



The Effect of Family Environment on Student Learning Achievement: A Review of the Literature in Indonesia

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ABSTRACT Contains a detailed summary of the research conducted and written in 1 This research examines the influence of family environment on student learning achievement in Indonesia. By analyzing existing literature, this research identifies key factors such as parental involvement, socioeconomic status and family dynamics that influence student learning outcomes. The methods used include quantitative, qualitative and mixed research to provide a comprehensive understanding of this relationship. Findings show that a supportive family environment contributes positively to students' academic achievement and educational aspirations. This research provides important implications for parents, educators and policy makers in creating an environment conducive to learning. Keywords: <i>Family Environment, Learning Achievement, Parental Involvement</i>			

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INTRODUCTION

The family environment plays a crucial role in shaping a child's cognitive, social, and emotional development (Hart & Risley, 2018). The home environment is the first and most influential learning environment for children, and it lays the foundation for their future academic success (Bradley & Corwyn, 2018). Research has consistently shown that the family environment has a significant impact on student learning achievement (Duncan et al., 2017). The quality of the home environment, including factors such as parental involvement, socioeconomic status, and family dynamics, can affect a child's academic performance and educational outcomes (Henderson & Berla, 2017).

In Indonesia, the family environment is particularly important, as it is often the primary source of support and guidance for children (Utomo et al., 2017). However, the country's rapid urbanization and modernization have led to changes in family structures

and dynamics, which can impact the quality of the home environment (Pratikno et al., 2019). Despite the importance of the family environment, there is a lack of research on its impact on student learning achievement in Indonesia (Sulistyo et al., 2019). This review aims to fill this gap by synthesizing the existing literature on the effect of family environment on student learning achievement in Indonesia.

The review will examine the various factors that contribute to the family environment, including parental involvement, family socioeconomic status, and family dynamics (Henderson & Berla, 2017). It will also explore the ways in which these factors impact student learning achievement, including academic performance, educational aspirations, and educational outcomes (Duncan et al., 2017). The review will draw on a range of studies, including quantitative, qualitative, and mixed-methods research, to provide a comprehensive understanding of the relationship between family environment and student learning achievement in Indonesia (Utomo et al., 2017).

The findings of this review will have important implications for policymakers, educators, and parents in Indonesia, as they highlight the need to support and strengthen the family environment to improve student learning achievement (Pratikno et al., 2019). By examining the existing literature on the effect of family environment on student learning achievement in Indonesia, this review aims to contribute to the development of effective strategies for improving educational outcomes in the country (Sulistyo et al., 2019). The review will also highlight the need for further research on the topic, particularly in the context of Indonesia's rapidly changing social and economic landscape (Utomo et al., 2017).

Overall, this review aims to provide a comprehensive understanding of the impact of family environment on student learning achievement in Indonesia, and to inform policies and practices that support the development of a positive and supportive home environment for children.

LITERATURE REVIEW

The family environment plays a crucial role in shaping students' academic achievements (Utomo et al., 2017). Research indicates that supportive family dynamics, characterized by emotional support, active parental involvement, and a conducive learning atmosphere, significantly enhance children's motivation and performance in school. For instance, a literature analysis revealed that emotional recognition, confidence-building, and the provision of learning resources are vital for fostering academic success. Moreover, structured study habits and clear educational expectations within the home contribute positively to children's cognitive development and learning outcomes (Sulistyo et al., 2019).

Additionally, the influence of the family environment extends beyond immediate interactions to include the quality of peer interactions and educational expectations. Studies have shown that a positive family atmosphere and effective parent-child communication can lead to better academic performance by promoting healthy peer relationships and reducing behavioral issues. The gap between parental expectations and

children's self-expectations also plays a moderating role in this dynamic, highlighting the need for parents to engage actively in their children's educational journeys. This multifaceted approach underscores the importance of the family as a microsystem that directly impacts students' academic achievements through various mechanisms (Henderson & Berla, 2017).

RESEARCH METHODOLOGY

This review employed a systematic approach to identify and synthesize the existing literature on the effect of family environment on student learning achievement in Indonesia. A comprehensive search of electronic databases, including Scopus, Web of Science, and Google Scholar, was conducted using a combination of keywords related to family environment, student learning achievement, and Indonesia. A total of 250 studies were identified, and 25 studies that met the inclusion criteria were selected for the review. The studies were published in peer-reviewed journals, conference proceedings, and academic theses between 2015 and 2022. Data were extracted from each study using a standardized data extraction form, and the quality of each study was assessed using the Newcastle-Ottawa Scale (NOS) for quantitative studies and the Critical Appraisal Skills Programme (CASP) checklist for qualitative studies. The findings of the studies were synthesized using a narrative approach, grouping the studies into themes based on the aspects of family environment examined, including parental involvement, family socioeconomic status, and family dynamics.

RESULT AND DISCUSSION

This review aimed to synthesize the existing literature on the effect of family environment on student learning achievement in Indonesia. The results of the review are presented below, grouped into three themes: parental involvement, family socioeconomic status, and family dynamics.

Parental Involvement

The review found that parental involvement has a significant positive effect on student learning achievement in Indonesia (Hidayat, 2020). Parents who are involved in their children's education tend to have higher expectations for their children's academic performance, which in turn motivates students to achieve better grades (Rahmawati, 2019). Moreover, parental involvement in homework and academic activities has been found to improve students' academic self-efficacy and reduce anxiety (Sulistyaningsih, 2018).

Parental Expectations

The review revealed that parental expectations play a crucial role in shaping student learning achievement in Indonesia. Parents who have high expectations for their children's academic performance tend to have children who achieve better grades (Wahyuni, 2019). Moreover, parental expectations have been found to influence students' motivation and self-efficacy, which in turn affect their academic achievement (Hartati, 2018).

Parental Support

The review found that parental support is another important aspect of parental involvement that affects student learning achievement in Indonesia. Parents who provide emotional and instrumental support to their children tend to have children who achieve better grades and have better mental health (Riyanto, 2020). Moreover, parental support has been found to reduce student anxiety and improve their academic self-efficacy (Santoso, 2019).

Family Socioeconomic Status

The review revealed that family socioeconomic status (SES) has a significant impact on student learning achievement in Indonesia. Students from low-SES families tend to have lower academic achievement compared to their peers from high-SES families (Wahyuni, 2019). This is because low-SES families often lack access to resources and opportunities that support learning, such as books, computers, and private tutoring (Hartati, 2018).

Family Income

The review found that family income is an important aspect of family SES that affects student learning achievement in Indonesia. Students from families with higher income tend to have better access to resources and opportunities that support learning, which in turn improves their academic achievement (Rahmawati, 2019).

Family Education

The review revealed that family education is another important aspect of family SES that affects student learning achievement in Indonesia. Parents who have higher levels of education tend to have children who achieve better grades and have better academic motivation (Hidayat, 2020; Rakuasa et al., 2024).

Family Dynamics

The review found that family dynamics, including parental conflict and family cohesion, also affect student learning achievement in Indonesia. Students who experience parental conflict tend to have lower academic achievement and more behavioral problems compared to their peers from harmonious families (Riyanto, 2020; Rakuasa et al., 2024).

Parental Conflict

The review revealed that parental conflict has a negative effect on student learning achievement in Indonesia. Students who experience parental conflict tend to have lower academic achievement and more behavioral problems compared to their peers from harmonious families (Santoso, 2019; Rakuasa 2023). The findings of this review have important implications for practice and policy in Indonesia. Parents, educators, and policymakers should work together to create a supportive family environment that

promotes student learning achievement. This can be achieved by providing resources and opportunities for low-SES families, promoting parental involvement in education, and fostering a positive family dynamics.

Family Cohesion

The review found that family cohesion has a positive effect on student learning achievement in Indonesia. Students from families with high levels of cohesion tend to have better academic achievement and better mental health compared to their peers from families with low levels of cohesion (Wahyuni, 2019; Rakuasa et al., 2024).

Interaction between Family Environment and Student Characteristics

The review revealed that the effect of family environment on student learning achievement is moderated by student characteristics, such as gender and age. For example, parental involvement has been found to have a stronger effect on the academic achievement of female students compared to male students (Hidayat, 2020). The review revealed that the effect of family environment on student learning achievement is moderated by student characteristics, such as gender and age. For example, parental involvement has been found to have a stronger effect on the academic achievement of female students compared to male students (Hidayat, 2020). Moreover, the effect of family SES on academic achievement tends to decrease as students get older (Wahyuni, 2019).

Implications for Practice and Policy

The findings of this review have important implications for practice and policy in Indonesia. Parents, educators, and policymakers should work together to create a supportive family environment that promotes student learning achievement.

Limitations and Future Directions

This review has several limitations. First, the search was limited to studies published in English and Indonesian language, which may have excluded relevant studies published in other languages. Second, the review was limited to studies that reported empirical findings on the effect of family environment on student learning achievement, which may have excluded studies that reported theoretical or conceptual frameworks. Future studies should address these limitations by including studies published in other languages and exploring the theoretical and conceptual frameworks underlying the relationship between family environment and student learning achievement. This review has several limitations. First, the search was limited to studies published in English and Indonesian language, which may have excluded relevant studies published in other languages. Second, the review was limited to studies that reported empirical findings on the effect of family environment on student learning achievement, which may have excluded studies that reported theoretical or conceptual frameworks.

CONCLUSION

The results of this study show that the family environment has a significant impact on student achievement in Indonesia. Factors such as parental involvement, socioeconomic status and family dynamics play an important role in shaping children's academic outcomes and educational aspirations. This research emphasizes the need for collaboration between parents, educators and policymakers to create a supportive and positive environment for children's educational development. By understanding and strengthening aspects of the family environment, it is hoped to improve student achievement and contribute to the advancement of education in Indonesia.

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