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# Interaction of the Adolescent Environment and Learning Achievement

**Author:**

Amidah<sup>1</sup>  
Alfridus Mau Manek<sup>2</sup>  
Retno Hernawati<sup>3</sup>  
Tirtania Sasea<sup>4</sup>

**Affiliation:**

Universitas Nusa  
Cendana<sup>1,2,3,4</sup>

**Corresponding email**

[Amidah910@gmail.com](mailto:Amidah910@gmail.com)

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**Abstrak:**

The low learning outcomes at SMA Negeri I Fatuleu are attributed to several factors that hinder learning development. Observations and interviews with Economics teachers revealed that many students still exhibit habits such as lack of attention, difficulty concentrating, frequent daydreaming, and failing to complete assigned homework. Additionally, some students consistently submit assignments late or fail to submit them altogether. This study examines the influence of family environment and peers on learning achievement, with 12 statements for family and 13 for peers, all valid and reliable. A prerequisite analysis was conducted and deemed feasible. Using random sampling, 50 respondents were selected. The study also applies Multiple Regression Analysis and supports various hypothesis tests. The regression analysis shows that the family environment and peers have a positive and significant effect on learning achievement, as indicated by the equation  $Y = 4.729 + 0.638x_1 + 0.427x_2$ . The constant value of 4.729 means that if both variables are zero, Y is 4.729. The family environment's coefficient of 0.638 signifies a significant influence with a Sig. value of 0.008 (<0.05). The study concludes that both family environment and peers positively and significantly influence learning achievement, with family providing motivation and peers offering support and collaboration.

**Keyword:** Education, Peer Group, Family; Learning Outcome

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## Introduction

Education is an important pillar in the development of individuals and society. In general, education plays a role in shaping a person's personality, skills, and knowledge, which ultimately have a positive impact on social and economic welfare. (Idris et al., 2012). Through education, individuals can develop their potential optimally so that they can contribute better to the surrounding environment. In addition, education also encourages the creation of quality human resources, which are the basis for the progress of the nation in various sectors. (Abbas et al., 2024; Saleh et al., 2020).

The urgency of education also lies in its role in reducing social disparities and increasing economic mobility. Education provides an opportunity for every individual to gain knowledge and skills that can improve their standard of living. (González-salamanca et al., 2020). With good education, society can be more independent, innovative and competitive on the global stage. (Baghirov, 2024). Therefore, education must be accessed equally and of high quality to create a just and prosperous society.

Based on the above explanation, it can be seen that education has a great contribution in various aspects of people's lives and the progress of the country. However, even though it has a big impact, there are still many problems found in the world of education. One of them is in the province of East Nusa Tenggara, precisely in SMA Negeri I Fatuleu. In this high school, problems were found regarding low learning outcomes. These

low results are caused by various factors that hinder the development of learning. This is proven through the results of observations and interviews with Economics subject teachers, where it was found that many students still showed habits of not paying attention, having difficulty concentrating, often daydreaming, and not completing the homework given. Some students are also often late in submitting assignments or even do not complete them at all. In addition, when the teacher is giving an explanation, some students prefer to chat with their peers and disturb other friends who are listening, so this has a negative impact on their own learning outcomes. The explanation of the problems above is supported by pre-research data explained in the following table:

**Table 1.1 Learning Outcome Data**

No	Class	Amount Students	Complete	Not Complete
1	X1A	31	14	17
2	X1B	33	16	17
3	X1C	32	14	18
4	X1D	32	13	19
<b>AMOUNT</b>		<b>128</b>	<b>55</b>	<b>73</b>

**Source: Learning Outcome Data**

Based on the table above, there are 4 classes with a total of 128 students. Of that number, there are 55 students (43%) who have completed, while 73 students (57%) have not completed. In detail, class X1A has 31 students with 14 students (45%) who have completed and 17 students (55%) who have not completed. Class X1B has the largest number of students, namely 33 students, where 16 students (48%) have completed and 17 students (52%) have not completed. Class X1C consists of 32 students with 14 students (44%) completing and 18 students (56%) not completing. Finally, in class X1D which also has 32 students, only 13 students (41%) completed while 19 students (59%) did not complete.

From this data, it can be concluded that overall the level of student completion is relatively low, where the percentage of students who did not complete is greater than those who completed. Class X1B has the highest level of completion (48%), but is still below 50%. Meanwhile, class X1D has the lowest completion rate, only 41%. This shows a gap in learning outcomes between these classes

Based on the data and problems above, one of the right solutions is to overcome the problem of low learning outcomes, namely understanding the problem and maximizing supporting factors. The causes of this problem have been described above, so the next step is to understand the supporting factors explained by various experts through various relevant journals. One of them according to Olana & Tefera, (2022) where he explains that family, teachers and peers are determining factors in student learning outcomes. The same thing was also emphasized by Chen et al., (2023) that individual character, family and peers are important factors in influencing learning outcomes. The importance of this factor can be seen from its role where the family is the first and main institution that influences a person's development while peers are one of the main environments that have the most intense interactions so it is only natural that these two environments become absolute studies that must maximize their role.

Based on the analysis above, it can be seen that one of the environments that influences learning achievement is the family. This environment has various vital roles ranging from helping to form character, encouraging enthusiasm for learning and providing various facilities and needs in the learning process. These three roles are supported by various experts, where the first is Mohammed & Engler, (2022) where

the family can help shape the character of students so that it influences the learning process at school. In addition to forming character, the family can also encourage their children's enthusiasm in learning so that it can improve the learning process and influence learning outcomes (Elizar et al., 2021; Saragih, 2024). Finally, families can also provide various needs and facilities that support the development of students in the learning process. (Li et al., 2022)

In addition to the family environment, peers also have an important role in maximizing learning achievement. This can be seen from the interaction and intensity, where almost all of the time is spent with peers. Based on this explanation, there are several vital roles of peers, including encouraging collaboration, providing support and encouraging the ability to discuss and solve problems. The three things above are explained in more detail by various experts, one of which is Alotaibi et al.,(2023) where he explained that peers can be a good environment to encourage collaboration in various aspects so as to encourage the learning process. In addition, peers also provide various good social supports that can influence the process and results of learning. (Martinot et al., 2022). Lastly, peers can also be the best place to discuss various problems that will affect abilities, especially in the learning process. (Saragih, 2020; Tullis & Goldstone, 2020).

The various explanations above can be seen how the family environment and peers can be a solution in overcoming low learning outcomes. This has also been proven through various explanations that peers and the family environment have a positive and significant effect on learning achievement (Chen et al., 2023b; Martinot et al., 2022; Tullis & Goldstone, 2020). In this study, the researcher focuses on how peer interactions at school can affect learning achievement and how the role of the family environment influences the learning process at school, especially in learning achievement. Based on this, the researcher is interested in the title "Interaction of the Adolescent Environment and Learning Achievement".

## **Literature Study**

### **Family Environment**

The family is the smallest unit of society consisting of the head of the family and several people who gather and live in a place where they depend on each other, need each other (love each other) and perfect each other (support physical and mental development) (Andriyani, 2016; Saragih & Kusnendi, 2020; Ulfa & Na'imah, 2020; Yanti & Marimin, 2017). Based on the above understanding, it can be seen that this environment has a crucial role starting from providing attention, affection, encouragement, guidance, role models and fulfilling the economic needs of parents so that children can develop all their potential for their future development (Sutardi & Sugiharsono, 2016; Yonitasari & Setiyani, 2014). The above roles are also in line with Purbiyanto & Rustiana, (2018) which says that there are 5 indicators of the family environment, including: How parents educate, relationships between family members, home atmosphere, family economic situation and parents' understanding.

### **Peer Environment**

Peers are individuals who have almost the same position, age, status and mindset so they can build good communication. (Asmara et al., 2021; Kurniawan & Sudrajat, 2017; Saragih et al., 2022) Apart from the above understanding, there are Peer Indicators According to Khairinal et al., (2020) Peer indicators consist of: social interaction in the peer environment, Individual involvement in interaction, peer support, becoming a student's study buddy, and increasing student self-esteem. The role or support of peers is in the form of affection, attention, help, advice, suggestions, appreciation or feedback, and providing information for

people in need about what should be done so as to provide encouragement for decision making and can provide psychological and psychological comfort. (Chaerani & Novianti, 2021; Muthia Adila et al., 2023)

### Learning achievement

Learning achievement is a performance result that shows the extent to which a person has achieved certain goals that are the focus of activities in an instructional environment, especially in schools, colleges and universities (Tambunan & Hutasuhut, 2018). Learning achievement is the result of student learning in a topic or learning process within a certain period of time (Chaerunisa & Latief, 2021) Learning achievement is the level of student success in achieving learning objectives for subject matter in the form of knowledge, skills, and values and attitudes, which can be expressed in a value measure which is the percentage of achievement of learning objectives related to students' ability to master the lesson (Heriyati, 2017) Apart from that, there are factors that cause learning achievement according to Asoka Wati, (2019) Factors that can affect learning achievement are internal factors and external factors. Internal factors or from within the student include health, intelligence, talent, interest, motivation, and learning methods. While external factors or from outside the student include family, school, peers, society, and the surrounding environment.

### Research Methods

Based on the background above, this study focuses on the influence of family environment and peers on learning achievement. In this study, the family environment has 12 statements while peers have 13 statements. All statements have been declared valid and reliable. The details of the operational definition are:

**Tabel 2.1 Variables and Operational Definitions**

No	Variables and Operational Definitions	Variable Indicator
1	The family environment is the smallest unit of society consisting of the head of the family and several people who gather and live in a place where they are interdependent, need each other (love each other) and perfect each other (support physical and mental development) (Andriyani, 2016; Ulfa & Na'imah, 2020; Yanti & Marimin, 2017)	1) How Parents Educate 2) Relationships between Family Members 3) Home Atmosphere 4) Family Economic Conditions 5) Understanding Parents (Purbiyanto & Rustiana, 2018)
2	Peers are individuals who have almost the same position, age, status and mindset so they can build good communication. (Asmara et al., 2021; Kurniawan & Sudrajat, 2017)	1) Social Interaction in Peer Environment 2) Individual Involvement in Interaction 3) Peer Support 4) Student Learning Buddies 5) Increase Self-Esteem

		(Khairinal Et Al., 2020)
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In this study, a research prerequisite analysis has also been conducted and has been declared feasible. This study uses a sampling technique in this study using random sampling of 50 respondents. In addition to the sample, this study also explains the Multiple Regression Analysis Technique and supports various hypothesis test analyses.

**Results**

Based on the results of the regression analysis, it is known that the family environment and peers have a positive and significant effect on learning achievement. This result is proven by the multiple regression equation, namely:

$$Y = 4.729 + 0.638 x_1 + 0.427x_2$$

Based on the equation, it is known that the constant or fixed value (Constant) is 4.729, which indicates that if the family and peer environment are zero, the Y variable will be at 4.729. The B coefficient for the family environment is 0.638, meaning that every one unit increase in the family environment will cause an increase in the Y variable by 0.638. The significance value (Sig.) of 0.008 indicates that the influence of this family environment is significant (0.008 < 0.05).

**Table 3.1 multiple linear regression analysis**

Model	Coefficients <sup>a</sup>				t	Sig.
	Unstandardized Coefficients		Standardized	Beta		
	B	Std. Error				
(Constant)	4.729	2.989			1.582	.120
1 Family Environment	.638	.232	.350		2.753	.008
Peers	.427	.148	.366		2.878	.006

a. Dependent Variable: Y

source: **SPSS 23**

In addition to the family environment in the table and equation above, it is known that the peer variable has a B coefficient of 0.427, which indicates that every one unit increase in peers will increase the Y value by 0.427. The significance value of this variable of 0.006 also shows a significant influence on the Y variable. From the standard Beta value, peers have a slightly greater influence (0.366) compared to the family environment (0.350). The t-test results for the family environment are 2.753, and peers are 2.878, both indicating that these variables have a significant influence on the dependent variable Y.

**Tabel 3.2 Anova Analysis**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	147.044	2	73.522	13.160	.000 <sup>b</sup>
	Residual	262.576	47	5.587		
	Total	409.620	49			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Source : **SPSS 23**



In line with the t-test in the table, this study also found the effect of the f-test (simultaneous test) of 13,160. This value is smaller than the f table so it can be concluded that simultaneously there is an influence between the family environment and peers on learning achievement. Finally, in the study above, it is also known that the determination coefficient test shows results that are in line with the f-test. The results are shown in the following table:

**Tabel 3.3 Analysis of Determination Coefficient**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.599 <sup>a</sup>	.359	.332	2.36362

a. Predictors: (Constant), X2, X1

**Source : SPSS**

In the table above, it is known that the R square value is 0.359. This shows that both variables have an influence of 0.359 or 35.9% and the rest is influenced by variables outside this study.

**Discussion**

Based on the results above, it is known that the family environment and peers have a positive and significant influence on learning achievement. In this section, the researcher will continue the discussion in more detail regarding the family environment. The results of the study showed that the family environment had a positive influence (0.638) with significance ( $0.008 < 0.05$ ) These results are in line with data and observations that explain that the family environment has a strong influence in forming learning motivation and a spirit of never giving up in children. This can be seen from the various emotional supports and consistent attention, so that children tend to have higher motivation to achieve academic achievement. (Irawati, 2023). Parental support is also reflected in the form of appreciation, recognition of learning efforts, open communication, and increased self-confidence in children. (Bagus Virgiana et al., 2024). The values of perseverance and discipline taught in the family also encourage children not to give up easily and to continue to strive to achieve their academic goals

In addition to the family environment, this study also explains the influence of peers. This variable is considered the most intense (has high interaction) with students. The results of the study showed a positive influence (0.427) with significance ( $0.006 < 0.05$ ). This influence can be seen from various interactions and activities with peers, where they often act as a source of external motivation that helps students face academic challenges. In peer groups, students feel more motivated to learn and achieve, especially when they see their friends succeed in achieving certain goals. Peers also provide the emotional support needed when facing learning difficulties, for example through discussions, sharing study tips, or simply by giving encouragement (Hanifa & Lestari, 2021). This creates a sense of community that makes students feel less alone in facing academic challenges, which ultimately has a positive impact on learning achievement. In addition to motivational support, peers are also important partners in overcoming learning problems and difficulties faced by students. In many cases, students feel more comfortable discussing and finding solutions with peers than with teachers or other adults. (Maimurni et al., 2022). Interaction in peer groups allows students to share experiences, exchange learning strategies, and help each other understand difficult material.

Finally, regarding the influence of family and peer environment, this study shows that both variables can affect learning achievement. This is evidenced by the F test value of 13.160 and the coefficient of determination of 0.359 (35.9%). The results of this study confirm that peer and family environments have an important role in building students' learning motivation. Peers can provide positive encouragement through daily interactions, where they become a source of inspiration and challenge for students to study harder. In this context, peers often serve as good discussion partners, helping students understand the subject matter more clearly through brainstorming and collaboration. (Robby Anto & Ginting, 2024). On the other hand, a supportive family environment also plays a role in motivating students, especially when parents are actively involved in their educational process, provide moral encouragement, and provide adequate learning facilities. (Mulyadi et al., 2021). The combination of support from peers and family creates an environment conducive to the development of strong learning motivation, which ultimately has a positive impact on students' academic achievement

## Conclusion

The study confirms that both the family environment and peers have a significant and positive influence on students' academic achievement. The family environment fosters strong learning motivation through emotional support, recognition, and open communication, encouraging perseverance and discipline in children. Meanwhile, peers play a crucial role in providing external motivation, creating a sense of community, and acting as partners in overcoming academic challenges. The combination of support from both environments enhances students' motivation to learn and collaborate, ultimately leading to improved academic performance

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