

The Influence of Learning Habits, Learning Facilities, and Family Environment on Learning Outcomes of High School Students in the Special Region of Yogyakarta Province

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Abstract: The Effects of Study Practices, Learning Resources, and Home Environment on High School Students' Academic Performance in Yogyakarta Province. Thesis. Yogyakarta: Faculty of Economics and Business, Yogyakarta State University. 2025. This research investigates how Study Practices, Learning Resources, and Home Environment affect the Academic Performance of high school students in Yogyakarta Province. It is classified as associative/causal research utilizing a quantitative methodology. The participants in this study included high school students from the Special Region of Yogyakarta Province. The sample comprised 160 respondents, selected through random sampling. Data were analyzed using SPSS software. The findings revealed the following: (1) Study Practices positively and significantly impact academic performance, demonstrated by a calculated t value greater than the t table ($4.210 > 1.97529$) with a significance level of 0.000, which is less than 0.05. (2) Learning Resources also show a positive and significant effect on academic performance, with a calculated t value exceeding the t table ($2.306 > 1.97529$) and a significance level of 0.022, which is less than 0.05. (3) The Home Environment positively and significantly influences academic performance, indicated by a t value greater than the table value ($2.104 > 1.97529$) and a significance level of 0.037, which is below 0.05. (4) Study Practices, Learning Resources, and Home Environment collectively have a positive impact on student academic performance, with a calculated F value exceeding the F table ($42.608 > 2.66$) and a significance level of 0.000, which is less than 0.05.

Keywords: Family Environment; Learning Facilities; Learning Habits; Learning Outcomes; Study Practices

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1. Introduction

Education plays a crucial role in enhancing human life, as it significantly impacts overall quality (Permatasari, 2021). It involves a deliberate and ongoing endeavor aimed at improving individual quality and fostering personal potential. Primary education serves as the foundation for children to expand their understanding, allowing schools to impart essential competencies that students are expected to grasp in every lesson (Diawati et al., 2018). Various factors can determine the effectiveness of education. Firstly, internal factors related to students encompass physiological and psychological dimensions. Secondly, external factors can be divided into social family environmental influences and non-social family environmental influences. Thirdly, the approach to learning encompasses all strategies or techniques employed by students to enhance the efficiency and effectiveness of learning specific subjects. Fourthly, indicators of interest in learning include affection for a subject, expressions of

preference, voluntary engagement in learning, active participation in educational activities, and attentiveness. To improve learning outcomes, particularly regarding knowledge mastery, there needs to be a continuous assessment and enhancement of the teaching and learning processes in both schools and the family settings in which students are situated. Furthermore, parental involvement should be given significant consideration. These actions are essential for ensuring that every educational component operates effectively and fulfills its intended role. According to experts, learning achievement refers to the acquisition of knowledge or skills acquired through instruction, typically measured by test results or grades assigned by educators (Tulus & Wibowo, 2004). Learning achievement encompasses all student behaviors that emerge from their educational experiences, including the cognitive, affective, and psychomotor outcomes that arise in both school and out-of-school settings, whether deliberate or unintended (Hamalik & Oemar, 2005).

According to Djaali (2007) . Study habits are not a natural talent or innate trait that students have had since childhood. Good study habits cannot be formed quickly, but can be applied and developed little by little through a process. Study habits are classified as one of the internal factors that can influence student learning achievement and support the achievement of student learning achievement, especially the one that greatly influences student achievement is the learning method. The learning method is a strategy used by students in their studies to achieve the expected goal, namely good learning achievement. This can be seen from the way they study every day, time discipline both at home and at school. Many students fail to achieve good results in their studies because they do not know effective study methods, therefore, to support the achievement of student learning goals, effective learning is needed. Another factor that can improve children's learning outcomes is learning facilities. The definition of learning facilities in the Big Indonesian Dictionary (KBBI) (2002: 314) "Learning facilities are means to facilitate the implementation of the function of convenience." Good and adequate learning facilities will make the learning process more conducive and comfortable, resulting in satisfactory learning outcomes. Learning facilities can include both school-owned and student-owned facilities. School facilities include buildings, classrooms, learning equipment, and libraries, while student-owned facilities include individual learning equipment such as books and stationery, comfortable study spaces, and internet access. The availability and completeness of learning facilities will facilitate student learning, thus encouraging and encouraging students to learn. (fenti, 2016) . Based on observations conducted in Yogyakarta on March 12, 2025, it was seen that during the learning process, there were students who were busy joking around, busy operating their cellphones, making noise in class, even when they were discussing, only a few children were seen being active. A teacher noted that some students frequently completed their homework at school and turned in their assignments late. Additionally, a few students tended to copy their friends' work instead of doing it on their own. One external factor influencing academic performance is the family environment. Certain parents neglect their children's education at home by turning on the television during study time and failing to inquire about their academic progress since they rely on the school for their children's education. Conversely, some children from affluent families have all their educational needs met, yet their parents do not supervise their studies because they are preoccupied with their own work. Another external influence on students' academic success is the availability of learning resources. When students lack essential tools like erasers, pens, rulers, and calculators, or only have access to a single economics textbook, their motivation to learn diminishes, leading to suboptimal academic outcomes at school.

According to Slameto (2015) . One of the external factors that influence learning outcomes is the family environment. The family environment is everything that is in a small social group that functions to protect each member, consisting of a father, mother and child who have blood relations, a sense of affection between them. The family environment has the first influence on a child's motivation, because before knowing other educational institutions, the family environment is the first place they get an education. Every family environment must create a pleasant atmosphere for their children, so that children feel comfortable and happy when they are in the house. To foster children's learning motivation, the family environment must fulfill the factors in the family environment, namely: the way parents educate, relationships between family members, home atmosphere, family economic conditions, understanding between families, and cultural background (Slameto, 2015) In today's globalized world, numerous parents find themselves preoccupied with studies and working hard to fulfill their everyday needs, leading to diminished interaction with their children. It is essential for the family environment to offer robust support to children,

fostering a home atmosphere that is conducive to learning. Such an environment encourages children to feel motivated to engage in their education. The family serves as the oldest informal institution of education, providing children with their first and most significant educational experiences in a natural setting. Parents hold the pivotal responsibility of nurturing, protecting, and educating their children to ensure their healthy growth and development.

The family environment is where foundational education occurs for children. Fathers and mothers act as the initial educators during the development of a child's life. Their roles extend beyond merely fulfilling family objectives like reproduction and emotional bonding; rather, the family's primary duty encompasses establishing a structure and an atmosphere that supports the educational process, thereby cultivating a generation that is both intelligent and virtuous, which lays a strong foundation for navigating life's journey. Moreover, the family is vital in educating children to be knowledgeable, skilled, and well-mannered. Both parents need to fully grasp their obligations and responsibilities in this regard. Their roles go beyond relationship-building and fulfilling reproductive and affectionate family goals. The urgent task of the family is to foster an environment of continuous education, aimed at raising intelligent and morally upright future generations, as perceived by both parents and society. A solid educational base within the family is crucial for facing more complex life challenges and supports the broader journey of future generations.

2. Related Work or Literature Review

Learning Habits

According to Aunurrahman, learning habits are a person's learning behavior that has been ingrained for a relatively long time so that it provides characteristics in the learning activities that he carries out (Pupuh Fathurrohman, 2016)

Slameto stated, " Learning habits are acquired through the methods used to achieve learning goals." Slameto further mentioned that learning habits that influence learning include: making a schedule and implementing it, reading and taking notes, repeating learning materials, concentrating and doing assignments (Slameto, 2015b) .

Based on the opinions above, it can be concluded that study habits are persistent learning behaviors in students that are repeated over time. Study habits are not natural talents or innate factors, but rather behaviors that are learned deliberately and consciously over time until they become learning habits.

Learning Facilities

Facilities encompass various elements that aid in making tasks easier and quicker, existing as both physical items and spaces (Suryobroto, 2009). In the context of education, facilities refer to essential resources required to support learning activities within schools. This includes all tools, materials, and furnishings that play a direct role in the educational process, such as buildings, classrooms, teaching aids, desks, and chairs. There are two categories of facilities or resources: **(1)** Physical facilities, namely anything in the form of an object or something that can be made into an object that has a role in facilitating or smoothing a business. **(2)** Money facilities, namely anything that makes an activity easier as a result of the working of the value of money.

So, learning facilities can be interpreted as anything that can facilitate the process and progress of learning at school or can be said to be a learning tool.

Family Environment

The family learning environment is influenced by several indicators, including the family environment, the school environment, and the community environment. More specifically, these indicators include the learning atmosphere, learning facilities, social interactions, and various other factors that can support or hinder the learning process (Slameto, 2015b) .

Here are some more detailed indicators:

Family Environment Family: (1) Motivation and Encouragement: Family support, hopes, and aspirations for the future of students can be strong learning motivations. (2) Home Conditions: A comfortable, quiet, and organized study area can improve concentration. (3) Family Interaction: The role of parents in controlling and supervising students' learning, as well as in providing examples of positive behavior, is also important.

School Family Environment: (1) Facilities and Infrastructure: Adequate learning facilities, such as clean and comfortable classrooms, a well-stocked library, and internet access, are essential. (2) Teachers: The quality of teaching, effective teaching methods, and friendly and

supportive attitudes of teachers can increase students' interest in learning. (3) Socializing: A positive classroom atmosphere, good interaction between students, and a cooperative atmosphere can increase motivation and learning productivity. (4) Curriculum and Learning: Relevant curriculum and interesting learning can increase interest and enthusiasm for learning. **Family and Community Environment:** (1) Socializing: Interaction with peers, the surrounding family environment, and positive community figures can shape students' learning behavior and attitudes. (2) Media: Access to quality information and learning media can broaden students' knowledge and insight. (3) Social Activities: Participation in social activities, organizations, and study groups can develop social skills and increase motivation.

In addition to the indicators above, other factors such as students' physical condition, mental health, and learning attitudes can also influence the family learning environment. A conducive family learning environment is one that supports students in achieving their optimal potential.

Learning outcomes

Learning outcomes refer to the skills that people gain once the learning process has occurred, leading to changes in students' knowledge, understanding, attitudes, and skills, ultimately resulting in their improvement. "Learning outcomes are the skills that students develop through engaging in learning activities. " Learning consists of deliberate actions undertaken with awareness, aimed at gaining new concepts, understandings, or knowledge, which facilitate significant and lasting changes in an individual's thoughts, feelings, and actions (Dr. Ahmad Susanto, 2016).

The learning outcomes achieved by students through the teaching and learning process tend to demonstrate several important aspects. First, they provide a sense of satisfaction and pride that can foster self-motivation. Second, these outcomes increase students' confidence in understanding concepts based on their own abilities. Third, the results of learning are meaningful in shaping behavior and can serve as a foundation for acquiring further information and knowledge. Lastly, learning outcomes also reflect students' ability to assess and control themselves in their learning efforts and processes.

3. Method

This kind of study is called associative or causal research because it looks at how different factors affect one another. According to Sugiyono (2013), causal associative research tries to find out if there is any effect or connection between the variable that doesn't change (independent variable) and the variable that does change (dependent variable). It also checks how strong that effect or connection is and whether it is important or not. This type of research uses a method called quantitative research.

Quantitative research is a way of studying based on the idea of positivism. It is used to investigate a specific group or sample, and it collects data with tools designed for research. It analyzes numerical data using statistics to test a specific hypothesis, as noted by Sugiyono (2017). This particular quantitative research used a survey approach, which helps gather information about past or present experiences, beliefs, opinions, characteristics, actions, and relationships between different variables. It also tests several hypotheses related to sociological and psychological aspects, using simple data collection methods like surveys or questionnaires that are not very detailed, and it usually produces results (Sugiyono, 2018).

In this research, the group being studied is high school students in the Special Region of Yogyakarta. Therefore, we can say the population being looked at includes high school students in Yogyakarta. The method chosen for sampling in this study is called simple random sampling. This method randomly selects people from the group, ensuring that each person has an equal chance to be picked.

4. Results and Discussion

Result

This research can be classified as associative/causal research since its purpose is to examine the relationships between different variables. According to Sugiyono (2013), causal associative research determines whether a relationship or influence exists between the independent variable and the dependent variable. It also explores the strength and significance of that influence or relationship. This approach employs quantitative research methods. Quantitative research is defined as a method grounded in the philosophy of positivism, aimed at studying a defined population or sample. It involves collecting data through research

instruments and performing quantitative/statistical data analysis, with the goal of testing a set hypothesis (Sugiyono, 2017). The survey method is used for this quantitative research, which helps in gathering data related to past or present experiences regarding beliefs, opinions, characteristics, behaviors, and the relationships among variables, as well as testing various hypotheses related to sociological and psychological variables from selected samples of specific populations. Data collection typically occurs through non-in-depth observations, such as interviews or questionnaires, and tends to produce measurable results (Sugiyono, 2018). For this study, the focus population consists of students from various high schools in the Special Region of Yogyakarta. Therefore, we can assert that the population being studied includes high school students in Yogyakarta. The study employs simple random sampling, a technique that allows each member of the population an equal chance of being selected.

Discussion

Hypothesis Testing

The following are the results of data analysis obtained through processing using SPSS. The data displayed includes hypothesis tests and coefficients of determination. Simple hypothesis tests are used to determine the relationship between variables. Meanwhile, the coefficient of determination, often symbolized by R^2 , is used to determine the magnitude of the influence of variable X on variable Y. This indicates that changes in variable X can explain most of the variations that occur in variable Y. Thus, variable X has an important and relevant role in influencing variable Y in the context of this study. Details of the statistical test results can be seen in the following table.

Table 1. t-test.

Model	<i>Coefficients^a</i>				
	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	t	Sig.
	B	Std. Error	Beta		
(Constant)	1,185	.300		3,942	.000
1 X1_Study Habits	.365	.087	.380	4,210	.000
X2_Learning Facilities	.222	.096	.205	2,306	.022
X3_Family Environment	.172	.082	.170	2.104	.037

a. *Dependent Variable : Y_Student Learning Outcomes*

Source: SPSS 21 *output processed data, 2025.*

According to Table 1, the t value is determined with the conditions $\alpha = 0.05$ and $dk = (nk) \text{ or } (160-4) = 156$, resulting in a t table value of 1.97529. Each variable can then be analyzed as follows:

1. The calculation results using the SPSS 21.0 software show that the Study Habits variable (X1) has a t value of 4.210 and a significance value of 0.000. The criteria for deciding whether to accept or reject the hypothesis depend on the calculated t value being greater than the t table value, or if -t count is less than -t table. This means that if the significance is t table ($4.210 > 1.97529$) and the significance level is 0.000, then we also consider other conditions such as if t table ($2.306 > 1.97529$) holds true with a significance value of 0.022, as well as if t table ($2.104 > 1.97529$) applies with a significance value of 0.037.

Table 2. Test of Determination Coefficient

<i>Model Summary</i>				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.671 ^a	.450	.440	.39731

a. *Predictors: (Constant) , X1_Study Habits, X2_Study Facilities, X3_Family Environment*

Source: SPSS 21 *output processed data, 2025.*

According to Table 2, the adjusted coefficient of determination (Adj R²) is 0.440. This value signifies that the independent variables, which include Study Habits (X1), Study Facilities (X2), and Family Environment (X3), account for 44% of the variability in the dependent variable, Learning Outcomes of High School Students in Yogyakarta. Consequently, the remaining 56% is influenced by other factors that have either not been examined or are not part of the regression analysis in this research.

Research Results Discussion

The objective of this research is to analyze the effect of study habits (X1), study facilities (X2), and family environment (X3) on the academic performance of high school students in Yogyakarta. Below are the discussion and findings related to this study:

The Influence of Study Habits on the Learning Outcomes of High School Students in Yogyakarta .

The findings from this research indicate that the computed t value exceeded the t table value (4.210 > 1.97529), with a significance level of 0.000 being less than 0.05. This suggests that Study Habits (X1) have a significant impact on the Learning Outcomes of High School Students in Yogyakarta.

The study demonstrates that effective study habits positively affect the academic performance of high school students in Yogyakarta. This implies that those with strong study habits are likely to achieve better academic results, while those with ineffective study habits may face subpar outcomes.

Analysis of the research data reveals the crucial role of study habits in every student's educational process, as they greatly affect comprehension and overall academic success. Furthermore, study habits are intrinsically linked to each student's unique approach to learning and problem-solving.

When discussing student learning styles, it refers to how individuals engage with lessons, study, recall information, and apply knowledge in everyday scenarios. Each student employs distinct methods for learning, resulting in varied educational experiences. As students become aware of more effective study techniques, they develop a greater sense of responsibility towards their academic pursuits. Beneficial study habits can become ingrained in students' routines, leading them to engage in these practices joyfully and without external pressure, thus enhancing their learning achievements. This research is corroborated by findings from studies conducted by Mutik Hidayat and Teti Pebruanti, which indicate that study habits significantly influence students' academic performance..

The Impact of Family Surroundings on the Academic Performance of High School Students in Yogyakarta.

The findings from this research revealed that the calculated t value exceeded the t table value (2.104 > 1.97529) and the significance level was 0.037, which is less than 0.05. This demonstrates that the Family Environment (X3) significantly affects the academic performance of high school students in Yogyakarta.

This study shows that a nurturing family environment positively and significantly affects the academic results of high school students in Yogyakarta. It suggests that a supportive and encouraging family background can enhance student engagement in learning and lead to improved academic performance. In contrast, a detrimental family setting can adversely affect students' academic achievements.

One significant aspect that impacts academic performance among students is their family environment. Within formal education, the family setting is an external influence tied to students that can help their academic success. This setting encompasses the immediate family, the school community, and the broader community context. Hence, a positive and supportive family atmosphere can enhance student engagement in their studies and lead to better academic outcomes. The findings of this study align with research conducted by Dewi Sartika Rahayu and Novi Trisnawati, which also indicated that family surroundings have an impact on student academic results.

The Impact of Family Environment on High School Students' Learning Outcomes in Yogyakarta.

The findings from this research revealed that the computed t value was greater than the table value (2.104 > 1.97529), and the significance level was 0.037, which is less than 0.05. This demonstrates that the Family Environment (X3) significantly affects the Learning Outcomes of High School Students in Yogyakarta.

This study's outcomes show that the family environment positively and significantly influences the learning success of high school students in Yogyakarta. A supportive and favorable family setting can enhance student learning engagement and lead to better academic performance. In contrast, a detrimental family environment can hinder student achievement.

The family environment stands out as a factor affecting student academic success. Within formal education, it serves as an external influence that can enhance learning outcomes for students. The family environment includes the home setting, the school's family atmosphere, and the wider community's environment. Thus, a nurturing and supportive family environment fosters student learning activities and contributes positively to their academic achievements. These findings are corroborated by research from Dewi Sartika Rahayu and Novi Trisnawati, which affirmed the influence of the family environment on student learning outcomes.

The Impact of Study Habits, Learning Resources, and Family Environment on High School Students' Academic Performance in Yogyakarta.

According to the findings of this research, the F table value is 2.66. Therefore, the F test results indicate that the computed F value is greater than the F table (42.608 is greater than 2.66), and the significance value is 0.00, which is less than 0.05. This means that Study Habits (X1), Study Facilities (X2), and Family Environment (X3) collectively influence the Learning Outcomes of High School Students in Yogyakarta. The study reveals that study habits, learning resources, and the home environment significantly and positively affect the academic achievements of high school students in Yogyakarta.

5. Conclusions

The findings from the research regarding how learning habits, educational resources, and family surroundings affect the learning outcomes of high school students in Yogyakarta lead to several important conclusions. First, the habits of studying significantly and positively impact academic achievement, indicating that effective study habits play a pivotal role in shaping student performance. Good study habits not only influence students' learning behaviors positively but also promote favorable behaviors linked to academic success. This positive effect is particularly evident when students maintain study habits that align with Islamic principles, ultimately leading to better academic results. Second, educational resources have a noteworthy and positive effect on students' academic performance, highlighting the importance of having adequate facilities to meet learners' educational needs both at school and at home. Improved learning facilities directly correlate with enhanced student outcomes, and their beneficial impact is strengthened when they adhere to Islamic values, leading to superior achievements. Third, the family setting also exerts a significant and positive influence on student performance. A supportive and nurturing family environment allows students to feel secure and comfortable, which contributes meaningfully to their learning outcomes, while an unsupportive atmosphere can lead to discomfort and insecurity. Students greatly desire a nurturing family environment, and leaders should acknowledge the importance of creating welcoming family settings that foster healthy relationships. Such an environment can inspire students to excel academically, helping them to focus better and experience greater happiness, which in turn enhances performance. Finally, study habits, educational resources, and family environment collectively influence the learning outcomes of high school students in Yogyakarta. When students develop positive study habits, gain access to adequate learning facilities, and are supported by a conducive family environment, these factors together contribute significantly to improving their academic performance.

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