



# The Influence of Family, School, and Community Environments on Students' Academic Achievement in Science Learning

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**Abstract:** This research was conducted because the academic achievement of students in class V science subjects at SDN Umbulharjo District is still low. The aim of this research is to discuss the reasons why academic achievement can change, one of which can come from the family environment, school environment and home environment and how the learning environment influences the student's academic achievement. The method used in this research is ex post fact. The data collection method is carried out by documenting students' reported grades and using questionnaire items. The population is 214 students. The results of analysis using multiple linear regression show that there is a positive influence of the family, school and community environment on student academic achievement. Furthermore, the effective contribution (SE) test obtained a value of 80.5%, which means the influence of the learning environment on student academic achievement and another 19.5% was influenced by other factors not included in this research.

**Keywords:** Academic achievement; Community environments; Family; School; Science learning

## Introduction

Every human being needs education to gain knowledge and understanding in life. Education plays an important role in improving students' cognitive capacity and attitudes (Pristiwanti et al., 2022; Salsabila & Puspitasari, 2020). Academic achievement is the result of a learning process that reflects students' knowledge, understanding, application, analytical skills and evaluation (Atteberry & McEachin, 2021). Academic achievement assessment is used to measure students' level of success within a certain period of time (Baker et al., 2019; Lutfiawati, 2020). The author emphasizes the importance of comprehensive evaluation to accurately depict student achievement. Increasing students' academic achievement shows the effectiveness of the learning process.

Academic achievement is influenced by internal and external factors such as motivation, physical and psychoemotional conditions, school environment,

family and society (Mukti & Tentama, 2019; Olufemioladebinu et al., 2018). The school environment, family and community play an important role in creating a conducive learning atmosphere (Anggraini et al., 2017; Salsabila & Puspitasari, 2020). A deep understanding of these factors is necessary to improve the quality of education.

Family is the best place for character development and child education. The first education a child receives in a family environment becomes the basic capital for the subsequent learning process (Fredy et al., 2022; Roostin, 2018). A harmonious family environment and adequate economic conditions greatly influence students' academic achievement (Fredy et al., 2022). However, external factors such as the school environment and society also have a big influence on student learning outcomes (Bugwak, 2023; Handayani, 2021). The author highlights that a harmonious and supportive family environment is very crucial for children's academic development.

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A conducive school environment with adequate facilities, appropriate teaching methods, and collaboration between teachers and parents, plays an important role in the success of students' academic achievement (Ambarwati et al., 2022; Indriyani, 2019). Apart from that, social and cultural conditions in the school environment also influence student interactions and learning atmosphere (Arianti, 2018; Winei et al., 2023). The author emphasizes that schools must create a safe and comfortable environment to facilitate effective learning. For example, the availability of complete science laboratories and adequate libraries can increase students' interest in learning science subjects. Apart from that, interactive teaching approaches and the use of technology in learning can also improve the quality of student learning. Collaboration between teachers and parents is very important in supporting students' academic success. With good communication between the school and parents, academic progress and student needs can be monitored effectively.

The community also plays an important role in shaping students' learning habits and behavior (Tindaon & Muliani, 2020). Factors such as community activities, mass media, and social interactions in society can have an impact on students' motivation and focus in learning. There is a need for synergy between family, school and community to create an environment that supports student academic achievement. For example, community programs that support education such as public libraries, learning centers, and extracurricular activities can provide additional learning resources for students. Social interactions in the community can also shape students' thinking patterns and attitudes towards learning. Students who are in a positive and supportive community environment tend to be more motivated to learn and achieve high academic achievement. A society that rewards outstanding students and creates a positive learning culture will help improve overall academic achievement.

Based on observations at several state elementary schools in Umbulharjo District, a discrepancy was found between theory and reality in the influence of the school environment on students' comfort and concentration in learning. There are still students who have not reached the criteria for achieving learning objectives (KKTP) for science subject matter (Bugwak, 2023). This research aims to analyze the influence of the family, school and community environment on the academic achievement of science subjects for class V students at SD Negeri Umbulharjo District. Apart from that, this research aims to formulate effective strategies to improve student academic achievement. It is hoped that the results of this research can provide useful recommendations for improving the quality of education and overall student achievement.

## Method

This research uses a quantitative approach with ex post facto research methods. Ex post fact research is research where the independent variables have occurred when the researcher starts by observing the dependent variables in a study (Danuri & Maisaroh, 2019). Ex-post facto research aims to find the causes of changes in behavior, symptoms or phenomena that arise as a result of an event (Ayu et al., 2020). This research starts from observing the visible relationship between the independent variable and the dependent variable. Then the researchers will distribute questionnaires to class V students and link the results of the questionnaire with the student report grades for the odd semester 2023/2024.

**Table 1.** Grid Table for Research on Family Environment, School Environment, and Community Environment

Measured indicators	Number of Statements
Family Environment	
How parents educate children	4
Relationships between family members	4
Home situation	3
Family economic situation	3
Attention parents	3
Cultural background	3
School environment	
Teacher teaching methods	3
Curriculum	2
Student relations with teachers	3
Student relations with other students	3
School discipline	3
Learning tools	2
School time	3
Learning standards are above standard	2
Condition of the building	3
Community Environment	
Student activities in society	3
Mass media	3
Social friends	3
Forms of social life	3

The research population was 462 students in class V of Public Elementary Schools in Umbulharjo District in science subjects. The sampling technique used in this research is simple random sampling. The sampling technique used in this research is random selection where all individuals have the same opportunity to become sample members (Firmansyah & Dede, 2022). The data sample in this study amounted to 214 students. This research uses multiple regression analysis techniques because there are four variables involved in this research, namely family environment, school environment and community environment as three

independent variables, and academic achievement as the dependent variable. First, the questionnaire is tested for the validity of the questionnaire and the reliability of the questionnaire. After that, the prerequisite tests that must be met for each variable are continued, carrying out normality tests, linearity tests, multicollinearity tests and heteroscedasticity tests.

## Result and Discussion

Results of research on the influence of the family, school and community environment on the academic achievement of fifth grade students in science subjects at public elementary schools in Umbulharjo District. First, the normality test, is one of the requirements that must be carried out before analyzing the data. The data tested was in the form of questionnaire results and odd semester student report scores using the One Sample Kolmogorov Test which was calculated using SPSS. The results of this research are said to be normal if the Asymp. The sig obtained is  $> 0.05$ , whereas if the results obtained are  $< 0.05$  then it is not normally distributed. Based on calculations using SPSS version 24 for Windows, the Asymp value was obtained. The sig of family environment (0.200), school (0.094), community (0.200) academic achievement (0.083) has a value above 0.05, so the data distribution of each variable is said to be normal.

Second, linearity test. The linearity test is carried out to find out whether the relationship between the independent variable and the dependent variable is linear. Criteria if the sig value. deviation from linearity  $> 0.05$  then the variables are said to have a linear relationship. Based on the sig test results. deviation from linearity for each family environment variable on academic achievement is 0.332. The school environment on academic achievement is 0.132. Community environment on academic achievement is 0.119. So, the results of the linearity test of the research variables have a linear relationship.

Third, the multicollinearity test is an assumption test for multiple linear regression. The assumption of multicollinearity is that the independent variables must be free from multicollinearity. The multicollinearity test uses alpha/tolerance of 10% or 0.10, then VIF is 10. If the results obtained are  $VIF_{count} < VIF = 10$  and all independent variable tolerances are above 0.10. The results of the three multicollinearity tests with VIF values and VIF tolerance  $< 10$  X1 ( $1.526 < 10$ ), ( $1.637 < 10$ ), ( $1.259 < 10$ ) and tolerance value  $> 0.10$  X1 ( $0.655 > 0.10$ ), X2 ( $0.611 > 0.10$ ), X3 ( $0.794 > 0.10$ ). There is no multicollinearity between the dependent variables.

Fourth, the heteroscedasticity test aims to test whether there is an inequality of variance from one residual to other observations. The family environment

score was 0.817 ( $p > 0.05$ ), the school environment score was 0.243 ( $p > 0.05$ ), and the community environment score was 0.516 ( $p > 0.05$ ), there was no heteroscedasticity between variables X1, X2 and X3. The results of the heteroscedasticity test for the relationship between these variables prove that heterodasticity does not occur in the three variables.

**Table 2.** Multiple Regression Results

Variable	Coefficient
X1	0.232
X2	0.322
X3	-0.041
Constanta	47.504
Adjusted R Square	0.805
F <sub>Count</sub>	293.698

Based on the results of the multiple regression analysis test, it can be seen that the Adjusted R Square value in the table produces a value of 0.808. These results show that the environmental conditions of the family, school and community simultaneously influence student academic achievement by 80.8%. Meanwhile, the remaining 19.2% is from other factors not examined in this study. The regression coefficient value for family environmental conditions is 0.232, the school environment coefficient is 0.322, and the community environment coefficient is -0.041 so that a multiple regression equation can be created as follows.

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 \quad (1)$$

$$Y = 47.504 + 0.232X_1 + 0.322X_2 + (-0.041)X_3$$

The F<sub>count</sub> value is 293.698  $>$  F table is 2.65. Based on the results of these calculations, it can be concluded that the hypothesis is accepted so that the environmental conditions of the family, school and community simultaneously influence academic achievement in science subjects. Based on the results of calculating the relative contribution and effective contribution, it was found that the influence of the school environment was 44.96%, which had the highest effective contribution to students' academic achievement, compared to the family environment at 32.39% and the community environment at 3.41%. The school environment has a greater role than family environment and community environment variables in influencing the academic achievement of science subjects for class V students in Umbulharjo District.

Research shows that a supportive school environment, such as the quality of teaching, teaching methods used, curriculum, student interactions with teachers and other students, and educational facilities significantly influence student academic achievement. according to research published in the Journal of

Education and Counseling, schools with complete facilities and high-quality teaching staff tend to have students with better academic achievements (Mokoginta et al., 2023). Qualified teachers have in-depth knowledge of the subject matter and effective pedagogical skills to teach students. According to Bakar (2018), teachers who have high competence and are able to manage the class well tend to improve student academic achievement. Competent teachers can also provide feedback and encourage students to reach their maximum potential. In addition, adequate educational facilities, such as libraries, laboratories and educational technology, give students access to the resources needed to learn effectively. Hermawan et al. (2020) in their research shows that good school facilities are positively related to student academic achievement because they support a more interactive and interesting teaching and learning process.

The school environment not only directly influences students' academic achievement but also has a significant impact on the family environment. Schools that interact positively with families can increase parental involvement in their children's education. According to Jamilah (2019), an effective school-family partnership program can help children learn at home. According to Nofrizal et al. (2020) parental involvement supported by the school is positively related to student academic achievement. A family environment that provides emotional support, motivation and becomes a model that plays a role in influencing students' learning attitudes and behavior. This shows that collaboration between schools and families creates a stronger and more supportive learning environment for students. Apart from that, the school environment can also influence the community environment. Schools often become centers of community activity, providing programs that benefit not only students but also other members of the community. According to Robingatin et al. (2019) schools that function as community centers can increase community involvement in various educational and social activities. Programs such as additional classes, tutoring and extracurricular activities organized by schools can provide additional support for students, opening up opportunities for parents and community members to actively participate in their children's education.

A supportive family environment has a significant impact on the community environment. When parents are actively involved in educational community activities, such as parent-teacher meetings and school events, the school environment creates a positive educational culture in the community. This was also conveyed by Ruslan (2024) that the active participation of families in community activities helps expand social support networks, providing additional assistance and

motivation for students. The active involvement of families in the educational community strengthens social relationships and creates a supportive learning environment, which ultimately increases the academic achievement of elementary school students.

The results of this analysis can be used to predict that the higher the influence of the family, school and community environment, the higher the academic achievement in science subjects. The family, school and community environment are reinforcements that can improve students' academic achievement in science subjects at school. These findings are in accordance with the opinion of Hermawan et al. (2020) who said that a good family environment, school environment, community environment will provide progress in achieving student learning achievement. The student's learning environment, consisting of the family, school and community, has an important role in determining student learning achievement. In the school environment, adequate facilities and effective teaching methods contribute to increasing student interest and learning achievement. Meanwhile, social interactions and experiences in the community help students apply theory into practice, as well as form important social skills. Third, these aspects of the learning environment are interrelated and impact students' motivation, interests, and learning abilities, which ultimately influence students' overall academic achievement.

The regression coefficient for the community environment is -0.041 indicating a negative relationship between the community environment and student academic achievement. This means that every one unit increase in the community environmental score tends to be followed by a decrease of 0.041 in academic achievement. This can be caused by several factors, such as less than optimal support from the community environment in supporting student learning activities, external disturbances such as social disturbances or lack of adequate learning facilities, as well as social interactions in the community environment which may lead to activities that are not related to academic, thereby reducing students' time and attention to studying. Bronfenbrenner's theory of the ecology of child development emphasizes that child development is influenced by various interacting environments, including the family, school and community environments (Bronfenbrenner, 1979). According to Bronfenbrenner, the community environment or mesosystem can have a significant impact on child development. If interactions within this mesosystem are not supportive, such as social disturbances or lack of learning facilities, then the impact can be negative on children's academic achievement.

Research by Sugeha et al. (2023) also shows that good partnerships between schools, families and

communities are very important to support students' academic success. When the community environment does not provide adequate support, students may experience difficulties in achieving optimal academic achievement. This finding is in line with research results which show a negative regression coefficient for the community environment, indicating that less than optimal support from the community can reduce student academic achievement. In addition, research by Maulina et al. (2023) emphasizes that social interactions outside of school and family, although they play a role in the development of students' social skills, do not always have a positive impact on academic achievement. Distractions from an unstructured or less conducive social environment can divert students' attention from learning activities and have a negative impact on their academic achievement.

Even though the community environment makes a negative contribution, these results are part of the overall analysis which shows that the three variables (family, school and community environment) simultaneously still influence student academic achievement. It is important to note that social interactions outside of school and family still play a role in student development, although their influence on academic achievement may not always be positive. This emphasizes the importance of balanced support from all environments to achieve optimal academic results.

The results of this research are in line with research by Musfiyyah et al. (2022) which states that students who are in a harmonious and conducive family, school and community environment generally have good academic achievement. Then the results of research conducted by Menrisal et al. (2020) stated that the learning environment consisting of family, school and community environments has a positive and significant influence on learning outcomes, which means that the better the learning environment, the better the results. learning achieved. Furthermore, the results of research conducted by Nurdin et al. (2019) and Wijaya (2017) also state that learning outcomes are influenced by the family, school and community environment, so that the better the learning environment factors that students have, the more optimal the learning outcomes will be. Thus, collaboration between families, schools and communities in creating an environment that supports children's learning and development is very important to improve academic achievement.

## Conclusion

This research shows that the family, school and community environment significantly influence students' academic achievement in science subjects in class V of SD Negeri Umbulharjo District. The school

environment is proven to have the most dominant influence compared to the family and community environment. A conducive school environment, with good quality teaching, adequate facilities, and positive interactions between teachers and students, plays an important role in improving student academic achievement. Apart from that, parental involvement in children's education and support from the community have also been proven to be important for achieving optimal academic results. These findings emphasize the importance of synergy between families, schools and communities in creating a supportive learning environment for students.

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## Authors Contribution

D.L. conceptualized the research idea, designed of methodology, analyzed data, conducted a research and investigation process; A.T.L. management and coordination responsibility, conducted literature review and provided critical feedback on the manuscript.

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## Conflicts of Interest

All author declares that there is no conflict of interest.

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