

THE DYNAMICS OF SCHOOL ENVIRONMENT AND THE IMPACT OF PARENTAL ATTENTION ON THE ACADEMIC ACHIEVEMENT OF STUDENTS AT SMA NEGERI 1 KETAPANG SAMPANG

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Abstract

In the current era of globalization, students are faced with demands to consider the factors that influence the achievement of their learning outcomes. This research aims to reveal the role of an effective school environment and parental attention in improving the quality of student education. Quantitative methods were used in this research. In this research, this approach was chosen to provide a more measurable understanding of the role of the school environment and parental attention on student learning outcomes. The research population includes all students of SMA Negeri 1 Ketapang Sampang so that the research results can be more generally applied to this group. The use of multiple linear regression as a data analysis tool allows researchers to understand the extent to which certain variables, such as school environment and parental attention, contribute to variability in student learning outcomes. The findings show that the school environment has a fairly large role in determining student learning outcomes. Apart from that, emotional involvement and parental support also play a role in developing student academic achievement. With a school environment that supports learning and positive contributions from parents, it is hoped that student learning outcomes will improve.

Keywords: *School Environment; Parental Attention; Student Learning Outcomes*

INTRODUCTION

Education plays a very important central role in forming the next generation who is not only academically competent, but also has strong character. This view reflects the belief that education is not only about conveying academic knowledge, but also as a forum for developing students' character and personal qualities. This concept is strengthened by the

views of (Ismaya, 2023). which states that there is a deep interaction between education, character and students' ability to make positive contributions to society. Therefore, holistic education must be able to shape students into individuals who are not only skilled in academics, but also have moral values, leadership and interpersonal skills that will help them contribute positively and be competitive in society (Darmawan, 2021)

Learning outcomes are the main benchmark for students' success in participating in the learning process (Vermeulen, 2008). Learning outcomes include students' academic achievements and skills that can be measured and evaluated. It is focused on the acquisition of knowledge and involves understanding concepts, practical application of knowledge, and development of skills that can be applied in everyday life. Educators can use learning outcomes to evaluate the effectiveness of teaching methods to adjust the curriculum and provide constructive feedback to students (Gunawan, 2016; R. Mardikaningsih, 2014). In addition, learning outcomes also form the basis for the development of future learning plans, ensuring that the educational process continues to improve. Substantial learning achievement is an indicator in evaluating the extent to which a student is successful in following the learning process. Therefore, evaluating learning outcomes is the effectiveness of learning and student progress in achieving educational goals. An in-depth understanding of learning achievement provides a comprehensive view of students' abilities and achievements in the educational context (R. Mardikaningsih, 2014). Having good learning outcomes will create a foundation for lifelong learning and sustainable self-development (Sutarjo, 2007).

In an effort to ensure the success of the educational process, focusing on factors that can influence student learning outcomes is very important. The two factors that receive main attention in this research are the school environment and parental attention. This research is directed at understanding how these two factors interact and have an impact on student learning outcomes. The school environment has a significant impact on determining student learning outcomes (Y. , & D. Darmawan. Yanti, 2016) .The environment is an integral part of students' lives, where they live and interact in a series of lives known as ecosystems. The reciprocal relationship between biotic and abiotic elements in the environment is an unavoidable reality. This phenomenon is a natural law that students must face as living creatures belonging to the biotic group. The interdependence between these two aspects of the environment fills students' lives, with both environments having a significant influence on the learning process in the school environment. Adequate

learning facilities, such as libraries and comfortable classrooms, create conditions that support the learning process (Anggraini, 2017). Teaching quality, including teacher competency and professional development support, also plays an important role in enhancing students' learning experiences. A positive, safe and supportive learning climate creates an atmosphere where students feel motivated to learn (Darmawan, 2021). An inclusive school environment, which recognizes and values student diversity, creates conditions where all students feel welcome and supported. If students had the authority to choose friends wisely, the situation would not be a problem. However, students often fall into unhealthy friend choices, which can ultimately have a negative impact on their academic achievement. For example, interacting with friends who are less interested in studying, prefer to spend time playing games, or have a luxurious lifestyle that neglects education. These negative things can cause students to lose focus on their learning goals. Thus, through these aspects, the school environment plays an integral role in developing student learning outcomes throughout their formal education.

Parents have a crucial role to play in developing and guiding their children through their educational journey. The support and attention given by parents can play an important role in developing children's motivation and interest in learning (Y. , & D. Darmawan. Yanti, 2016). Parental involvement will help their children with schoolwork and provide the emotional encouragement and psychological support necessary to achieve academic success. However, not all students have the same level of attention from their parents. Several factors, such as parents' busy work lives or differences in educational values, can influence the level of attention parents pay to their children's education. Busy working parents may have limited time to be directly involved in their children's schoolwork. The impact of the level of parental attention on student learning outcomes is very significant (Sumiyati, 2017; Ul Latifah, 2022). Children who feel support and attention from their parents tend to have higher motivation to learn (Purwanti, 2014). They feel encouraged to achieve better achievements because they feel recognized and appreciated by their parents. Conversely, a lack of attention can create a feeling of lack of motivation and interest in education (Ra'ufuatun, 2015). The level of parental support can also influence aspects such as study discipline, study habits, and a student's ability to overcome academic challenges. Parents who are actively involved can help develop good study habits and provide guidance when students experience difficulties (Qomaruddin, 2017). Schools can play a central role to facilitate parental involvement by holding parent-teacher meetings,

sending regular student progress reports, and providing support to help parents support learning at home (Sinambela, 2014). By understanding the complexity of the relationship between the level of parental attention and student learning outcomes, a more varied educational approach can be created.

By understanding the relationship between these factors, this research aims to observe the role of the school environment and parental attention on learning outcomes. The school environment is the main environment for learning. Parental support and attention can be the key to developing the next generation who are academically intelligent and have a positive attitude, intrinsic motivation, and the ability to overcome challenges. Meanwhile, effective study habits create the foundation for lifelong learning and ongoing self-development. Through exploration of these factors, this research has the potential to provide valuable guidance for educators, parents, and students themselves to improve the quality of education and create learning environments that support the full growth of each individual's potential.

METHODS

This quantitative research will observe the factors that influence student learning outcomes. Quantitative methods will be used to collect and analyze data systematically (R. & D. D. Mardikaningsih, 2013). The population of this research will include all students at SMA Negeri 1 Ketapang Sampang, totaling 630 students. From this population, the research sample will be taken from class XII students, with a total sample size of 207 students. The sampling process will be carried out randomly based on the time of data collection, by distributing questionnaires to all respondents. Next, the number of respondents who responded to the questionnaire will be reviewed again to ensure the representativeness of the sample taken. The questionnaire was distributed to students through a link connected to Google Forms on October 21, 2023. The researcher took one week to obtain the results from the questionnaire responses. A random sampling approach based on data collection time is expected to increase the validity of research results. The variables involved in this research are:

1. School Environment (X1) is the situation and conditions around the school which have a certain meaning and influence on students in the learning process (Flutter, 2006). Indicators consist of the relationship between teachers and students, relationships

between students, learning tools, curriculum, school discipline and condition of school buildings (Darmanto, 2014).

2. Parental Attention (X₂) is a form of parental involvement such as support and attention in their children's education (Menhree, 2010). Indicators consist of parents' knowledge of children's development at school, parents' involvement in learning activities at home, parents' availability of time to guide children's learning, and communication between parents and children regarding learning progress (Lembong, 2015).
3. Student Learning Outcomes (Y) are students' academic achievements which include understanding concepts, applying knowledge, and developing skills viewed from three aspects, namely affective, cognitive, and conative (Wahyudi, 2018).

Data in this research will be collected through a survey using a questionnaire which includes questions related to the school environment, level of parental attention, and student achievement of learning outcomes. Apart from that, information regarding student learning outcomes will also be obtained from school academic records. A 1-5 Likert scale will be used in this study, allowing respondents to provide varying levels of response to each question, which will then provide more detailed and nuanced information related to the factors being investigated.

Data analysis in this research involves the use of advanced statistical methods, especially multiple linear regression analysis, to evaluate the extent of the influence of the school environment and parental attention on student learning outcomes at SMA Negeri 1 Ketapang Sampang. Before carrying out regression analysis, the data will be tested using a validity test to ensure that the data collection instrument really measures what is desired. Additionally, reliability testing will be used to ensure that measuring devices are consistent and reliable. Next, a classic assumption test will be carried out to ensure that the data meets the statistical requirements necessary to carry out a valid regression analysis. This approach ensures that the data used in this research is of good quality before further analysis is carried out.

RESULTS

The data collection process carried out at SMA Negeri 1 Ketapang Sampang involved the active participation of 207 students. However, of this number, only 100 students were willing and responded to the questionnaire in this study. It is hoped that

using a sample of 100 students will provide sufficient representation of the student population at the school, and the research results can be relied on to provide a broader picture regarding the factors that influence student learning outcomes.

Validity tests were carried out on two independent variables (school environment and parental attention) and one dependent variable (student learning outcomes). Test results such as the SPSS output show that not a single statement item was invalidated because the corrected item total correlation value was more than 0.3. The SPSS output also produces all research variables that have a Cronbach's Alpha value of more than 0.6. The school environment variable has a value of 0.764; the parental attention variable reached 0.759; and the student learning outcome variable has a value of 0.788. This means that all variables are declared reliable as measurement tools.

Table 1
Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .773 ^a | .597 | .589 | 5.09269 |

The next step in data analysis involves the use of the coefficient of determination (R Square). The findings of this research indicate that there is a significant relationship between the variables being investigated, namely the school environment and parental attention to student learning outcomes at SMA Negeri 1 Ketapang Sampang. The coefficient of determination (R) obtained was 0.773, and R Square reached a value of 0.597. These values indicate that around 59.7% of the variation in student learning outcomes can be explained by the school environment and parental attention. These results provide an understanding that the variables included in the research, namely the school environment and parental attention, have quite a large impact on the variability of student learning outcomes at SMA Negeri 1 Ketapang Sampang. Meanwhile, around 40.3% of other variability can be attributed to other factors not included in the scope of this research, showing the complexity of other factors that can influence student learning outcomes in more detail.

Table 2
ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1 | Regression | 3731.166 | 2 | 1865.583 | 71.932 | .000 ^b |
| | Residual | 2515.744 | 97 | 25.936 | | |
| | Total | 6246.910 | 99 | | | |

As in Table 2, the F test results show that the F-calculated value reached 71.932, with a significance level of 0.000. Because this probability value is smaller than 0.05. These results are the basis that the regression equation has strong significance simultaneously. This analysis indicates that school environmental variables and parental attention simultaneously have a significant influence on student learning outcomes at SMA Negeri 1 Ketapang Sampang. Therefore, this shows that factors such as the school environment and parental attention have an important role in simultaneously influencing the learning outcomes of SMA Negeri 1 Ketapang Sampang students.

Table 3

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 10.528 | 3.084 | | 3.414 | .001 |
| | X1 | 2.253 | .577 | .292 | 3.908 | .000 |
| | X2 | 3.953 | .506 | .583 | 7.813 | .000 |

The results of this research produce a regression model which can be represented as follows: $Y = 10.528 + 2.253X1 + 3.953X2$. From this model, it can be concluded that if all variables, namely the school environment and parental attention, have a value of zero, then the predicted value of student learning outcomes will be around 10.528. Apart from that, based on table 3, there is significance for the school environment, a value of 0.000 is obtained. The parental attention variable also has a significant value of 0.000.

Based on achieving this level of significance, it can be explained that the school environment and parental attention have a real, partial role in realizing student learning outcomes at SMA Negeri 1 Ketapang Sampang. This is because the magnitude of significance is less than 0.05. Judging from each coefficient of the independent variable, it

shows that between the school environment and parental attention, it turns out that parental attention has a greater value, namely 3.953 compared to the coefficient value for the school environment of 2.253. This shows that parental attention is a variable that has a dominant influence on the formation of student learning outcomes compared to the school environment.

DISCUSSION

The school environment is proven to have a real influence on the learning outcomes of SMA Negeri 1 Ketapang Sampang students. This is in accordance with the findings of previous studies from the study of (Anggraini, 2017; Vander Kleij, 2015; Y. , & D. Darmawan. Yanti, 2016) who stated that the school environment plays a role in developing learning outcomes. Thus, these findings confirm that the school environment at SMA Negeri 1 Ketapang Sampang acts as a place of formal learning and as a catalyst that influences students' overall educational experience and their learning outcomes. Factors related to the physical and social conditions in the school environment can play an important role in determining student academic achievement. Aspects such as physical facilities, social interaction, and the educational environment in schools have a real contribution to the level of student learning success. Physical facilities, including comfortable classrooms and adequate learning equipment, can create conditions that support effective learning. Social interactions between students and teachers, as well as between fellow students, influence the learning environment and student involvement in the learning process. In addition, the educational environment at school, including the school culture and learning approaches implemented, also has a significant impact on student academic achievement. A balanced integration of these aspects can create an environment that supports, motivates, and increases student learning success (So, 2008). This can have important implications in the development of educational policies and strategies to improve the quality of the school environment to support student learning outcomes more effectively. By understanding and paying attention to the dynamics of the school environment, efforts can be focused on continuing to improve the quality of education and supporting student academic achievement in the future.

Parental attention makes a very important contribution to influencing student learning outcomes. This finding is in accordance with (Sumiyati, 2017) study, (Dwinanda &

Mediatati, 2023; Susiani et al., 2022) The concept of parental attention does not simply include physical presence, but also reflects the emotional and intellectual involvement of parents in their children's education(Andayani, 2004). This form of engagement, which involves support, attention, and active interaction, can create a positive learning environment and influence students' academic development. Parental attention is characterized by awareness of children's development at school. Parents who are actively involved in monitoring their child's academic development can provide more effective support. By having good knowledge about the achievements and challenges faced by children at school, parents can provide appropriate assistance, such as guidance on homework assignments or providing additional reference materials. Parents must also provide time to allow the transfer of knowledge and create valuable moments to establish better interaction and communication between parents and children. This provides space to share learning experiences, answer questions, and stimulate children's interest in learning (Y. , Yuliana. , D. Darmawan. , & E. A. S. Yanti, 2013).Communication between parents and children regarding learning progress involves open dialogue that allows mutual awareness so that parents can provide appropriate support and guidance. Good communication also creates positive emotional bonds, motivating students to feel supported in their academic endeavors. This active involvement acts as material support and as a driver of student motivation and interest in learning, which ultimately has a positive impact on achieving student learning outcomes.

CONCLUSION

Research findings show that the school environment plays an important role in shaping student learning outcomes. Consistency in implementing effective learning strategies also has a positive impact on student academic achievement. In addition, parents' involvement in providing emotional support and their active role has proven to be a key factor in developing student learning outcomes. Thus, a supportive school environment, consistent implementation of learning strategies, and positive parental involvement contribute to increasing student academic achievement.

Based on research results showing the influence of the school environment and parental attention on student learning outcomes, the following are several suggestions that the author can give. It is important for schools to proactively create and maintain an

environment that supports, motivates and stimulates student development. Good learning facilities, emphasis on teaching quality, and building a positive learning climate must be prioritized. By prioritizing a holistic and responsive school environment, educational institutions can ensure that students have a strong foundation for success in their education. In addition, there are efforts to improve communication between parents and teachers by encouraging active and open communication between parents and teachers. By implementing these suggestions, it is hoped that we can create an environment that supports and strengthens the positive role of parents in improving student learning outcomes.

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