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The Influence of Learning Activity, Learning Habits, Learning Facilities, Peers, and Parental Support on the Learning Achievement of Grade X and XI Students in Tax Subjects at State Vocational School I Kinali, West Pasaman Regency

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Abstract: This study aims to analyze the influence of learning activities, learning habits, learning facilities, peer support, and parental support—both partially and simultaneously—on the academic achievement of Grade X and XI students in the Tax subject at SMK Negeri 1 Kinali, West Pasaman Regency. The study employed a quantitative associative approach. The population consisted of 94 students from grades 10 and 11, and a total sampling technique was used, making the entire population the sample. Data were collected through questionnaires and analyzed using multiple linear regression with SPSS and EViews. Hypothesis testing was conducted using t-tests (partial) and F-tests (simultaneous) at a significance level of α = 0.05. The results showed that all five independent variables had a positive and significant effect on student academic achievement. Specifically, learning activities (coefficient 0.318; t = 7.126), learning habits (0.129; t = 5.370), learning facilities (0.408; t = 8.378), peer support (0.188; t = 3.361), and parental support (0.302; t = 3.563) all contributed positively. Simultaneously, these variables also had a significant effect, with an F-value of 59.396 > F-table (2.32) and a significance level of 0.000. In conclusion, both internal factors (learning activities and habits) and external factors (facilities, peers, and parental support) play a crucial role in improving students' academic achievement. Therefore, efforts to enhance student outcomes should be comprehensive, focusing on optimizing learning behaviors and strengthening support from the school environment, peers, and family.

Keywords: Learning Activity, Learning Habits, Learning Facilities, Peers, Family Environment, Learning Achievement.

Introduction

The goal of national education is stated in the Constitution of the Republic of Indonesia, with the phrase "to educate the life of the nation" found in the Preamble to the 1945 Constitution, fourth paragraph (Santoso, 2021). This represents the main national objective and reflects the ideals of the Indonesian people to provide and equalize education across all regions of Indonesia in order to achieve an intelligent national life (Nurdin, 2015). Law No. 20 of 2003 on the National Education System, Article 3, states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the life of the nation (Helda, 2022). It aims to develop the potential of students to become human beings who believe in and are devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, and independent, and become democratic and responsible citizens (Bahrozi & Abd Aziz, 2025).

Learning is a lifelong process that takes place throughout human life. It begins from infancy and continues across one's entire lifespan (Dozza, 2017). According to Darmadi (2017), learning is a process undertaken by individuals through which changes in behavior, thinking, and other aspects occur for the better as a result of experiences gained. Similarly, Baslam & Silver, (1994) states that "learning is essentially a process of behavioral change that occurs alongside experience.

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The formation of behavior includes changes in skills, habits, attitudes, knowledge, understanding, and appreciation."

According to Nor et al., (2022), learning achievement is a benchmark of students' success in studying economics. It can be stated that learning achievement represents the final outcome attained by students after undergoing the process of learning economics. According to Supriyadi (2023).

Learning achievement is in line with students' learning efforts (Lastri et al., 2020). The better the students' efforts in learning, the better their learning achievements will be (Malmia et al., 219). According to Noor (2020), achievement in learning encompasses the results of assessments of students that involve cognitive, affective, and psychomotor factors. This assessment process is conducted after students participate in the learning process and generally employs test instruments or other relevant evaluation tools (Keinänen et al., 2018).

In the field of education, the outcomes of students' learning activities are expressed in the form of learning achievement (Sakir & Kim, 2020). Achievement is the result of an effort that has been carried out or created, either individually or in groups (Johnson et al., 2014). Teachers can recognize and measure their effectiveness in teaching and delivering lessons through the learning achievements attained by their students (Akram, 2019).

Based on the above perspectives, it can be concluded that learning achievement is the assessment of students' efforts in learning, measured through symbols, numbers, or statements that reflect students' attainment resulting from efforts and processes involving cognitive, affective, and psychomotor aspects. Learning achievement can also be viewed as the final outcome in a particular subject and is closely related to the efforts made by students during the learning process. Teachers are able to evaluate their teaching effectiveness based on the learning achievements attained by their students (Aimah & Purwanto, 2019).

According to Hardani et al., (2021), the factors that influence learning can be classified into two categories, namely

Internal factors consist of: 1) Physical factors, which can be divided into two categories: health conditions and physical disabilities. 2) Psychological factors, which are classified into seven aspects: intelligence, activity, interest, talent, motivation, maturity, and readiness. 3) Fatigue, although difficult to separate, can be divided into two types: physical fatigue and mental (psychological) fatigue.

External factors consist of: 1) Family factors, where students' learning is influenced by their family through aspects such as parenting style, relationships between family members, home atmosphere, and family economic conditions. 2) School factors, which influence learning, include teaching methods, curriculum, teacher-student relationships, student-student relationships, school discipline, class and school hours, academic standards, school facilities, learning methods, and homework assignments. 3) Community factors also influence student learning, including student activities in the community, mass media, peer groups, and lifestyle.

According to Cizek, (1996) the outcome of learning achievement naturally encompasses aspects that can serve as indicators of students' attainment in learning. The indicators of learning achievement are: (1) the cognitive aspect, (2) the affective aspect, and (3) the psychomotor aspect.

Table 1. Report Card Scores for Odd Semester of Grade X and XI Accounting Students in the Tax Subject at SMK Negeri 1 Kinali for the Academic Year 2024/2025

No	Class	KKTP	Completed (students)	Not Completed (students)	Total Students
1.	X Akuntansi 1	75	17	6	23
2.	X Akuntansi 2	75	17	8	25
3.	XI Akuntansi 1	75	21	2	23
4.	XI Akuntansi 2	75	20	3	23
	Amount		**75**	**19**	**94**
			78,8%	**20,2%**	**100%**

Source: Tax Subject Teacher for the Academic Year 2024/2025

From the above explanation, it can be observed that the low learning achievement of Grade X and XI students in the Service Accounting subject is presumed to be caused by several factors, namely learning activeness, learning habits, learning facilities, peers, and parental support. The first factor influencing learning achievement is learning activeness. Learning activeness.

Table 2. Data on Student Activeness in the Learning Process in Grade X and XI Tax Subject, Odd Semester, SMK Negeri 1 Kinali, Academic Year 2024/2025

No	Class	Total Students	Students' Activeness in Learning

			Active in Asking Questions	Active in Discussion
1.	X Akuntansi 1	23	11	12
2.	X Akuntansi 2	25	9	16
3.	XI Akuntansi 1	23	7	16
4.	XI Akuntansi 2	23	9	14
Jumlah		**94**	**36**	**58**
			38,3%	**61,7%**

Source: Tax Subject Teacher for the Academic Year 2024/2025

Based on the above explanation, the researcher intends to conduct a study with the title: "The Influence of Learning Activeness, Learning Habits, Learning Facilities, Peer Groups, and Parental Support on the Learning Achievement of Grade X and XI Students in the Tax Subject at SMK Negeri 1 Kinali, West Pasaman Regency."

Method

This research is a quantitative study. The type of research conducted by the author is associative research. Associative research is a study that seeks to examine the relationship between two or more variables. There are three forms of associative research, namely symmetrical relationships, causal relationships, and interactive/reciprocal relationships (Saleh & Rahmadani, 2020; Yasmi, 2025). Based on the above explanation, this study aims to determine the extent to which learning discipline, learning habits, learning facilities, peer groups, and parental support influence students' learning achievement, as well as to test the formulated hypotheses through field data collection.

This research was conducted at SMK Negeri 1 Kinali with the population consisting of 94 students from Grade X and XI. The sample taken was 94 students, using a total sampling technique. Total sampling is a sampling technique in which all members of the population are used as the sample. Another term for total sampling is a census, where the entire population is included as the sample. Data collection was carried out by distributing questionnaires containing indicators related to learning activeness, learning habits, learning facilities, peer groups, and family support. The data analysis for decision-making employed several tests in SPSS and EViews, namely the likelihood test, the Ramsey test, and classical assumption tests (normality test, multicollinearity test, heteroscedasticity test, and autocorrelation test). Hypothesis testing was conducted using the (t-test and F-test)

Result and Discussion

The multiple linear regression model derived from the results can be expressed as follows:

$Y= a + b1X_1 + b2 X_2 + b3X_3 + b4 X_4 + b5X_5$

$Y= 16.591+0,318X_1+0,129X_2+0,408X_3+0,188X_4+0,302X_5$

From the multiple linear regression model above, it can be seen that:

1) The constant value of 16.591 means that, without the influence of the independent variables (learning activeness, learning habits, learning facilities, peer groups, and parental support), the value of the dependent variable is only 16.591. Thus, the students' learning achievement is represented by the constant value of 16.591.
2) The regression coefficient of the learning activeness variable (X1) is positive at 0.318. This indicates that, assuming other factors remain constant, an increase of one unit in learning activeness will increase learning achievement by 0.318 units, and conversely, a decrease in learning activeness will reduce learning achievement by the same proportion.
3) The regression coefficient of the learning habits variable (X2) is positive at 0.129. This means that, assuming other factors remain constant, an increase of one unit in learning habits will lead to an increase in learning achievement by 0.129 units, and conversely, a decrease in learning habits will reduce learning achievement by the same proportion.
4) The regression coefficient for the learning facilities variable (X3) is positive at 0.408.

This means that assuming a one-unit increase in peer group participation will lead to a 0.408-unit increase in learning achievement, assuming other factors besides learning facilities remain constant, or vice versa.

5) The regression coefficient of the peer group variable (X4) is positive at 0.188. This implies that, assuming other factors remain constant, an increase of one unit in peer group influence will increase learning achievement by 0.188 units, and conversely, a decrease in peer group influence will reduce learning achievement by the same proportion.
6) The regression coefficient of the parental support

variable (X5) is positive at 0.302. This indicates that, assuming other factors remain constant, an increase of one unit in parental support will lead to an increase in learning achievement by 0.302 units, and conversely, a decrease in parental support will reduce learning achievement by the same proportion.

a. Uji Log Likelihood

Table 4. Likelihood Ratio Test Results

Likelihood Ratio	**X1**	**X2**	**X3**	**X4**	**X5**
Value	42.82006	26.64114	55.12832	11.35148	12.66897
Probability	0.0000	0.0000	0.0000	0.0008	0.0004

Source: Processed Primary Data, 2025.

Based on the Table 4 above, it can be observed that if we attempt to remove the learning activity variable (X_1), the calculated χ^2 value of the log-likelihood ratio is 42.82006, whereas the χ^2 table value is 3.841 at $\alpha = 0.05$. This indicates that χ^2 calculated > χ^2 table, which means Ho is rejected, implying that removing the learning activity variable (X_1) is not acceptable and that the model equation is appropriate, as evidenced by the reduction of this variable.

Similarly, for the removal of the study habits variable (X_2), the calculated χ^2 value of the log-likelihood ratio is 26.64114, while the χ^2 table value is 3.841 at $\alpha = 0.05$. Since χ^2 calculated > χ^2 table, Ho is rejected, meaning that removing the study habits variable is not justified.

For the learning facilities variable (X_3), if this variable is removed, the calculated χ^2 value of the log-likelihood ratio is 55.12832, whereas the χ^2 table value is 3.841 at $\alpha = 0.05$. Since χ^2 calculated > χ^2 table, Ho is rejected, indicating that removing the learning facilities variable is not appropriate.

Likewise, for the peer influence variable (X_4), removing this variable yields a calculated χ^2 value of 11.35148, with a χ^2 table value of 3.841 at $\alpha = 0.05$. Since χ^2 calculated > χ^2 table, Ho is rejected, meaning that the peer influence variable should not be removed.

For the parental support variable (X_5), removing this variable results in a calculated χ^2 value of 12.66897, whereas the χ^2 table value is 3.841 at $\alpha = 0.05$. Since χ^2 calculated > χ^2 table, Ho is rejected, indicating that the parental support variable should not be removed.

From the explanation above, it can be concluded that no variable reduction is necessary for the model equation, as the likelihood ratio test demonstrates that the removal or reduction of any variable is rejected. In other words, the model used is correct and appropriate.

b. Classical Assumption Test

Table 5. Ramsey RESET Test Results

Ramsey RESET Test
Equation: UNTITLED
Specification: Y X1 X2 X3 X4 X5 C
Omitted Variables: Squares of fitted values

	Value	Df	Probability
t-statistic	1.008218	87	0.3161
F-statistic	1.016504	(1, 87)	0.3161
Likelihood ratio	1.091925	1	0.2960

Source: Processed Primary Data, 2025.

Based on the table above, it is known that the calculated F value is 1.016504, which is smaller than the F-table value of 3.95 at an alpha level of 0.05. This indicates that F-calculated < F-table, which confirms that the model specification in the form of a linear function is appropriate and cannot be rejected.

c. Normality Test

Table 6. Results of Normality Test (Skewness and Kurtosis)

Descriptive Statistics

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Standardized Residual	94	.276	.249	-.420	.493
Valid N (listwise)	94				

Source: Processed Primary Data, 2025.

The Jarque-Bera statistic is 1.884, whereas the χ^2 table value with df at $\alpha = 0.05$ is 5.991. Since the Jarque-Bera statistic (1.884) < χ^2 table value (5.991), it can be concluded that the residuals are normally distributed.

d. t Test

Table 7. Partial Test Results (t-Test)

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	16.591	4.721		3.514	.001
	Keaktifan belajar	.318	.045	.393	7.126	.000
	Kebiasaan belajar	.129	.024	.281	5.370	.000
	Fasilitas belajar	.408	.049	.455	8.378	.000
	Teman sebaya	.188	.056	.183	3.361	.001
	Dukungan orang tua	.302	.085	.190	3.563	.001

a. Dependent Variable: Prestasi Belajar

Source: Processed Primary Data, 2025.

From the table above, the influence of each independent variable on students' academic achievement can be observed as follows:

1. Hypothesis 1**:** There is a positive and significant effect of learning activity (X_1) on academic achievement (Y).
   The regression coefficient for the learning activity variable (X_1) is 0.318 units, with a t-calculated value of 7.126 > t-table value of 1.66235, and a significance level of 0.000 ≤ 0.05. This means Ha is accepted and Ho is rejected. Therefore, it can be concluded that there is a positive and significant partial effect of learning activity on academic achievement. This implies that the better the learning activity, the higher the academic achievement.
2. Hypothesis 2: There is a positive and significant effect of study habits (X_2) on academic achievement (Y).
   The regression coefficient for the study habits variable (X_2) is 0.129 units, with a t-calculated value of 5.370 > t-table value of 1.66235, and a significance level of 0.000 ≤ 0.05. This indicates that Ha is accepted and Ho is rejected. Thus, there is a positive and significant partial effect of study habits on academic achievement. In other words, the higher the students' study habits, the higher their academic achievement.
3. Hypothesis 3: There is a positive and significant effect of learning facilities (X_3) on academic achievement (Y).
   The regression coefficient for the learning facilities variable (X_3) is 0.408 units, with a t-calculated value of 8.378 > t-table value of 1.66235, and a significance level of 0.000 ≤ 0.05. This means Ha is accepted and Ho is rejected. Hence, there is a positive and significant partial effect of learning facilities on academic achievement. This implies that the better the learning facilities, the higher the students' academic achievement.
4. Hypothesis 4: There is a positive and significant effect of peer influence (X_4) on academic achievement (Y).
   The regression coefficient for the peer influence variable (X_4) is 0.188 units, with a t-calculated value of 3.361 > t-table value of 1.66235, and a significance level of 0.001 ≤ 0.05. This shows that Ha is accepted and Ho is rejected. Therefore, there is a positive and significant partial effect of peer influence on academic achievement. This means that the higher the peer influence, the higher the students' academic achievement.
5. Hypothesis 5: There is a positive and significant effect of parental support (X_5) on academic achievement (Y).
   The regression coefficient for the parental support variable (X_5) is 0.302 units, with a t-calculated value of 3.563 > t-table value of 1.66235, and a significance level of 0.001 < 0.05. This indicates that Ha is accepted and Ho is rejected. Thus, there is a positive and significant partial effect of parental support on academic achievement. In other words, the better the parental support provided to the child, the higher the child's academic achievement.

Conclusion

Learning activeness has a positive and significant effect on students' learning achievement, with a coefficient value of 0.318. This value is significant because the t-value of 7.126 is greater than the t-table value of 1.98729, with a significance level of 0.000 < α = 0.05. This means that if learning activeness increases by one unit, students' learning achievement will increase by 0.318 units, assuming other variables remain constant.

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