

LEARNING ACHIEVEMENT IS
REVIEWED FROM
INDEPENDENCE, LEARNING
FACILITIES, PARENTAL
ATTENTION AND PEER
ENVIRONMENT STUDENTS OF
SMK NEGERI 1 SRAGEN

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STUDENTS OF SMK NEGERI 1 SRAGEN**

Rini Triningsih¹, Ida Aryati DWP², Supawi Pawenang³

¹⁻²Program Studi Magister Manajemen, Program Pascasarjana, Universitas Islam Batik
Surakarta, Indonesia Jl. KH Agus Salim No.10, Jawa Tengah 57147, Indonesia

E-mail : rinismkbisa@gmail.com

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ABSTRACT

Keywords:
*Learning
Achievement,
Independence,
Learning
Facilities,
Parental
Attention, Peer
Environment.*

The purpose of this study was to determine the effect of learning independence, learning facilities, parental attention and peer environment on student achievement in SMK Negeri 1 Sragen. This type of research is causal research with a regression approach, the type of research is quantitative research with a regression research design. The research population of all 12th grade students of SMK Negeri 1 Sragen consisted of 14 groups of 504 students. The research sample for each group was taken by 10 students who had the top ten academic rankings in the hope that they would have better results. Data collection using a questionnaire was analyzed using multiple linear regression analysis assisted by SPSS 23.0 for Windows program. The results showed that learning independence had an effect on learning achievement, learning facilities had an effect on learning achievement, parental attention had no effect on learning achievement, and peer environment had an effect on learning achievement. Suggestions from this research are students, teachers, parents take their respective roles to create independent learning, provide learning facilities, attention and a peer environment so that student learning achievement increases even during the covid-19 pandemic.

ABSTRAK

Kata Kunci :
*Prestasi Belajar,
Kemandirian,
Fasilitas
Belajar,
Perhatian Orang
Tua,
Lingkungan
Teman Sebaya.*

5 Tujuan penelitian ini untuk mengetahui pengaruh kemandirian belajar, fasilitas belajar, perhatian orang tua dan lingkungan teman sebaya terhadap prestasi belajar siswa SMK Negeri 1 Sragen. Penelitian ini berjenis *causal research* dengan pendekatan regresional, jenis penelitian adalah penelitian kuantitatif dengan desain penelitian regresi. Populasi penelitian seluruh siswa kelas 12 SMK Negeri 1 Sragen terdiri dari 14 rombel sebanyak 504 siswa. Sampel penelitian masing-masing rombel diambil 10 siswa yang memiliki peringkat akademis sepuluh besar harapannya agar mempunyai hasil yang lebih baik. Pengumpulan data menggunakan kuesioner dianalisis menggunakan analisis regresi linier berganda berbantuan program *SPSS 20.0 for Windows*. Hasil penelitian menunjukkan bahwa kemandirian belajar berpengaruh terhadap prestasi belajar, fasilitas belajar berpengaruh prestasi belajar, perhatian orang tua tidak berpengaruh terhadap prestasi belajar, dan lingkungan teman sebaya berpengaruh terhadap prestasi belajar. Saran dari penelitian ini siswa, guru, orang tua mengambil perannya masing-masing untuk menciptakan kemandirian belajar, memberi fasilitas belajar, perhatian dan lingkungan teman sebaya supaya prestasi belajar siswa meningkat meski di masa *pandemic covid-19*.

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INTRODUCTION

Humans as dynamic creatures always want change in a better direction, better changes can be done with learning activities. Learning activities are activities carried out by a person either as an individual or part of a group. Changes that occur through learning activities are never limited by age, place or time, so learning activities also never stop. As mentioned in Law No. 20 Th 2003 Article 3 on the National Education System that: "National Education serves to develop the ability and form the character and civilization of a dignified nation in order to educate the life of the nation aims to develop the potential of learners to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, Creative, independent and a democratic and responsible citizen."

Education is an attempt made deliberately to change human behavior. Through education, humans gain the knowledge and skills to compete in the era of globalization. In general, education is distinguished into formal, non-formal, and formal education. Formal education is conducted through school institutions. School is used as a gathering place between teachers and learners and a very complex and dynamic system. The quality of education in schools is reflected through learning achievement, which results from the learning process.

Achievement is the success of students in achieving the goals that have been set in a program. Learning is a process of acquiring knowledge and experience in the form of changes in behavior and physical abilities that are relatively permanent or passive due to the interaction of individuals with their environment. Measurement of learning achievement can be seen from daily repeat values, midterm repeats, or end-of-semester repeats.

Learning achievement is influenced by internal factors or factors that come from within the individual, including physical and spiritual state, independence, perception and attitude, intelligence, exercise and replay, motivation, and interest. In contrast, external factors or factors that come from outside the individual include Parental Attention, parental education and income, home atmosphere and facilities, atmosphere and school facilities, teaching methods of teachers, and the state of society.

The world of education is undergoing tremendous changes, pandemic covid-19 changed everything including how to learn. Learning that was initially done face-to-face in school could not be done, teaching and learning activities using distance learning (PJJ). Teachers are at school (WFO) or home (WFH) while students are in their respective homes. Based on the Coordination Meeting on Problems and Completion of Distance Learning held in November 2020 at SMK Negeri 1 Sragen, Class 12 consisting of 14 all classroom guardians informed that 50% of students experienced delays in collecting assignments and should be reminded by the subject teacher. Less independence, learning facilities, primarily mobile phones do not support signal constraints and quotas, supervision of parents who are less and peers who are very influential in the achievement of learning outcomes. These circumstances make researchers interested in researching students' learning achievements regarding learning independence, atmosphere and home learning facilities, parental attention and peer environment.

The learning achievement of students of class XII SMK Negeri 1 Sragen based on the Midterm Examination and the Final Semester Examination obtained from the curriculum section documents shows that most students still belong to unsatisfactory learning outcomes. The average results of Midterm Examination scores and final semester exam results of class XII SMK Negeri 1 Sragen still have not reached KKM (Minimum Completion Criteria). Based on the documentation of student grades, most students have not gone KKM which is 70.

Learning independence is one of the internal factors that affect student learning achievement. Yufa Research Research, F.N. (2019) states that factors affecting students' learning achievement include family social interaction, learning motivation, and learning independence. The results of the study had a positive and significant effect on the perception of learning. Students do the freedom of learning with little or no help from outsiders. Students are responsible for decision-making related to their learning process and can carry out the decisions they make.

Rumanti research results (2017) stated that learning independence has a positive and significant effect on accounting learning achievement. Students are said to learn independently when the student has the intention to learn something, then do it intentionally either with or without the help of others. Students with high learning independence will have a better quality of accounting learning activities to improve accounting learning achievement.

Ningsih and Nurrahmah (2016) research prove that learning independence positively and significantly affects learning achievement. Learning independence is a person's ability to manage all personal activities, competencies, and skills independently armed with the essential skills possessed by the individual, especially in the learning process.

Independence of learning is the ability to do learning activities carried out by one's own choice, self-will, and own responsibilities. Students are said to learn independently when the student has the intention to learn something, then do it intentionally either with or without the help of others. Students who have high learning independence will have a better quality of learning activities to improve learning achievement.

Students' learning achievement is also influenced by learning facilities, both facilities obtained from the school and parents. Distance learning is done during the Covid-19 pandemic demanding that students be at home so the most critical facilities needed must be the facilities of learning at home. Facilities at home and facilities provided by parents also affect student achievement. Research conducted by Cynthia, Martono and Indriayu (2016) has a positive and significant influence on learning facilities on learning achievement.

Learning facilities according to Damayanti research (2019) have a positive and significant effect on learning achievement. Learning facilities both from school and from parents become essential in education, with the existence of teaching facilities can help the learning process so that education can be carried out correctly and the purpose of education can be achieved. With the presence of learning facilities, teachers will easily convey the subject matter to students, as well as students will quickly understand the material delivered by the teacher.

Learning facilities are tools or supporting facilities owned by the school or the students themselves. Research on teaching facilities has a positive and significant effect on Namus (2020).

The situation of the covid-19 pandemic is in dire need of facilities owned by students for distance learning. Facilities at home and facilities provided by parents also affect student achievement. Some students also don't get enough facilities from their parents. This is seen from not all students having gadgets by learning needs or laptops that can be used to support the student learning process. When the learning process is done from home, students cannot follow to the maximum, affecting student learning achievement.

Carolita's research (2017) on parental attention has a positive and significant effect on learning achievement. Parental attention is a concentration of psychic activities supported by the physical person of the father and mother of students who nurture and finance and educate their children that will affect the student's learning achievement. Parental attention factors play an essential role in determining educational success. Knowledge from parents about the importance of attention to their children will determine the success of the child's learning, parents who provide primary education for students eventually form student personalities. Awareness of the importance of education will encourage students to learn better in the right way to improve the student's learning achievement ultimately.

Parental attention can affect the learning achievement of learners. Parents who pay enough attention to their children will affect children's accomplishments in school, such as: reminding children to do schoolwork, study, and so on. According to Cahyandari's research (2020) parental attention has a positive and significant effect on learning achievement. Parents who know how to educate children and give enough attention and balance to all their children can increase learners' freedom in school. It is recommended that families/parents cooperate reasonably with the school to supervise their achievements.

The peer environment has a decisive role in student achievement in the classroom. Naim research (2019) states that there is a positive influence of the peer environment on learning performance, if the peer environment has a positive tendency, then a student will have high learning performance. However, if the peer environment has a negative tendency during learning, then students' learning achievement will be below.

Research Apsari, Adi and Octoria (2014) stated a significant influence on peer environment on learning achievement. A good peer environment can provide the support needed by students in learning, such as motivational support, physical rocks, togetherness, familiarity among friends, social comparison, social skills, and other positive support in education.

Peer environment based on the above is an external factor that is very influential on learning achievement, especially SMK age children more often listen to the words of their friends than others. Togetherness and familiarity with peers will affect what is done in the student's daily life. actors that affect learning achievement need to be studied because by knowing the factors that have a positive effect, related parties such as schools, families, and students themselves can increase student learning achievement. Factors such as independence, facilities, parental attention and peer environment will affect the learning achievement that students have achieved.

Students of SMK Negeri 1 Sragen can not be separated from the problem, independence, learning facilities, parental attention and peer environment is still very significant achievement.

Freedom, learning facilities, parental engagement in learning is still minimal among them, and the peer environment still has to be considered so that the achievement of learning achievement can be maximized.

A. LITERATUR REVIEW

1. Learning Performance

An indicator that states that education can be successful is looking at students' learning achievement. According to Tohirin (2014: 151), "learning achievement is obtained from what has been achieved by students after students do learning activities". Student learning achievement can show the extent of the level of student mastery of all subjects that have been taken. Thus, education can be said to be successful if students' learning achievement is good.

Learning outcomes or learning achievements are changes that students get after experiencing the learning process to achieve learning goals realized in the form of deeds. This change can usually be seen from several domains, namely cognitive (knowledge), affective (attitude), and psychomotor (skills) in students, to know the results can be measured through tests or observations directly. Several factors affect student learning achievement, including internal and external factors, namely child psychology about readiness (independence), learning facilities, family factors of parental attention, and community factors, namely peers. If these four things can be combined well, then the learning outcomes achieved by students will undoubtedly be very satisfying for them, teachers, and parents.

2. Learning Facilities

Learning facilities are everything that facilitates and launches the learning process, be it in the form of equipment, materials, and furniture that can be used directly or indirectly in the learning process to achieve learning achievement and educational goals. In this research, the indicator of Learning Facilities is the acquisition of fulfilled Learning Facilities, spaces or places of learning, other equipment used to support the learning process, and the utilization of Learning Facilities. Because teaching and learning activities during the Covid-19 pandemic were carried out with distance learning, the learning facilities in this study focused on home learning facilities.

3. Parental Attention

Attention, according to Ahmadi (2013: 142) is the activeness of the soul directed at an object both inside and outside itself, attention arises with the concentration of our awareness of something. Attention is the state in a person carrying out activities in the form of concentration of energy/soul force all indicated in a specific set of objects from his environment. According to the Great Dictionary of Indonesian (KBBI), parents are the father of the biological mother, the person who is considered old, a respected person. From this understanding can be concluded that the knowledge of parents is the father and mother who are responsible for education. Thus, parents' attention can be expressed as

the attention given from the father and mother in carrying out the task of education by guiding the child. Indicators of parental attention are the provision of advice, guidance, supervision of learning, awarding and punishment, and maintenance of physical and spiritual health.

4. Peer Environment

According to Nyoman and Olga (2014: 110), Peer Environment is communication between people who have the same age and level of maturity. Closeness to peers that are intensive and regular will form a group that is woven closely and dependent on each other, thus good relationships between peers are essential for normal adolescent social development. The peer environment provides encouragement or support to learn, for example, making a study group or a student make his friend ask about lessons that are not understood will have a positive impact on learning achievement. Based on the above opinion, it can be concluded that the peer environment is an environment where there is intensive and fairly regular interaction with people who have similar ages and status, in this case, are school friends who give positive and negative influences.

B. PREVIOUS RESEARCH

Yufa Research, F. N. (2019) entitled "Influence of Learning Independence and Achievement Motivation On Economic Learning Achievement in State High School 1 Kroya" Type of quantitative Research, Population of students class XI IPS State High School 1 Kroya numbering 111 students, Sample 87 students of simple random sampling proportional sampling technique, testing of multiple linear regression analysis results in findings namely 1) Learning independence has a positive effect on student economic learning achievement 2) Motivation with achievement has a positive effect on students' economic learning achievement.

Sari Rumanti Palupi's Research (2017) entitled "Influence of Learning Independence, Student Perception Of Teacher Teaching Methods and Parental Attention to Accounting Learning Achievement Of Students Class XI IPS Sma Negeri 1 Srandakan School Year 2016/2017", Ex-post Facto quantitative approach research methods, Population of 49 students, Census sample, the prerequisite test of linearity test and multicollinearity test, Hypothesis test of simple regression analysis and double regression. The findings have a positive and significant influence on Learning Independence, Student Perception of Teacher Teaching Methods and Parental Attention to Accounting Learning Achievement.

Rita Ningsih & Nurromah Research (2016) titled "Influence of Learning Independence and Parental Attention on Math Learning Achievement", Type of quantitative Research correlational analysis, Population of research students grade VIII Private Junior High School Setiabudi Subdistrict, Simple random sampling techniques taken as many as 90 students. The research instruments used are questionnaires (questionnaires) and writing tests. Testing requirements for normality test data analysis, linearity test, and multicollinearity test. Data processing with SPSS 20 program and multiple regression tests. The study results had a significant favorable influence On learning independence and parental attention to math learning achievement.

Tellu, A.T., Kadir, A., & Kasim, A. (2018) Effect of Parent's Attention, Self-concept, and Self-study on Biology Students' Achievement at Sma Negeri 2 Sigi Biromaru, Quantitative research type, student population xi majoring in IPA, sampling (census), analysis of correlation data and multiple regression, test instruments including validity and reliability. This research method is the validity of the empirical formula of Pearson's product-moment correlation and reliability (Alpha Cronbach coefficient formula). The study results had a positive and significant influence on parental attention and learning independence on learning achievement.

Lela Camellia Cynthia, Trisno Martono & Mintasih Indriayu (2016) research title "Influence of Learning Facilities and Learning Motivation On Learning Achievement Of Class XI IIS Students in State High School 5 Surakarta Year 2015/2016", Research quantitative approach of correlational descriptive methods, the population of all students of class XI IIS Sma Negeri 5 Surakarta amounted to 127 students, Proportionate random sampling technique sample by lottery, Multiple regression data analysis techniques. Producing findings there is a significant influence Learning facilities and learning motivation on the learning achievement of economics subjects class XI IIS Sma Negeri 5 Surakarta School Year 2015/2016.

Damayanti Research (2019) entitled "Influence of Learning Facilities, Peers and Learning Motivation On Learning Achievement Of Accounting students Of Class X and XI Accounting smk Muhammadiyah 1 Borobudur Year 2018/2019", Quantitative research approach with correlational descriptive methods, the population of 81 students, Census Sample, Data collection using questionnaire and documentation methods, Test prerequisite analysis of linearity test and multicollinearity test, Multiple regression analysis data analysis techniques. Producing findings, there is a significant influence on the achievement of Learning Facilities, Peers, and Learning Motivation.

Ocadiana Namus (2020) "The Influence of Student Creativity and Learning Facilities on The Learning Achievement of Creative Products and Entrepreneurship of Students Class XI of state vocational school 1 Sukawati Year of Study 2019/2020", Quantitative type research that is ex post facto, population of 83 students, census sample, inference statistical data analysis technique with correlation using multiple linear regression equations, Research calculated through spss 20 for windows program. The study results show a significant favorable influence on student creativity and learning facilities on the learning achievement of Creative Products and Entrepreneurship of students of class XI of SMK Negeri 1 Sukawati Year of Study 2019/2020.

Alif, M. H., Pujiati, A., & Yulianto, A. (2020) "The Effect of Competence, Learning Facilities, and Learning Readiness on Students' Learning Achievement Through Learning Motivation of Grade 11 Accounting Lesson in Brebes Regency", Ex post facto quantitative research type, 11th-grade student population attending THE MYOB Accounting Program at Vocational High School in Brebes Regency, Sample of 171 students, Research results there is a significant favorable influence of learning facilities on learning motivation, this shows that complete learning facilities can provide a sense of comfort and ease of knowledge to students, this can increase their learning motivation so that learning achievement increases.

Research Ramli, A., Zain, R.M., Campus, C., Chepa, P., & Bharu, K. (2018) The impact of facilities on students' academic achievement. *Science International*, 30(2), 299-311, quantitative

type research, total population 500, random sample of 104, data analysis using SPSS version 24 analysis of distribution, correlation and regression. The result of significant positive Influence of Props and Library of Learning Environment; Dormitories, Sports and Parking Facilities and Transportation Infrastructure all have significant influences on students' academic achievement.

Maya Carolita (2017) research entitled "Influence of Learning Motivation, Parental Attention, and Peers on Accounting Achievement of Ips Class XI Students at Sma Negeri 1 Depok School Year 2016/2017". Quantitative research types of correlational descriptive methods, the population of 90 students, Census Sample, Classical assumption test include linearity test, multicollinearity test, and generosity test. At the same time, the hypothesis tests simple regression, double regression, relative donation, and effective donation. The findings had a positive and significant influence on learning motivation, parental attention, and peers on learning achievement.

Cahyandari (2020) study entitled "Influence of Parental Attention, Number of Siblings, and Age of Parents On Learning Achievement in SMKN 1 Kebumen", Quantitative research type, Population 144, Sample of 100 learners, Data collection techniques using coercionist methods and documentation methods. The findings had a significant favorable influence on parental attention, the number of siblings, and parents' age on learning achievement both individually and together.

Ambarwati's Research, W. (2018) is titled Influence of parents attention, emotional intelligence and learning motivation to learning outcomes. Journal of Education, Teaching and Learning, Quantitative research type, Population of State High School students 4 Sampit, Sample of 76 students. Processing data results of Research conducted with the help of the SPSS 20 program and double regression tests, there is a significant favorable influence parental attention, emotional intelligence and learning motivation on learning achievement.

Naim Research (2019) entitled "Influence of Creativity, Student Perception of Teacher Teaching Methods, and Peer Environment on Basic Accounting Learning Achievement of Students Of Class X AKL SMK Negeri 1 Loving School Year 2018/2019". Ex post facto quantitative research types, Population number 64 students, Census Sample, Linearity Test and Multicollinearity Test. The study found a significant favorable influence on creativity, students' perceptions of teaching teachers, and peer environment on learning achievement.

Apsari, Adi and Octoria (2014) Research with the title "Influence of Self-Efficacy, Utilization of Learning Styles and Peer Environment on accounting learning achievement of students Accounting Skills Competence in SmK Negeri 1 Surakarta School Year 2013/2014", Ex-post facto quantitative research type, Student Population of Accounting Expertise Competence in SMK Negeri 1 Surakarta, Sample of 120 students proportional stratified random sampling technique, Simple linear regression data analysis techniques and multiple linear regressions. The findings show a significant favorable influence on self-efficacy, utilization of learning styles, and peer environment together on the achievement of learning accounting students Competence of Accounting Expertise in SMK Negeri 1 Surakarta School Year 2013/2014.

Research Senthuran, D., & Venaktaraman, S. (2017) Personal, Peer and Parents' Psychological Factors and Higher Secondary Students' Achievement in Zoology. Online

Submission, 6(2), 53-56.). Quantitative Research, population 942, random sample techniques, sample number 200, results in significant positive influences personal psychological factors, peers and parents and achievement of high school students in zoology.

C. HYPOTHESIS

The data and facts that the author obtains become the author's reference for quick answers to problem formulations. The hypothesis or provisional explanations proposed in this study are as follows:

H₁: There is an influence of learning independence on the learning achievement of students of SMK Negeri 1 Sragen Year of Study 2020/2021.

H₂: There is an influence of learning facilities on the learning achievement of students of SMK Negeri 1 Sragen Year of Study 2020/2021.

H₃: There is an influence of parental attention on the learning achievement of students of SMK Negeri 1 Sragen Year of Study 2020/2021.

H₄: There is an influence of the peer environment on the learning achievement of students of SMK Negeri 1 Sragen Year of Study 2020/2021.

D. RESEARCH METHODS

1. Type of Research

This research is causal research with a regressive approach because it aims to determine the influence of learning independence, learning facilities, parental attention and peer environment on dependent variables, namely learning achievement. This research was conducted at SMK Negeri 1 Sragen, which is located at Jl. Ronggowarsito No. 1 Sragen, Sragen Regency, Central Java. The research was three months. The population in this study is the entire student class XII Year of Study 2020 / 2021, consisting of 14 groups total population of 504 students. This study sample was that class XII students consisted of 14 groups. Each group was taken ten students who had a top ten academic ranking to have better results. The sample amounted to 140 students. Determination of models with the Purposive Sampling technique determines selections based on specific characteristics that are closely linked to previously known population characteristics. Sampling is not random and samples are taken with the criteria of students who have achieved in class.

2. Data Analysis

The data analysis in this study is a Multiple Linear Regression Test conducted using the SPSS 23.00 application. The variables used in this study consisted of 4 independent variables, namely learning independence (X1), learning facilities (X2), parental attention (X3) and peer environment (X4) to dependent variables namely learning achievement (Y).

This study used data retrieval techniques with questionnaires then before processing the data first tested the instrument. The instrument tests conducted in this study are validity tests and reliability tests. The validity test results obtained the overall value of the question item more than 0.468 so that the entire question item is valid in explaining the variable. Reliability test

results for questionnaires show that the reliability coefficient (Alpha Cronbach) is reliable. This means that for all reliable questions, it exceeds the threshold more significant than the table r 0.60.

E. RESULT

Table 1
Multiple Linear Regression Results

Variable	Coeff Regression	t statistic	Sig. t	Description
(Constant)	5,940	4,519	0,000	
Independence	0,317	4,959	0,000	Effect
Learning Facilities	0,134	2,965	0,041	Effect
<i>Parental Attention</i>	0,078	1,222	0,224	No effect
<i>Peer Environment</i>	0,219	3,186	0,002	Effect
Adj R square	0,488			
F statistic	34.173			
Sig. F	0,0000			

Source: Primary data processed in 2021

Based on the table above, it can be known that the regression equations formed are:

$$Y = 5,940 + 0,317X_1 + 0,134 X_2 + 0,078 X_3 + 0,219 X_4 + e$$

Based on the regression equation above, the interpretation of the coefficients of each variable is as follows:

1. Constant of 5,940 states that if the variables of learning independence (X1), teaching facilities (X2), parental attention (X3) and peer environment (X4) are considered constant, then learning achievement is 5,940.
2. The coefficient of regression of independence (X1) of 0.317 which means that if the variables of learning facilities (X2), parental attention (X3) and peer environment (X4) are constant, then with the increase in learning independence resulting in the achievement of learning will increase by 0.317.
3. The coefficient of learning regression (X2) of 0.134 which means that if learning independence (X1), parental attention (X3) and peer environment (X4) are constant,

then with the improvement of teaching facilities resulting in learning achievement will increase by 0.134.

4. The regression coefficient of parental attention (X3) of 0.078, which means that if the independence of learning (X1), learning facilities (X2) and peer environment (X4) is constant, then the increase in parental attention resulted in learning achievement will increase by 0.078.
5. Peer environmental regression coefficient (X4) of 0.219, which means if learning independence (X1), teaching facilities (X2) and parental attention (X3) is constant, then the increase in peer environment (X4) resulted in learning achievement will increase by 0.219.

Test F

The F test is a significant test used to determine free variables' impact on bound variables. If the results of the F test have a sig < of 0.05, it shows that the free variable has a simultaneous effect on the bound variable (Ghozali, 2019: 303). The results of the data analysis in table 1 obtained the result of Fhitung value is 34,173, because Fscore > Ftable (34,173 > 2,670) and significance of 0.000 < 0.05 then Ho is rejected. It can be concluded that Ha is accepted, meaning that there is an influence between learning independence, learning facilities, parental attention, and the peer environment simultaneously and significantly on learning achievement.

Test T

The t test is used to partially determine the significance of variable learning independence, learning facilities, parental attention and peer environment on learning achievement. If the t test results with a significant value of < 0.05, the free variable partially has a substantial effect on the bound variable.

1. The value of $t_{table} < t_{score}$ (1,977 < 4,959) and the significance value of 0.000 < 0.05 then Ho was rejected and Ha accepted. It can be concluded that there is a positive and significant influence of learning independence on learning achievement.
2. $T_{score} > t_{table}$ value (2,965 > 1,977) and significance value of 0.041 < 0.05 then Ho is rejected and Ad is accepted. It can be concluded that there is a positive and significant influence of learning facilities on learning achievement.
3. $T_{score} > t_{table}$ value (1,222 > 1.977) and significance value of 0.224 > 0.05 then Ha was rejected and Ho accepted. It can be concluded that there is no effect and no significant between parents' attention to learning achievement.
4. The value of the $t_{table} > t_{score}$ (3,186 > 1,977) and the significance value of 0.002 < 0.05 then Ho is rejected and Ha is accepted. It can be concluded that there is a positive and significant influence of peer environment on learning achievement.

Determination Coefficient Test (R2)

The coefficient of determination is the amount that indicates the magnitude of the dependent variation described by the attention variable. This coefficient of determination measures how significant the entire attention variable is in describing the dependent variable. The adjusted value R square determines the coefficient of determination.

Based on the results of calculations obtained the adjusted value R square of 0.488. This means that the variables of learning independence, learning facilities, parental attention and peer environment contributed to learning achievement by 48.8% while the remaining 51.2% were influenced by other variables not included in the study model.

F. DISCUSSION

1. The influence of learning independence on the learning achievement of students of SMK Negeri 1 Sragen.

Based on the results of the count obtained $t_{score} > t_{table}$ ($4,959 > 1,977$) and significance of $0.000 < 0.05$. This means that learning independence has a positive and significant effect on learning achievement. These results prove the higher the independence of learning then on learning achievement will experience a real improvement.

This research is in line with previous research conducted by Yufa, F. N. (2019), which stated that learning independence positively affects students' economic learning achievement. The results of the study were also strengthened by research conducted by Sari Rumanti Palupi (2017) there was a positive influence on learning independence on the accounting achievement of students of class XI IPS SMA Negeri 1 Srandakan School Year 2016/2017. Rita Ningsih & Nurromah (2016) research also states a significant favorable influence on learning independence on math learning achievement. The results of tellu, A.T., Kadir, A., & Kasim, A. (2018) also stated a positive and significant influence on learning independence on learning achievement.

2. Influence of Learning Facilities on The Learning Achievement of SmK Negeri 1 Sragen students.

Based on the results of the count obtained $t_{score} > t_{table}$ ($2,965 > 1,977$) and significance $0.041 < 0.05$. This means that learning facilities have a positive and significant effect on learning achievement. These results prove that the higher the learning facilities, the greater the learning achievement will increase markedly.

This research is relevant to previous research conducted by Cynthia, Martono and Indriayu (2016), which states that learning facilities have a positive and significant influence on learning achievement. This research is in line with a study conducted by Damayanti (2019) which says that learning facilities have a positive and significant effect on learning achievement. Research on learning facilities has a positive and significant effect also conducted namus (2020).

3. Influence of Parental Attention on The Learning Achievement of State Vocational Students 1 Sragen.

Based on the results of the count obtained $t_{score} < t_{table}(1,222 < 1,977)$ and significance $0.224 > 0.05$. This means that parental attention has no effect and is not significant on achievement. The results proved that parental attention did not affect students' learning achievement. This study is not in line with previous research conducted by Carolita Research (2017) on parental attention having a positive and significant effect on learning achievement. The results of Cahyandari's research (2020) stated that parental engagement has a positive and significant impact on learning achievement is also not by the results of this study.

The results of this study are not in line with previous research because the respondents in this study were students of class XII who ended on average over 17 years. Characteristics of cognitive development of 17-year-olds are to start trying to think like adults, have goals for a more realistic future, act more independently so that parental attention is not interpreted as giving advice, guidance, supervision of learning, awarding, and punishment and maintenance of physical and spiritual health.

4. Influence of Peer Environment on Achievements Of Students of SMK Negeri 1 Sragen.

Based on the results of the count obtained $t_{table} > t_{score} (3,186 > 1,977)$ and significance $0.002 < 0.05$. This means that the peer environment has a positive and significant influence on learning achievement. These results prove that the higher the peer environment, the higher the learning achievement will increase markedly.

This research is in line with previous research conducted by Apsari, Adi and Octoria Research (2014) stated that there is a significant influence on peer environment on learning achievement. Naim research (2019) also strengthens the results of this study, saying there is a positive influence of the peer environment on learning performance, if the peer environment has a positive tendency, then a student will have high learning performance.

G. CONCLUSION

The influence of learning independence, learning facilities, parental attention and peer environment on the learning achievement of students of SMK Negeri 1 Sragen. The research population of all students in the 12th grade of SmK Negeri 1 Sragen consists of 14 students as many as 504 students. A sample of each group study was taken by 10 students who had a top ten academic ranking to have better results. Data collection using questionnaires was analyzed using multiple linear regression analysis assisted by the SPSS 23.0 for Windows program.

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