sintya (2019), the family environment is the most fundamental setting in a child's life, consisting of parents, siblings, and close relatives. Learning discipline and family environment play a role in students' academic achievement, including in economics subjects. As mentioned by Rahmatullah in Dian Lestari & Aradea (2022), learning economics in formal education aims to provide knowledge and understanding of economic principles and values.

From the background above, based on unstructured observations, interviews, and documentation of students' grades conducted at SMA PGRI 22 Serpong, the researcher found issues related to students' learning discipline. The internal indicators of learning discipline among Grade X students in economics subjects at SMA PGRI Serpong were found to be low.

This was evident from students not wearing the designated school uniform, not paying attention to teachers' explanations, being late to class, failing to complete or submit assignments on time, and some students sleeping during lessons.

Besides the issue of learning discipline, the researcher also discovered problems related to the family environment. Based on unstructured interviews with teachers and students, family environment indicators among students at SMA PGRI 22 Serpong were found to be lacking. For instance, some parents did not remind their children to study and complete their assignments, family members did not make time for open communication, the family environment was not conducive, and there were challenges in family economic conditions and parental attention. In addition, in economics subjects, there were issues in academic achievement, as seen in the results of the mid-semester assessments or PTS for the second semester of the 2024 academic year, which were still below the minimum competency criteria or KKM of 75.

Building upon the description above, the researcher has chosen to conduct a study at SMA PGRI 22 Serpong. Therefore, the researcher intends to explore the topic through the research title: "The Impact of Family Environment and Learning Discipline on Students' Academic Performance in Economics Subject for Grade X at SMA PGRI 22 Serpong."

METHODS

This research employs a quantitative technique. As stated by Sugiyono (2014), the positivist school of thought informs the quantitative research method, which is a technique used to examine a specific population or sample. Typically, research tools are utilized for data collection, sampling techniques are applied randomly, and data analysis is conducted quantitatively or statistically to test hypotheses.

The approach employed in this study is an associative methodology. According to Arikunto in Ansari (2020), the associative research method is an approach that examines the relationship between two or more variables that occur simultaneously, but it does not involve causal or interactive relationships. As noted by Murjani (2022), the strategy and framework of inquiry designed by a researcher to find answers to research questions are referred to as the research design, as it is tailored to the objectives of the study.
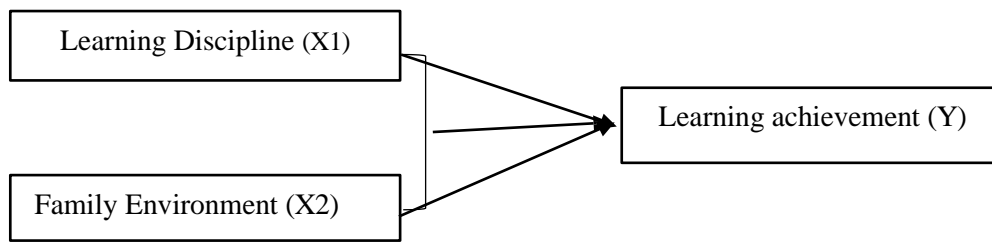
Figure 1. Research Design

The subjects in this research consists of all Grade X students at SMA PGRI 22 Serpong, totaling 89 students. The sample count in this study is 73 students. Since there are three classes involved in the study, the 73 samples are divided among three classes: X.1, X.2, and X.3. The method of sampling used in this research is simple random sampling. Sugiyono (2022) explains that simple random sampling is a method that selects sample members randomly from a population without considering stratification, provided that the population members are generally regarded as similar.

The methods used for data gathering in this study include questionnaires, interviews, documentation, and observation of students' grades. The study utilizes a Likert-scale questionnaire in a checklist format. Each questionnaire statement is developed based on theories related to each variable previously explained. Meanwhile, data on students' academic achievement are obtained through documentation.

The instrument tests used by the researcher are reliability and validity tests. For the reliability and validity tests, out of 20 statements, 15 statements were found valid for Learning Discipline (X_1), while 16 statements were valid for Family Environment (X_2). The reliability test for Learning Discipline (X_1) returned a Cronbach's Alpha value of 0.689, which is higher than 0.308, demonstrating that the instrument is reliable. Likewise, the reliability test for Family Environment (X_2) yielded a Cronbach's Alpha value of 0.722, also surpassing 0.308, confirming the instrument's reliability. The prerequisite tests conducted in this study consist of the heteroscedasticity test, multicollinearity test, linearity test, and normality test.

RESULTS AND DISCUSSION

Results

Normality Test

Based on the Kolmogorov-Smirnov instrument table, the data follows a normal distribution because the significance value for variable X_1 is 0.200, which is greater than 0.05, and for variable X_2, it is 0.73, also greater than 0.05.

Linearity Test

From the ANOVA output table and the Deviation From Linearity significance results, a linear relationship exists between X_1 and Y, as the significance value of 0.058 is greater than 0.05. Likewise, a linear relationship between X_2 and Y is observed, with a significance value of 0.640, also exceeding 0.05.

Multicollinearity Test

Based on the Coefficients output, there is no multicollinearity. The tolerance values for variables X_1 and X_2 are 0.223, exceeding the minimum threshold of 0.10, and the VIF value is 4.476, which is within acceptable limits.

Heteroscedasticity Test

To determine whether there is any violation of the classical assumption of heteroscedasticity, the researcher applied the Glejser test. Based on the Coefficients output, no heteroscedasticity was detected. This conclusion is supported by the significance values of variable X_1 ($0.225 > 0.05$) and variable X_2 ($0.306 > 0.05$).

Hypothesis Testing

Simple Linear Regression Test

Table 1. Simple Linear Regression Test Results (X1-Y)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.713ᵃ	.508	.501	4.158
a. Predictors: (Constant), DISCIPLINE				

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1.	(Constant)	11.247	5.576		2.017	.047
	DISCIPLINE	.988	.115	.713	8.563	.000
a. Dependent Variable: PERFORMANCE						

According to the model summary output, the coefficient of determination (R Square) for the variable Learning Discipline (X_1) is 0.508 or 50.8%, indicating that 50.8% of the variation in the dependent variable (Academic Achievement (Y)) is explained by Learning Discipline (X_1). The other 49.2% is determined by factors not incorporated in this model.

Furthermore, the t-test results reveal that the calculated t-count is 8.563, which is higher than the critical t-table of 1.994, with a significance level (p-value) of 0.000, which is less than 0.05. Thus, H_1 is accepted, meaning that Learning Discipline significantly affects Academic Achievement in Economics for Grade X students at SMA PGRI 22 Serpong.

Table 2. Simple Linear Regression Test Results (X2-Y)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.730[a]	.532	.526	4.054
a. Predictors: (Constant), FAMILY ENVIRONMENT				

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1.	(Constant)	9.212	5.537		1.664	.101
	FAMILY ENVIRONMENT	.931	.104	.730	8.991	.000
a. Dependent Variable: PERFORMANCE						

Based on the model summary output, the coefficient of determination (R Square) for the variable Family Environment (X_2) is 0.532 or 53.2%, indicating that 53.2% of the variation in the dependent variable (Academic Achievement (Y)) is attributed to the Family Environment (X_2). The other 46.8% is driven by factors not considered in this model.

Furthermore, the t-test results indicate that the calculated t-count is 8.991, which exceeds the critical t-table of 1.994, with a significance level (p-value) of 0.000, which is less than 0.05. Therefore, H_1 is accepted, suggesting that the Family Environment has a significant impact on Academic Achievement in Economics for Grade X students at SMA PGRI 22 Serpong.

Multiple Linear Regression Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.744[a]	.554	.541	3.987
a. Predictors: (Constant), FAMILY ENVIRONMENT, DISCIPLINE				

Table 3. Results of Multiple Linear Regression Tests X1-X2 Against Y

ANOVA[a]					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1382.862	2	691.431	43.508	.000[b]
Residual	1112.453	70	15.892		
Total	2495.315	72			
a. Dependent Variable: PERFORMANCE					
b. Predictors: (Constant), FAMILY ENVIRONMENT, DISCIPLINE					

Based on the findings, the combined contribution of Learning Discipline (X_1) and Family Environment (X_2) to Academic Achievement (Y) is 55.4%, while the remaining 44.6% is influenced by other factors not examined in this study. The F-test results from the coefficients output show that the calculated F-count is 43.508, which exceeds the critical F-table of 3.13, with a significance level (p-value) of 0.000, which is less than 0.05. Thus, H_1 is accepted, indicating that Learning Discipline and Family Environment together have a

significant and relatively strong impact on the academic achievement of Grade X students at SMA PGRI 22 Serpong.

Discussion

The Impact of Academic Discipline on the Learning Success of Class X Students in Economics Subjects at SMA PGRI 22 Serpong

According to Musbikin (2021), discipline is essential wherever a person is. The primary goal of developing disciplined behavior is to achieve and maintain a superior personality. This requires individuals who are disciplined, motivated, persistent, and resilient. The results are consistent with the findings of Chaerunisa & Latief (2021), who demonstrated that students' learning motivation is influenced by their level of discipline. Good student behavior, both in class and at home, significantly affects their learning process, which in turn improves their academic performance and helps them meet or exceed the minimum competency standard scores or KKM. This is evidenced by the research findings, which show that the influence of learning discipline on students' academic achievement is 50.8%.

The Impact of the Family Environment on the Academic Achievement of Grade X Students in Economics Subjects at SMA PGRI 22 Serpong

As noted by Sohilait (2021), the family serves as the primary educational environment where children acquire knowledge. A harmonious family, adequate learning facilities, good economic conditions, a conducive home environment, and parental attention to education all foster motivation and improved learning outcomes.

Dalyono (2015) emphasizes that parental involvement in children's learning processes significantly affects their academic performance. Children who receive support and guidance from their parents in their studies tend to be more diligent and enthusiastic than those who lack parental attention. Since students spend much of their time at home, the family environment substantially influences their learning achievements.

The current study supports this claim, showing that the Family Environment has a 53.2% impact on the academic achievement of grade X students in the economics subject. A supportive family environment encourages students to study diligently, leading to improved academic performance. Conversely, an imbalanced or unsupportive family environment can diminish students' motivation, resulting in lower academic achievements.

The Combined Impact of Academic Discipline and Family Environment on Academic Achievement of Grade X Students in Economics at SMA PGRI 22 Serpong

According to Sasmito, as cited in Darmawangsa et al. (2023), the role of the family is crucial for children's learning success. Children raised in a happy and peaceful home environment are more likely to be diligent and disciplined learners, ultimately achieving optimal academic outcomes. Conversely, if parents are preoccupied with their own problems, the home atmosphere is unpleasant, and students' needs are neglected, this can lead to a lack of motivation and suboptimal learning results.

Research conducted by Wibowo (2024) aligns with these findings, emphasizing how the family environment and learning discipline significantly influence students' academic performance. Parents who consistently provide encouragement and support can help students achieve better academic results. This is because higher levels of student discipline in the classroom often lead to better academic outcomes.

Students thrive when they experience discipline in the classroom and a supportive home environment. The current research reinforces these conclusions, demonstrating that Learning Discipline and the Family Environment together have a significant impact on students' academic performance, contributing 55.4% to their achievement in Economics. This highlights the importance of creating a structured and encouraging learning environment both at school and at home to enhance students' academic success.

CONCLUSION

According to the study carried out at SMA PGRI 22 Serpong, it is evident that there is an impact of learning discipline on academic performance, as indicated by a T-count of 8.563, which is above the critical T-table of 1.994, with a significance value (p-value) of 0.000, which is smaller than 0.05 (5%). The coefficient of determination (R^2) is 0.508, suggesting that the influence of learning discipline on academic achievement is 50.8%, while 49.2% is impacted by other contributing factors.

There is also an influence of the family environment on academic performance, with a T-count of 8.991, exceeding the critical T-table of 1.994, and a significance level (p-value) of 0.000, less than 0.05 (5%). The coefficient of determination (R^2) is 0.532, which reveals that the family environment affects academic achievement by 53.2%, while 46.8% is influenced by other factors.

Furthermore, there is a combined effect of learning discipline and family environment on academic achievement, with an F-count of 43.508, which exceeds the critical F-table of 3.13, and a significance level (p-value) of 0.000, which is less than 0.05 (5%). The coefficient of determination (R^2) is 0.554, suggesting that the joint impact of learning discipline and the family environment on academic achievement accounts for 55.4%, while the remaining 44.6% is influenced by factors beyond family environment and the learning discipline.

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