



THE INFLUENCE OF FAMILY ENVIRONMENT, PEER ENVIRONMENT, AND LEARNING INTEREST ON STUDENTS' LEARNING OUTCOMES IN CLASS X OF BASIC ACCOUNTING AT SMK NEGERI JAKARTA TIMUR

Anis Alfi^{1*}, Unggul Purwohedi², Dwi Kismayanti Respati³

^{1,2,3}Faculty of Economics, Universitas Negeri Jakarta, Indonesia

Corresponden Author:

Email: anisalfisy@gmail.com¹

Abstract

Research was conducted with the aim to find out the influence of the family environment on student learning outcomes, the influence of the peer environment on student learning outcomes, and the effect of interest in learning on student learning outcomes. Research is intended for class X students of basic accounting subjects in the accounting and financial skills program at East Jakarta State Vocational School. The reachable the affordable population for this research is 178 students consisting of class X students at 46 State Vocational Schools Jakarta, 40 State Vocational Schools Jakarta, 50 State Vocational Schools Jakarta. The sample of this research is 122 students. total over sample was chosen according to the Isaac and Michael formula, with an error rate of 5%. This study uses a sampling technique a proportional random sampling technique. The data obtained via method uses the questionnaire method for the independent variable, while the dependent variable uses secondary data in the form of an Odd Semester End Assessment. Data processing is done by performing data analysis techniques including multiple regression equation, analysis data requirements test, classical assumption test, model feasibility test, and hypothesis test. The decision on the results of processing the research data is there is a positive and significant influence between the family environment on learning outcomes, there is a positive and significant influence between the peer environment on learning outcomes, and there is a positive and significant influence between learning interest on learning outcomes. The coefficient of determination in this study is 23.8%.

Keywords: Family Environment, Peer Environment, Interest in Learning, Learning Outcomes

INTRODUCTION

Human resource development is the main focus in enhancing Indonesia's development. Human resource development can consist of several aspects, namely income, health, education, and so on. Schools are a place invent the development of human resources in the sector of education. According to data obtained from the Badan Pusat Statistik which shows data on non-school children at the high school/equivalent level has increased in the last three years, namely 23.75% in 2019, 22.32% in 2020, and 21.47% in 2021. This indicates that every year, children who do not continue their studies to the high school/vocational school level have decreased. Therefore, it can be concluded that Indonesian children are increasingly able to get a qualified education up to the SMA/SMK level.

In order to increase the value of human resources, the quality of education must also be improved. The quality of education can be described through the value of school accreditation. Based on information obtained from Basic Vocational Data, which is the official portal belonging to the Ministry of Education and Culture of the Republic of Indonesia, East Jakarta Vocational Schools have

a higher number of non-accredited Vocational Schools compared to Vocational Schools in other cities in DKI Jakarta. Based on its accreditation, SMKs with competency skills in Accounting and Financial Institutions in East Jakarta consist of 7 SMKs. If broken down, it consists of 10 Jakarta State Vocational Schools, 46 State Vocational Schools Jakarta, 22 State Vocational Schools Jakarta, 40 State Vocational Schools Jakarta, 48 State Vocational Schools Jakarta, 51 State Vocational Schools Jakarta, 50 State Vocational Schools Jakarta, with each accreditation value being A. School accreditation has components that are used as an assessment of accreditation in educational units, including graduate quality components, learning process components, teacher quality components, and school management components.

The learning success of students becomes a benchmark in the process of learning activities. The learning success of students can be affected by many elements. The family environment is the main external influence which is very impact the learning success of students. However, in reality there are several problems, such as a family that is not harmonious can affect the child's psychology and physique which negatively affects the decrease in learning outcomes. In addition to the family environment, the peer environment is also an external factor that can affect students' learning outcomes. Students can easily accept the influence obtained from their peer environment. However, in reality the peer environment can also have a negative influence on students. Students who spend more time playing with their peers do not have time to study and do assignments.

Besides to external factors, there are internal factors that necessarily have a role in the learning process, namely interest. Interest becomes a driving force for student motivation who is able to provide interest in participating in learning activities, so that it can provide a good understanding and demonstrate success in learning. Based on data obtained from the Badan Pusat Statistik, it shows the percentage of completion of high school/equivalent education in DKI Jakarta in the last five years, namely 2017 (78.25%), 2018 (83.48%), 2019 (84.35%), 2020 (85.67%), and 2021 (84.98%). Based on these data, the lowest level of completion of high school/equivalent education was in 2017 which shows a high dropout rate. The highest level of completion of SMA/Equivalent education is in 2020 which shows the low dropout rate of SMA/Equivalent. However, in 2021 the rate of completion of high school/equivalent education will decrease again compared to 2020 with a difference of 0.69. This indicates that the high school dropout rate has decreased again. The occurrence of this can be caused by several influencing factors. However, losing interest in learning in learning activities experienced by students can be one of the causes.

Based on the description above, a study done with a view to testing and analyzing the affected by of the family environment on learning outcomes, testing and analyzing the affected by of the peer environment on learning outcomes, testing and analyzing the affected by of interest in learning-on-learning outcomes.

LITERATURE REVIEW

This study uses behavioristic learning theory. According to Hartini (2019) behavioristic learning theory is also called behavioral theory. Learning is interpreted as a process of changing behavior that occurs after the interaction between stimulus and response. Behavioristic psychology explains that the environment plays a controlling role in learning activities. Whether or not a person's learning process occurs depends on the influence factors provided by the environment. Some of the experts included in the originator and adherents of behavioristic theory are Pavlov (Classical Conditioning), Thorndike (Connectionism), Watson (Behavioral Psychology), Hull (Learning Theory), Guthrie (Contiguous Conditioning), and Skinner (Operant Conditioning).

Learning Outcomes

According to Parnawi (2019) learning is a process of changing a person's behavior based on the experience he has and the training he has undergone. According to Slameto (2015) suggests that learning is a process of effort implement by someone who aims to get a transform in his actions in most cases which is generated from the results of his own experience in interacting with his environment. The characteristics of changes in behavior in learning are changes that occur consciously, changes that are continuous and functional, changes that are positive and active, changes that are not temporary, changes that have a purpose and direction, and change covers all aspects of behavior. According to Susanto (2016) learning outcomes are a change that occurs in a person, including cognitive, affective, and psychomotor aspects which are the result of the process of learning activities that have been passed.

Family Environment

According to Prasetya (2021) the family environment is an environment that has an important influence on the growth and development of a child's personality. According to Wardiani, Indri (2018) the family environment play a strong role in children's growth, namely as a role model and motivator, agent of socialization, as well as a place to convey the feelings that children feel. Therefore, the learning process can be supported through good family environmental conditions. The family environment is the starting point for the formation of a child's personality which can be influenced by the personality of parents and family members in the family environment. Children's education and personality can be described through how parents educate them. The attitude of parents in educating children becomes a role for the family to shape the character and social behavior of children. According to Rohman (2009) mentions the functions of the family including the protection function, the recreation function, the initiation function, the socialization function, and the educational function. According to Parnawi (2019) the factors that influence the family environment are harmonious

relationships, adequate learning facilities, economic factors, the atmosphere of the home environment, and attention from parents.

Peer Environment

According to Slavin (2019) the peer environment is a relationship of social interaction that is built between individuals and individuals, individuals and groups, groups and other groups, who are of equal age and status. According to Nurnazathul (2021) the peer environment will affect the character of students, because of the level of intensity and closeness between peer groups. According to Regain, Herlambang, & Wijoyo (2020) peer environment is interaction between individuals with similar characteristics that include age and social status, which can be expressed through attention, care, and assistance to one another so as to increase one's self-confidence. According to Surya (2010) the social environment has a high influence on child development. This is because, the interaction between peers unconsciously has a strong urge to be identical or have similarities between one another. In this interaction, it will create a process of imitation (imitation) to the process of self-identification. The peer environment is the second home for children after their family environment. Thus, the peer environment can be used as a means of compensation for children and a place where they can receive their presence when they need a place other than the family environment. Indicators of peer environment include individual involvement in interaction, support from peers, and friends sharing and exchanging ideas in learning.

Interest to Learn

According to Nugroho, Muhajang, & Budiana (2020) interest in learning is an interest that arises in a person to carry out learning activities followed by feelings of pleasure and without coercion so that it can result in changes in knowledge, behavior, and skills. According to Hidayat & Widjajanti (2018) interest in learning is a condition that gives a feeling of liking a lesson so that it can foster enthusiasm in oneself which is shown through liking, interest, attention, and involvement in participating in learning activities. According to Susanto (2016) interest has a very important influence on learning activities. This is because, interest can be a motivational boost for someone so that it raises students' attention to the material, helps students concentrate during learning activities, and can minimize students' boredom in learning. According to Rosyidah in Susanto (2016) factors that can foster interest, including internal factors and external factors. A person's interest can grow by itself, which comes from traits that are influenced by heredity or has natural talents such as innate intelligence. Interest can also grow because there is influence from the surrounding environment. Indicators of interest in learning include feelings of pleasure, attention, interest, and active involvement.

METHOD

The research method used is quantitative method with a survey research type. The data for this study used primary data (independent variables) and secondary data (dependent variables). The primary data was in the form of a questionnaire using the Google form. The filling in of the family environment the instrument in its measurement using a Likert scale. Likert scale can be done with the aim of measuring attitudes or opinions of respondents obtained through research instruments. The research instrument can be arranged in the form of questions that will be answered by respondents using point ratings ranging from 1 to 5 (Purwohedi, 2022). Secondary data uses the Odd Semester End Assessment value of Basic Accounting for the 2022/2023 Academic Year. The population in this study were class X students at 46 State Vocational Schools Jakarta, 40 State Vocational Schools Jakarta, 50 State Vocational Schools Jakarta with a total population (N) of 178 students. The sample used in this study was 122 students. The sample totals was chosen based on the Isaac and Michael formula, with an error rate of 5%. The sampling technique used in this study was a proportional random sampling technique. The data analysis technique used is multiple regression equation, data requirements analysis test (normality test and linearity test), classical assumption test (multicollinearity test and heteroscedasticity test), and model feasibility test (F-test and coefficient of determination), and hypothesis testing (T-test).

RESULTS AND DISCUSSION

1. Multiple Linear Regression Analysis

According to Purnomo (2016) linear regression analysis is an analysis carried out to decide whether it exists the influence or linear relationship that occurs among the independent variables on the dependent variable, and aims to measure the value of the dependent variable against the independent variables. Multiple Linear Regression Analysis is an analysis conducted to decide the impacts of several independent variables on the dependent variable. Here are the yield of data processing with SPSS:

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	58,163	4,433		13,121	,000
	Family Environment	,171	,075	,216	2,278	,025
	Peer Environment	,119	,056	,196	2,118	,036
	Interest in Learning	,123	,058	,217	2,122	,036
a. Dependent Variable: Learning Outcomes						

Source: Results of SPSS data processing version 22 (data processed in 2023)

Demands results of data processing on regression test, thus the multiple linear regression equation model can be got one of them:

$$Y = 58,163 + 0,171X_1 + 0,119X_2 + 0,123X_3$$

Based on this equation, it shows that the constant value is 58.163 with the coefficient value on the Family Environment variable (a) is 0.171, on the Peer Environment variable (b) is 0.119, and on Learning Interest variable (c) is 0.123. The coefficient value explains that if variables (a), (b), and (c) increase by 1%, then learning outcomes will increase at a constant of 58.163.

2. Test Requirements Analysis

a. Normality Test

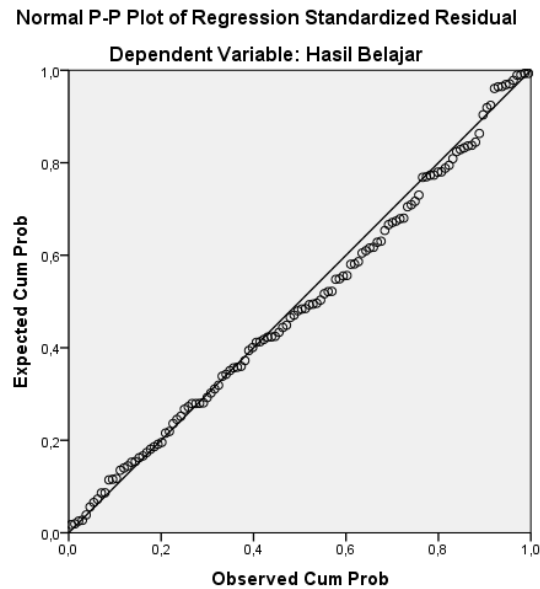
According to K. Perdana (2016) the normality test mean to see the research sample generated from population indicates a normal distribution of data. In carrying out the normality test, the researcher used the One-Sample Kolmogorov-Smirnov test with a decision that if the significant value was > 005, then the data was declared normal. In addition, tests were also carried out on the test a Normal Probability Plot test with a decision that if the data collects and follows a diagonal line, then it is declared normal. Research results can be obtained as follows:

<i>One-Sample Kolmogorov-Smirnov Test</i>		
		Unstandardized Residual
N		122
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	4,09983323
Most Extreme Differences	Absolute	,051
	Positive	,051
	Negative	-,044
Test Statistic		,051
Asymp. Sig. (2-tailed)		,200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: Results of SPSS data processing version 22 (data processed in 2023)

According to the SPSS output yield of the data processing on the normality test, it can be shown in the Asymp table. Sig. (2-tailed) has a value of 0.200 > 0.05 so it can be decided that the data

used in the study are normal. Next, the researcher conducted a normality test using the Normal Probability Plot as follows:



Source: Results of SPSS data processing version 22 (data processed in 2023)

According to yield of the data processing of the SPSS output above, it can be seen that data dissemination gathers and moves in line with the diagonal line, it can be concluded that the data used in the study have been normally distributed.

b. Linearity Test

According to Widana & Muliani (2020) a linearity test intends to see whether it exists the correlation among the independent and dependent variables, whether the data on the variable is linear or not. The linearity test is carried out using SPSS whose results can be shown in the ANOVA table through the sig value. Deviation from linearity > 0.05 , then the independent variable and the dependent variable are declared to own linear connection. According to the yield of the data processing, noted that Sig. Deviation from Linearity in the Family Environment (X_1) to Learning Outcomes (Y) of $0.166 > 0.05$, it can be shown that there is a linear connection. Furthermore, according to the results of the data processing of the SPSS output above, noted that the Sig. Deviation from Linearity in Peer Environment (X_2) to Learning Outcomes (Y) of $0.342 > 0.05$, it can be shown that there is a linear connection. Then, according to the results of the data processing of the SPSS output above, it is known that the Sig. Deviation from Linearity in Learning Interest (X_3) to Learning Outcomes (Y) of $0.570 > 0.05$, it can be shown that there is a linear connection.

3. Classic Assumption Test

a. Multicollinearity Test

The multicollinearity test can prove that the research regression model has a correlation between independent variables or not (Indri & Putra, 2022). The regression model which is proven to have no correlation between the independent variables can be said that the regression model is good. In terms of decision-making criteria, it can be based on the Tolerance and Variance Inflation Factor (VIF) values. If the Tolerance value is > 0.1 and the VIF value is < 10 , the decision states that there is no multicollinearity. According to the yield of the data processing SPSS output, it was shown that the Family Environment variable (X_1) generated a Tolerance value of $0.700 > 0.1$ and a VIF of $1.428 < 10$. Then the Peer Environment variable (X_2) generated a Tolerance value of $0.734 > 0.1$ and a VIF of $1.362 < 10$. Furthermore, the Learning Interest variable (X_3) generated a Tolerance value of $0.601 > 0.1$ and a VIF of $1.664 < 10$. Thus according to the yield of the data processing of the multicollinearity test results through Tolerance and VIF values, can be given that decision that the variables X_1 , X_2 , and Each X_3 does not have problems in terms of multicollinearity, thus it can be decided that the regression model used in this study can be good.

b. Heteroscedasticity test

The heteroscedasticity test is a test carried out with the intention of seeing whether the research regression model is good or not which can be seen through the absence of similarity of variance between residuals and observations (Purba, Tarigan, Sinaga, & Tarigan, 2021). The research regression model must have variance that does not have heteroscedasticity problems. In terms of decision-making criteria can be according to if the Sig value > 0.05 then it can be concluded that there is no heteroscedasticity problem. However, on the contrary if the Sig value < 0.05 then it is declared to have a heteroscedasticity problem. According to the yield of the data processing SPSS output, it is shown that the Environment variable Family (X_1) be discovered a Sig value of $0.315 > 0.05$. Then the Peer Environment variable (X_2) be discovered a Sig value of $0.845 > 0.05$. Furthermore, for the Learning Interest variable (X_3) be discovered a Sig value of $0.769 > 0.05$. Thus, according to the yield of the data processing heteroscedasticity test through the Sig. value, can be given that decision that the variables X_1 , X_2 , and X_3 each do not have heteroscedasticity problems, so that the regression model of this study is concluded to be good.

4. Model Feasibility Test

a. F-Test (Goodness of fit)

The F test is a statistical test performed to measure the accuracy of the regression function (Ghozali, 2018). The following are the output results from the F test:

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	701,696	3	233,899	13,570	,000 ^b
	Residual	2033,845	118	17,236		
	Total	2735,541	121			

a. Dependent Variable: Learning Outcomes

b. Predictors: (Constant), Interest in Learning, Peer Environment, Family Environment

Source: Results of SPSS data processing version 22 (data processed in 2023)

Based on the ANOVA table above, it shows that the F count value is 13.570 and F table is 2.68 so that $13.570 > 2.68$. Then for the results of statistical tests with Sig. 0.000. Thus showing that the value of Sig. $0.000 < 0.05$, the linear regression model indicates that it is feasible to use to explain the independent variables on the dependent variable, namely the variables Family Environment (X_1), Peer Environment (X_2), and Interest in Learning (X_3) on Learning Outcomes (Y) is feasible for research.

b. Determination Coefficient Test

The coefficient of determination test can be used to prove the level of ability of the regression model to explain the dependent variable (Ferdinand, 2014). The coefficient of determination is shown by the Adjusted R Square value. Following are the output SPSS from the coefficient of determination test:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,506 ^a	,257	,238	4,152

a. Predictors: (Constant), Interest in Learning, Peer Environment, Family Environment

Source: Results of SPSS data processing version 22 (data processed in 2023)

According to the yield of the data processing SPSS output of the coefficient of determination test above, the Adjusted R Square value is 0.238 (23.8%). Thus, it can be given a decision that 23.8% of learning outcomes as the dependent variable can be explained through the family environment, peer environment, and interest in learning as independent variables. Meanwhile, 76.2% was caused by other factors outside this research model. This shows that there are many other factors that affect learning outcomes.

5. Hypothesis Test

a. Partial Regression Coefficient Test (T-Test)

According to Ghozali (2018) hypothesis test done to prove truth of an alleged statement which can also be referred to as a hypothesis. T test or Partial Regression Coefficient Test is a test carried out aiming to see the impact of the independent variable on the dependent variable. The ttable value is generated through a significance level value of 0.05, then with the provisions $df = n - k - 1$. it can be seen that n is the amount of data and k is the number of independent variables. So, $df = 122 - 3 - 1$ is 118 so we get a ttable of 1.658. The results of the research that can be obtained in conducting the T-test are as follows:

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	58,163	4,433		13,121	,000
	Family Environment	,171	,075	,216	2,278	,025
	Peer Environment	,119	,056	,196	2,118	,036
	Interest in Learning	,123	,058	,217	2,122	,036

Source: Results of SPSS data processing version 22 (data processed in 2023)

According to SPSS output of the T Test, it was shown that the Family Environment variable (X_1) generated a Sig. of $0.025 < 0.05$ and tcount of $2.278 > ttable$. Then the Peer Environment variable (X_2) generated a Sig. of $0.036 < 0.05$ and tcount of $2.118 > ttable$. Furthermore, the variable Interest in Learning (X_3) generated a value of Sig. of $0.036 < 0.05$ and tcount of $2.122 > ttable$.

CONCLUSION

1. The Influence of the Family Environment on Learning Outcomes

According to the data processing described above, then it can be given that decision that there is a positive and significant influence between the family environment on student learning outcomes at SMK Negeri Jakarta Timur. This can be shown by the value of Sig. of $0.025 < 0.05$ and tcount of $2.278 > ttable$ of 1.658. Thus, it can be proven that there is a positive and significant influence of the family environment on learning outcomes. This is in along with the decision on the research results submitted by Samosir, Adi, & Sunarto (2018) and Purbiyanto & Rustiana (2018), which proves that there is a positive and significant influence between the family environment on the learning outcomes. Thus, it can be stated that existence of learning support from family, it will be more helpful students in participating in learning activities.

2. The Influence of Peer Environment on Learning Outcomes

According to the data processing described above, then it can be given decision that there is a positive and significant influence between the peer environment on student learning outcomes at SMK Negeri Jakarta Timur. This can be shown by the value of Sig. of $0.036 < 0.05$ and tcount of $2.118 > t_{table}$ of 1.658. Thus, it can be proven that there is a positive and significant peer environment influence on learning outcomes. This is in along with the decision on the research results submitted by Afrizal & Armida (2021) and Yudha (2018) which proves that there is a positive and significant influence between the peer environment on student learning outcomes. The social influence of peers acts as a model in character building in students. Reciprocity on interaction between peers provides an influence that can help achieve more optimal learning outcomes. So, it can be concluded that the better the student's peer environment, the better the influence on student learning outcomes.

3. The Influence of Learning Interest on Learning Outcomes

According to the data processing described above, then it can be given that decision that there is a positive and significant influence between learning interest on student learning outcomes at SMK Negeri Jakarta Timur. This can be shown by the value of Sig. of $0.036 < 0.05$ and tcount of $2.122 > t_{table}$ of 1.658. Thus, it can be proven that there is a positive and significant influence of learning interest on learning outcomes. This is in along with the decision on the research results submitted by Nugroho et al. (2020) and Rahayu (2018) which proves that there is a positive and significant influence between learning interest on student learning outcomes. Interest in learning can arouse students' motivation in learning so that it will generate attention and interest in following the learning process. With a high learning interest, it tends to produce good learning success.

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