



## THE CORRELATION OF SOCIAL ENVIRONMENT TOWARD CHILDREN'S LEARNING ACHIEVEMENT AT SMA PGRI KUPANG

**Riani Nomleni**

SMA PGRI Kupang, Indonesia  
 e-mail: rianinomleni@gmail.com

**ABSTRACT:** This study specifically looked at how the social environment affects student achievement at SMA PGRI Kupang. The objective of this study was to explain the relationship between social environment and learning achievement at SMA PGRI Kupang. An ex post facto quantitative method was used to examine the relationship between social environment and children's learning achievement. The data were collected using a form of questionnaires and documentation through 14 students (XI IPS) as samples. The data was analyzed using some techniques, including; descriptive statistical analysis, mean analysis, average value analysis, and correlation analysis to test the hypothesis. The product-moment correlation test was a statistical analysis technique. This study found a strong link between children's learning achievement and their social environment. One of the factors of success was determined by the social environment. As a result, SMA PGRI Kupang had a bad environment that can affect learning activities and lower children's learning achievement. Based on the data analysis, 0.73 at a 5% significance level, and  $r_{table}$  score was 0.24. This means that the value is greater than the  $r_{table}$  value, with 0.73 greater than 0.24. The first hypothesis ( $H_0$ ) was accepted, while the alternative hypothesis ( $H_a$ ) was rejected.

**Keywords:** social environment, learning achievement

**ABSTRAK:** Jenis penelitian yang digunakan adalah penelitian korelasi dengan desain ex post facto dengan tujuan untuk mengetahui hubungan antara lingkungan sosial dengan prestasi belajar anak di SMA PGRI Kupang. Data penelitian ini dikumpulkan menggunakan instrumen pengumpulan data berupa angket dan dokumentasi dimana sampel dalam penelitian adalah siswa kelas XI IPS yang berjumlah 14 orang. Data penelitian ini menggunakan teknik analisis data yaitu analisis statistik deskriptif, analisis mean atau nilai rata-rata dan analisis korelasi serta pengujian hipotesis penelitian. Teknik analisis statistik yaitu uji korelasi product moment. Penelitian ini menunjukkan bahwa lingkungan sosial dengan prestasi belajar anak mempunyai hubungan yang sangat erat. Seseorang dapat dikatakan berhasil dalam berbagai hal jika hubungan dengan lingkungan sosial juga turut mendukung, begitu pula dalam dunia pendidikan terkhususnya di SMA PGRI Kupang yang mempunyai lingkungan yang kurang mendukung, sehingga bisa mempengaruhi aktivitas belajar dan prestasi belajar anak menurun. Berdasarkan hasil analisis data yang diperoleh  $r_{hitung}$  sebesar 0,73 pada taraf signifikan 5% dan  $r_{tabel}$  sebesar 0,24, Artinya bahwa nilai  $r_{hitung}$  lebih besar dari pada nilai  $r_{tabel}$ , yakni  $0,73 > 0,24$ . Dengan demikian, Hipotesis awal ( $H_0$ ) diterima dan Hipotesis alternatif ( $H_a$ ) ditolak.

**Kata Kunci:** lingkungan sosial, prestasi belajar anak

### INTRODUCTION

SMA PGRI Kupang is one of the high schools located on Jl. Pocoranaka Kuanino, Kota Raja District, Kupang City. This school provides various educational support facilities for their students (Ahmad, 2022; Neam, 2022; Un, 2020). There are teachers with the best quality who are competent in their fields. Learning support activities such as extracurricular activities, student organizations, learning communities, sports teams, laboratories, and libraries, so that students can learn optimally in the learning process and make it as comfortable as possible

for students (Djehalut, Kiko, Nurdin, & Syahrul, 2022; Maswi, Syahrul, Arifin, & Datuk, 2022; Syahrul; Zahrawati & Nursaptini, 2023; Syahrul, Zahrawati, & Nursaptini, 2022). The social environment at SMA PGRI Kupang is less stable because there are disturbances that occur around the school environment, thus disrupting the learning activities of students who are there. It should be emphasized that the teacher must be active in dealing with these problems.

The development and progress of a nation's civilization are closely related to education which is not

only a means of conveying knowledge but it is hoped that there will be changes in patterns of life for the better (Datuk, Syahrul, & Bora, 2020; Julyyanti, Yusuf, Saldika, Syahrul, & Ramlah, 2022; Syahrul & Kibtiyah, 2020). Education is basically an effort to provide certain knowledge, insight, skills and expertise to each individual in order to develop himself so that he is able to face any changes that will occur. One of the factors that can influence a problem is the social environment (García-Carrión, López de Aguilera, Padrós, & Ramis-Salas, 2020; Neoh, 2021; Rizqi, Sukidin, Suharso, Hartanto, & Sedyati, 2021; Suharso & Sarbini, 2018).

The social environment can affect a person, peers, the school environment, and the community environment. The family environment (parents) is the first and foremost educational centre for children. Family is a determining process in the success of learning. Parents are said to be the first educators because parents are the first to educate their children from birth and are said to be the main educators because the education provided by parents is the basis and determines the development of children (Ghoshal, 2019; González et al., 2020; Syahrul, Arifin, & Datuk, 2021).

The importance of children's education in the family environment greatly influences the success of children. The influence that the family has on children is how parents are able to educate and direct their children to a better environment. The educational environment that can affect the formation of one's character includes the family environment, school environment, and community environment (Meijers, Lengelle, & Kopnina, 2016).

A clean and tidy school environment can make children more enthusiastic and think clearly. This environment can also make children smarter and later become quality human resources. Therefore, a clean and tidy environment must be applied to schools, so that the learning process that occurs in the school environment can run well, and does not affect children's learning behaviour (Mburu, Limmer, & Holland, 2019; Syahrul & Datuk, 2020).

The social environment of the school at SMA PGRI Kupang, the situation around the school environment is not strategic. For example, the location of the high school is squeezed by residents' houses, so that when learning takes place children are less concentrated and less interested in learning. Based on this, learning behaviour that is influenced by the social environment of the school is bad (Gunduz & Hursen, 2015; Weinzimmer & Bergdahl, 2018).

If this condition is left unchecked and not responded to properly by parents and teachers, it will result in things that are even more dangerous, considering that the conditions in the family environment are not always good. Based on this, the teacher

as an educator must be more active in paying attention to the school environment so that later children who participate in activities or learning activities at school are not affected and the child's learning process can run well (Ryymin & Lamberg, 2022).

## METHOD

This research is quantitative and revealed the relationship between social environment variables and student achievement in class XI SMA PGRI Kupang Jl. Ponoranaka Kuanino, Kota Raja District, Kupang City. The study used a correlational ex post facto design. A study was conducted to examine events that had occurred and then look back to find out the factors that could have caused these events. Variables were examined using a survey with the procedure of distributing questionnaires to students to obtain data about the social environment and conducting a documentation study of children's achievements. This was done for SMA PGRI Kupang students. The time needed for the research is 2 months from April 2022 to May 2022. This study used two variables, namely the social environment as the independent variable which was given the symbol (X) and children's learning achievement as the variable which was given the symbol (Y). The population in this study consisted of students of class XI IPS which consisted of one class and the sample in this study were students of IPS class accounted 14 people. Descriptive analysis was used to find out the size of the presentation of the questionnaire answers from respondents by looking for the frequency distribution. While the mean analysis was used to find the average value of the social environment relationship questionnaire with children's learning achievement. The analytical method used in this study was the product-moment correlation analysis method with the help of Microsoft Office Excel 2007.

## RESULT AND DISCUSSION

### Result

Descriptive statistical analysis of the questionnaire was obtained from the results of the respondents from class XI IPS students and then the results were added up to produce the numbers 122, 116, 120, 122, 108, 109, 121, 106, 113, 105, 120, 120, 127, 106. This is the result of the acquisition score from the questionnaire calculation, in the column value 81.3333-70.6667 obtained from the Final Score = (acquisition score) / (maximum score) x 100% means that in the column score 122/150x100 the result is 81.3333 as well as the numbers obtained in the column this value, in the minimum score column or (score 1-5) is obtained from the number of questions made, namely 30 questions. If 1 respondent answers, the minimum score is 30, while in the column the

maximum score is 150 where there are 30 questions that are given a score of 5 then the maximum is 150, in the interval column obtained from the interval value column, which is 81.3333 rounded to 81, and in the category column, there is The 5 forms of categories used in making the questionnaire are: Strongly Agree, Agree, Doubtful, Disagree, and Strongly Disagree.

Analysis of the mean or average value has the highest value and the lowest value obtained from the results of learning achievement. The highest value is 95 while the lowest value is 65, then the range of values is obtained from the highest-lowest value or  $95 - 65 = 30$ , the average value is 80 obtained from (total data)/(Number of respondents) or  $1117/14 = 79,7857142857$  is rounded to 80, in the standard deviation there is a value of 8.66438 the number is searched and obtained in the following way: sort the learning achievement scores from highest to lowest 95,90,89,88,86,80,80,79,77,76,75,70,67,65. Finding the average value using the formula (total data)/(Number of respondents) or  $1117/14 = 79,7857142857$  is rounded up to 80. By means of grades, learning achievement is the average value or  $(y - \bar{x})$ . In the standard deviation there is a negative value, so to make a positive value by squaring the value of learning achievement with the average value or  $(y - \bar{x})^2$ , find the variance with the number  $(y - \bar{x})^2$  divided by the number of respondents, namely  $1051/14 = 75.0714285714$ . Then on the standard deviation using Ms Excel 2007 with the formula SQRT (Variance) or square-root means square root STDV or standard deviation SQRT (75.0714285714) STDV (8.66438). So the square root of the variance that is 75.0714285714 is 8.66438.

The analytical method used in this study is the product-moment correlation analysis method with the help of Microsoft office excel 2007. To find out how much the relationship between variable (X) and variable (Y) is used the following formula:  $KP = r^2 \times 100\%$ ;  $KP = 0.73 \times 0.73 \times 100\%$ ;  $KP = 73\%$ . The test was carried out using the "r" product moment test with  $\alpha = 5\%$ . If the significant level is less than 0.05 then all independent variables jointly affect the dependent variable. If the significant level is more than 0.05, the independent variable has no effect on the dependent variable. Then the significance between the X variable and the Y variable is carried out using the criteria of using r tables at a significant level of 0.05. If the value is positive and  $r_{count} \geq r_{table}$  then there is a significant relationship between the X variable and Y variable, if  $r_{count} \leq r_{table}$  then there is no significant relationship between the X variable and Y variable. Where df stands for degree of freedom. In the validity test or moment product correlation test, the df value is N-2. Where N is the sample size. If the sample is 14 then  $df = 14 - 2 = 12$ . Then it can be seen

again at what is the R table value at a significant level of 0.05 and df 12 that is your R table value. Information  $R_t = df = \text{number of samples} (n - 2) = 14 - 2 = 12$  in the moment product r table.

The data analysis technique used in hypothesis testing is rcount compared to rtable at a significant level of 0.05 or 5%. Based on the results of calculations in the correlation analysis table, namely the social environment variable (X) with the learning achievement variable (Y) the results of the correlation coefficient are 0.73 or have a significant correlation based on table 4.4 Product Moment Correlation Interpretation. After the correlation coefficient (rxy) has been known, the next step is to test the hypothesis by comparing  $r_{count}$  with  $r_{table}$ . From the calculation it is known that  $r_{count} = 0.73$ . When consulted with the r product moment table with a number of samples  $n = 14$  with  $df = N - 2$  ( $df = 12$ ) with the provisions of the hypothesis  $r_{count} > r_{table}$  then  $H_0$  (accepted) and  $H_a$  (rejected). But vice versa if  $r_{count} < r_{table}$  then  $H_a$  (accepted) and  $H_0$  (rejected). At a significant level of 5% or 0.05 with ( $df = 12$ )  $r_{table} = 0.57$ . Therefore,  $r_{count} > r_{table}$ , then  $H_0$  (accepted) and  $H_a$  (rejected) with the sound of the hypothesis "There is a significant relationship between the social environment and the learning achievement of class XI IPS students.

## Discussion

The social environment and children's learning achievement have a very strong relationship. This is evidenced by the research results from the results of the questionnaire and the learning achievement of class XI IPS students. The researcher also analyzed the results of the questionnaire by using ex post facto quantitative research which aims to find the relationship between variable X and variable Y where the X variable is the social environment and the Y variable is the child's learning achievement. This study used data collection instruments, namely questionnaires and documentation, as well as data analysis techniques, namely statistical descriptive analysis, mean or average value analysis and correlation analysis as well as hypothesis testing in research.

From the 3 analyses above, they are very closely related, so the researcher can conclude that by using this, the researcher found the results of the calculation between variable X (social environment) and variable Y (children's learning achievement). The research results obtained by researchers (0.73) are greater than (0.57). The results of this study support the hypothesis put forward in Chapter II that there is a significant relationship between the social environment and the learning achievement of the IPS Class at SMA PGRI Kupang. Where these two variables are interconnected with the intention that a good social environment is able to support good student achievement as well.

The learning environment is one of the factors that come from outside (external factors) that influence student achievement. A comfortable and effective learning environment will support conducive learning activities. Creating an effective learning environment is one of the most important aspects of successful learning. Such an environment is capable of making students focus on lessons, and avoid negative things such as smoking, brawls, and promiscuity.

The environment that influences learning activities is the family environment, school environment, and community environment. (1) The family environment is the environment that is first recognized by children so it is very influential on children's development, supervision from parents is also very important for children's development. (2) The school environment can affect student achievement obtained from the school, such as interacting with teachers, the way teachers teach in class, and children's attitudes towards teachers and their learning environment. The school environment is a formal education to create quality young people. (3) Meanwhile, in a community environment, children learn about norms, values, rules, and customs in society. These norms affect the formation of a child's personality in behaving and acting. Therefore, the community environment has an influence on children's success in learning.

These will affect children's learning achievement. The school environment which is near roads, markets, and community members such as SMA PGRI Kupang will also have a negative influence on students due to the noise generated by the sound of vehicles, the voices of people who are selling in the market and residents around the school who are carrying out activities. They can cause a decrease in student achievement. Likewise, with the school environment where students take part in learning that is not conducive in class, this is not only an influence caused by the school environment but students may experience or have problems in the family environment, such as they do not get enough attention from parents who are busy working so that It can also make children unable to achieve good learning achievements.

Thus, the social environment and children's learning achievement have a very close relationship. A person can be said to be successful in various ways if the relationship with the social environment also supports it, as well as in educational institutions, especially SMA PGRI Kupang which has a bad environment that can affect learning activities and decrease children's learning achievement.

## CONCLUSION

Based on the results of the research at SMA PGRI Kupang, there is a relationship between the social environment and children's learning achievement. A significant relationship in terms of a good social environment greatly influences good children's learning achievement as well. It was found that  $r_{\text{count}} = 0.73$ . When consulted with the  $r_{\text{product}}$  moment table with a number of samples  $n = 14$  with  $df = N-2$  ( $df = 12$ ) with the provisions of the hypothesis  $r_{\text{count}} > r_{\text{table}}$  then  $H_0$  (accepted) and  $H_a$  (rejected). But vice versa if  $r_{\text{count}} < r_{\text{table}}$  then  $H_a$  (accepted) and  $H_0$  (rejected). At a significant level of 5% or 0.05 with ( $df=12$ )  $r_{\text{table}} = 0.57$ . Therefore,  $r_{\text{count}} > r_{\text{table}}$  then  $H_0$  (accepted) and  $H_a$  (rejected) with a sound hypothesis. This means that the social environment has a significant relationship with children's learning achievement. Thus there is a tendency for a good social environment so that children's learning achievements will be good.

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