

THE INFLUENCE OF LEARNING ENVIRONMENT, FACILITIES AND PARENTS' SOCIAL STATUS ON THE LEARNING OUTCOMES OF FIFTH-GRADE ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This study aims to analyze the influence of the learning environment, learning facilities, and parents' social status on the learning outcomes of fifth-grade students at SDI Tangalla, particularly in Indonesian language subjects. The research is driven by the low student achievement, with only about 60% reaching the Minimum Mastery Criteria (KKM). A quantitative approach was employed using surveys and regression analysis. Data were collected through questionnaires, documentation, and observation of a sample of 60 students. The results indicate that all three independent variables—learning environment, learning facilities, and parents' social status—have a significant simultaneous and partial influence on students' academic performance. A supportive learning environment, adequate educational facilities, and higher socio-economic status of parents are positively correlated with improved learning outcomes. This study provides valuable insights for developing educational strategies that consider environmental, infrastructural, and socio-economic factors of students.

1. INTRODUCTION

Education is a fundamental pillar in shaping competent and character-driven individuals. As an essential element in human life, education not only serves as a means to transfer knowledge but also as a medium to guide individuals in their social lives and to instill the discipline and ethical behavior necessary for interacting with society. This aligns with the opinion of (Hasanah, 2019) who stated that education is carried out through the process of teaching and learning activities to transform educational values.

As stated in the Qur'an, in Surah Al-Mujadila verse 11, Allah says:

﴿يٰۤاَيُّهَا الَّذِيْنَ اٰمَنُوْا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجْلِسِ فَاَفْسَحُوْا يَفْسَحِ ۙ هٰلِكٌ لَّكُمْ وَاٰذَا قِيْلَ اُنشُرُوْا فَاُنشُرُوْا يَرْفَعِ ۙ هٰلِكٌ الَّذِيْنَ اٰمَنُوْا مِنْكُمْ ۗ وَالَّذِيْنَ اٰوْتُوْا الْعِلْمَ نَرٰجِبُوْهُ ۗ وَ ۙ هٰلِكٌ بِمَا تَعْمَلُوْنَ خَبِيْر ۙ﴾

Meaning: “O you who have believed, when you are told, ‘Make room in gatherings,’ then make room; Allah will make room for you. And when you are told, ‘Arise,’ then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.”

Education in schools is also a fundamental obligation for the entire Indonesian nation. Schools serve as institutions where students learn alongside their peers in a structured manner to acquire knowledge from teachers. This process encompasses various aspects, including the school environment, the overall atmosphere, students’ relationships with peers, interactions between students, teachers, and school staff, the quality of teachers and their teaching methods, the condition of school buildings, the school community, rules and regulations, facilities, as well as educational infrastructure (Mulyadi et al., 2024)

The role of education is not only limited to formal institutions such as schools but also involves the important role of the family environment, especially parents. Parents are the first and primary educators for their children. Within the family, parents have a major responsibility to provide attention, support, and guidance to their children in the learning process. Parental attention to their children’s education affects not only academic achievement but also the development of character and attitudes toward education itself (Indy, 2019)

The family has a crucial role in education, and the background of each family should be taken into account to enhance student achievement (Hamzah B. Uno, 2017) points out that children from relatively well-off families usually obtain stronger parental support and clearer direction. Meanwhile, children from less privileged economic backgrounds often receive limited assistance, as their parents are more focused on meeting daily needs. Since families are responsible for fulfilling their children’s educational needs, those with higher socioeconomic status generally experience fewer obstacles in doing so.

In addition to non-formal institutions described above, formal institutions such as schools serve an essential function in developing human resources, particularly by improving student learning outcomes. Schools are places where teaching and learning activities occur, and these processes are reflected in changes in students’ behavior, including knowledge (cognitive), attitudes (affective), and skills (psychomotor).

Good academic achievement indicates success in the learning process, whereas poor performance shows a lack of success (Mariana et al., 2024). It can be concluded that the availability of learning facilities and a conducive learning environment can support the learning process, allowing teaching and learning activities to proceed effectively and efficiently. Effective and efficient learning can improve student outcomes. Today, the importance of proper facilities and a supportive environment in achieving educational goals is increasingly recognized.

Several previous studies have examined the influence of learning environments and facilities on student outcomes (Mariana et al., 2024); (Nurastanti & Ratnaningrum, 2025); (S. Novianti, 2023); (Putri & Ahmadi, 2023). (Putri & Ahmadi, 2023) These studies show a significant influence of learning environments and facilities on student achievement. Furthermore, research conducted by (Deswalantri et al., 2024) reveals a significant relationship between students’ socioeconomic status and their academic achievement. Students from higher socioeconomic backgrounds tend to achieve better academic results than those from lower economic backgrounds. However, these prior studies have focused on only one factor, either the learning environment or learning facilities, without considering the family’s socioeconomic status.

Previous studies overlooked the interplay of various contributing factors. For instance, students from higher socioeconomic backgrounds often have better access to learning facilities, which in turn affects their learning processes and outcomes.

The researcher also conducted preliminary observations of students and the school environment at SD Inpres Tangalla, particularly in the subject of Indonesian Language. SD Inpres Tangalla is accredited B and has 24 teachers. The researcher found that although there were generally good learning outcomes in Indonesian Language, only 60% of students reached the minimum passing grade (KKM), while many others still struggled with reading. These outcomes indicate that not all students achieved success in the subject. One of the causes is the variation in access to learning facilities at home.

The researcher also identified problems related to the learning environment and facilities among 5th-grade students, such as delayed learning due to students arriving late for cleaning duties, lack of media use like projectors, a noisy classroom environment due to students chatting during lessons, and passive student participation. Some students were also observed wearing untidy or worn-out clothing during class. These factors led the researcher to conduct this study to examine how learning environment, learning facilities, and parental socioeconomic status affect student outcomes, particularly in the subject of Indonesian Language.

Moreover, based on the previous explanations, there is a lack of studies exploring the correlation between learning environment, learning facilities, and parents' socioeconomic status—resulting in a research gap. Previous studies have been limited and only focused on one factor, without examining the interconnectedness of these variables. Therefore, this study aims to address the research gap by investigating the correlation between learning environment, learning facilities, and parental socioeconomic status, and their influence on the academic achievement of 5th-grade students at SD Inpres Tangalla.

As outlined in the problem statement, this study is directed toward gaining a comprehensive understanding of various factors that influence student achievement. It focuses on describing the condition of the learning environment, the availability and adequacy of learning facilities, and the socioeconomic background of parents of fifth-grade students at SDI Tangalla. In addition, the study seeks to analyze how the learning environment contributes to students' academic achievement, how learning facilities affect the effectiveness of the learning process, and how parental socioeconomic status shapes the academic performance of fifth-grade students at SDI Tangalla.

2. METHODS

The researcher applied a quantitative approach in conducting this study, with the research type classified as associative. A quantitative approach is designed to test particular theories by analyzing the relationships among variables. These variables are measured using research instruments, producing numerical data that can then be processed and interpreted through statistical analysis.

This type of research uses associative research. According to (Sugiyono, 2015), associative research aims to determine the relationship between two or more variables. Associative research has the highest level compared to descriptive and comparative research. Through associative research, it is possible to build theories that can function to explain, predict, and control a phenomenon.

This research was carried out at SDI Tangalla, located in Kanjilo Village, Barombong District, Gowa Regency, from December 16 to 20, 2024. The participants of this study were all fifth-grade learners at Inpres Tangalla Primary School, covering classes Va through Vc with a total of 72 students. The researcher employed a random sampling technique, which is commonly applied when the members or

elements of the population are diverse and need to be grouped proportionally. As a result, the sample consisted of 41 students, with 15 drawn from class Va, 14 from class Vb, and 12 from class Vc.

The data collection techniques include observation, questionnaire, report card scores, and interviews:

1. Observation

Yuniawatika et al., (2025) states that observation is the direct observation of the research object to closely examine the activities carried out. This is especially applicable when the research object involves human behavior and actions, natural phenomena, work processes, and when the number of respondents is small. The observation method is used to obtain initial data as a reference or basis for preparing the background of this research.

2. Questionnaire

A questionnaire is a data collection technique conducted by providing a set of written questions or statements to respondents to be answered. According to (Sugiyono, 2015) a questionnaire is an efficient data collection technique when the researcher knows precisely the variables to be measured and understands what can be expected from the respondents. Furthermore, questionnaires are also suitable when the number of respondents is relatively large and spread over a wide area. Questionnaires may include closed or open-ended questions/statements and may be given to respondents directly, by mail, or via the internet.

3. Report

In this study, the researcher uses the students' Bahasa Indonesia report card scores to assess the academic performance of fifth-grade students at SDI Tangalla.

4. Interview

An interview is a dialogue conducted by the interviewer to obtain information from the interviewee. In this study, interviews are not the main method but serve as a supporting technique. The interviews are conducted to gather additional information related to the influence of the learning environment, facilities, and parents' socio-economic status on student learning outcomes.

3. RESULTS AND DISCUSSION

Research Result

1. The Influence of Learning Environment on Student Learning Outcomes

The learning environment is one of the factors that can influence students' academic performance. A conducive environment—such as a comfortable classroom atmosphere, positive interactions between teachers and students, and controlled noise levels—is expected to support improved learning outcomes. To determine whether there is a significant influence of the learning environment on the learning outcomes of fifth-grade students at SDI Tangalla, a simple regression test was conducted, with the learning environment as the independent variable and learning outcomes as the dependent variable.



Figure 1. Students' Learning Environment



Figure 2. Researcher shares the Questionnaires

The results of the ANOVA test showed an F-value of 0.366 with a significance value (Sig.) of 0.778. Since the significance value is much greater than 0.05, this regression model is not significant, meaning that statistically, the learning environment does not have a strong enough influence on student learning outcomes. In other words, while the learning environment plays a role in supporting the learning process, it is not the sole determinant of students' academic performance.

<i>ANOVA^a</i>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.128	3	3.043	366	.788 ^b
	Residual	307.262	37	8.304		
	Total	316.390	40			

a. Dependent Variable: Hasil Belajar

b. Predictors: (Constant), Status Orang Tua, Fasilitas Belajar, Lingkungan Belajar

Table 4.5: ANOVA Test Results for Learning Environment and Learning Outcomes

The regression coefficient for the learning environment (B) was -0.024, indicating that a one-unit increase in the learning environment variable is correlated with a slight decrease in learning outcomes. However, since the significance value (Sig.) is 0.804, which is greater than 0.05, this effect is not statistically significant. Thus, although there is a relationship between the learning environment and learning outcomes, it is not strong enough to be considered a major influencing factor on academic performance.

<i>Coefficients^a</i>						
Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	91.864	8.0001		11.481	.000
	Lingkungan Belajar	-.024	.097	-.041	-.250	.804
	Fasilitas Belajar	-.091	.099	-.151	-.921	.363
	Status Orangtua	-.064	.119	-.088	-.538	.594

a. Dependent Variable Hasil Belajar

Table 4.6: Coefficients Test Results for Learning Environment and Learning Outcomes

The analysis indicates that the learning environment does not have a significant effect on the academic performance of fifth-grade students at SDI Tangalla. Although a supportive setting may contribute to comfort in the learning process, it is not the primary determinant of student success. These findings suggest that other factors—such as instructional strategies, student motivation, or parental involvement—may exert greater influence on academic achievement than the school environment itself.

2. The Influence of Learning Facilities on Student Learning Outcomes

Learning facilities are an external factor that can affect students' academic performance. Adequate facilities such as comfortable desks and chairs, sufficient textbooks, and modern learning media—can enhance students' understanding of the material taught. To examine the extent to which learning facilities influence the learning outcomes of fifth-grade students at SDI Tangalla, a simple regression test was conducted with learning facilities as the independent variable and learning outcomes as the dependent variable.



Figure 3. Students' Learning Facilities

Based on the Model Summary table, the R-value was 0.170, indicating that the relationship between learning facilities and learning outcomes is very weak. The R Square (R^2) value of 0.029 indicates that only 2.9% of the variation in learning outcomes can be explained by learning facilities, while the remaining 97.1% is influenced by other factors.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.170 ^a	.029	-.050	2.882

a. Predictors: (Constant), Status Orang Tua, Fasilitas Belajar, Lingkungan Belajar

Table 4.7: Model Summary of Simple Regression Between Learning Facilities and Learning Outcomes

The ANOVA test results showed an F-value of 0.366 with a significance value (Sig.) of 0.778. Since this is much greater than the 0.05 significance level, the regression model is not significant. This means that learning facilities do not have a strong enough influence on student learning outcomes and therefore are not the main determinant of academic success.

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.128	3	3.043	.366	.778 ^b
	Residual	307.262	37	8.304		
	Total	316.390	40			

a. Dependent Variable: Hasil Belajar

b. Predictors: (Constant), Status Orang Tua, Fasilitas Belajar, Lingkungan Belajar

Table 4.8: ANOVA Test Results for Learning Facilities and Learning Outcomes

Additionally, the Coefficients table shows a regression coefficient (B) for learning facilities of -0.091, meaning that a one-unit increase in learning facilities is associated with a slight decrease in student learning outcomes. However, the significance value (Sig.) is 0.363, which is greater than 0.05, so this relationship is not statistically significant.

Coefficients ^a						
Model		Unstandardized	Coefficients	Standardized	t	Sig.

		B	Std. Error	Coefficients Beta		
1	(Constant)	91.864	8.0001		11.481	.000
	Lingkungan Belajar	-.024	.097	-.041	-.250	.804
	Fasilitas Belajar	-.091	.099	-.151	-.921	.363
	Status Orangtua	-.064	.119	-.088	-.538	.594

a. Dependent Variable: Hasil Belajar

Table 4.9: Coefficients Test Results for Learning Facilities and Learning Outcomes

Based on the simple regression analysis results, it can be concluded that learning facilities do not have a significant influence on the learning outcomes of fifth-grade students at SDI Tangalla. Although adequate facilities may improve comfort and effectiveness in the learning process, they are not the sole factor determining students' academic performance. These findings indicate that other factors—such as learning motivation, teaching methods, and support from family and school—are more dominant in influencing student achievement.

3. The Influence of Parents' Socioeconomic Status on Student Learning Outcomes

Parents' socioeconomic status is an external factor that can influence student learning outcomes. This factor includes the parents' level of education, their occupations, and the family's economic condition. Parents with higher education levels tend to better understand the importance of education and are more capable of supporting their children's learning. Likewise, higher parental income can affect children's access to additional learning resources such as books, tutoring, or educational technology. In order to analyze the effect of parental socioeconomic background on students' academic performance, a simple regression analysis was carried out, where socioeconomic background functioned as the independent variable and academic performance served as the dependent variable.



Figure 4. Interview with the Students' parents **Figure 5.** Parents filled out the Questionnaire

The regression results presented in the Model Summary table show an R-value of 0.170, meaning the relationship between parents' socioeconomic status and student learning outcomes is very weak. The R Square (R^2) value of 0.029 indicates that only 2.9% of the variation in learning outcomes can be explained by socioeconomic status, while the remaining 97.1% is influenced by other factors not included in the model. The findings indicate that parental socioeconomic standing is not the primary factor influencing the academic achievement of students.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.170 ^a	.029	-.050	2.882

a. Predictors: (Constant), Status Orang Tua, Fasilitas Belajar, Lingkungan Belajar

Table 4.10: Model Summary of Simple Regression Between Parents’ Socioeconomic Status and Learning Outcomes

The ANOVA test results showed an F-value of 0.366 with a significance value (Sig.) of 0.778. Since the significance value is much greater than the 0.05 threshold, the regression model is not significant. In other words, statistically, parents’ socioeconomic status does not have a strong enough influence on student learning outcomes. This means that although there are differences in socioeconomic levels among parents, this factor does not directly affect their children's academic performance

<i>ANOVA^a</i>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.128	3	3.043	.366	.778 ^b
	Residual	307.262	37	8.304		
	Total	316.390	40			

a. Dependent Variable: Hasil Belajar

b. Predictors: (Constant), Status Orang Tua, Fasilitas Belajar, Lingkungan Belajar

Table 4.11: ANOVA Test Results for Parents’ Socioeconomic Status and Learning Outcomes

For the purpose of exploring further the impact of parents’ socioeconomic status, the Coefficients table shows a regression coefficient (B) of -0.064, indicating that a one-unit increase in socioeconomic status is correlated with a slight decrease in student learning outcomes. However, the significance value (Sig.) is 0.594, which is greater than 0.05, so this relationship is not statistically significant. Therefore, although parents' socioeconomic status may provide support in their children's learning process, this factor is not the sole determinant of academic success.

<i>Coefficients^a</i>						
Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	91.864	8.0001		11.481	.000
	Lingkungan Belajar	-.024	.097	-.041	-.250	.804
	Fasilitas Belajar	-.091	.099	-.151	-.921	.363
	Status Orangtua	-.064	.119	-.088	-.538	.594

a. Dependent Variable: Hasil Belajar

Table 4.12: Coefficients Test Results for Parents’ Socioeconomic Status and Learning Outcomes

Based on the analysis above, it can be concluded that parents’ socioeconomic status does not have a significant influence on the learning outcomes of fifth-grade students at SDI Tangalla. This indicates that although socioeconomic differences may affect children’s access to learning resources, this factor does not directly determine their academic achievement.

Discussion

The outcomes of the multiple linear regression analysis reveal that the three independent variables—learning environment (X1), learning facilities (X2), and parents’ socioeconomic status (X3)—do not exert a significant influence on students’ academic performance. This conclusion is supported by p-values greater than 0.05 obtained in both the t-test and the F-test. Furthermore, the coefficient of determination (R^2) is 0.029, suggesting that only 2.9% of the variation in student

achievement can be accounted for by X1, X2, and X3, while the remaining 97.1% is attributable to other factors beyond the scope of this model.

1. The Influence of Learning Environment on Student Learning Outcomes

Based on the analysis results, the learning environment variable (X1) has a regression coefficient of -0.024 with a p-value of 0.804, which means that the learning environment does not have a significant effect on students' learning outcomes. The learning environment is one of the external factors believed to influence student performance (Maghfirah et al., 2023). A good learning environment includes both physical and social aspects, such as a conducive classroom atmosphere, positive social interaction between students and teachers, and supportive learning facilities (Hamalik, 2011).

According to (Saroni et al., 2016) a positive learning environment can enhance student motivation, create comfort in learning, and reduce distractions during lessons. This aligns with (Silalahi & Tambunan, 2017) research, which found that a well-organized learning environment is positively correlated with students' academic performance.

However, the findings of this study do not support that theory, as the learning environment was not proven to influence learning outcomes at SDI Tangalla. This can be explained by several possibilities:

- a. Suboptimal school environment: Observations revealed several issues in the learning environment at SDI Tangalla, such as students being late in performing classroom duties, frequent classroom noise during lessons.
- b. External factors beyond the school environment: Besides the school setting, the home and social environment can also influence learning outcomes. If the home or community environment lacks support, student performance may not improve significantly even with a good school environment (Yasmin et al., 2016)
- c. Stronger influence of internal student factors: Factors like student motivation and individual learning styles may play a more dominant role than the physical school environment.

Based on these findings, although the learning environment is still important, within the context of SDI Tangalla, internal student factors and teaching methods appear to have a stronger impact on learning outcomes than the learning environment itself.

2. The Influence of Learning Facilities on Student Learning Outcomes

The analysis results show that the learning facilities variable (X2) has a regression coefficient of -0.091 with a p-value of 0.363, indicating that learning facilities do not have a significant effect on student learning outcomes. Adequate learning facilities are expected to improve learning effectiveness and academic achievement (Sanjaya, 2016). A. Novianti et al., (2020) found that complete learning facilities have a positive impact on student learning outcomes, especially in enhancing content comprehension and motivating students to study harder.

However, this study found that learning facilities did not significantly influence the learning outcomes of students at SDI Tangalla. Several possible explanations include:

- a. Underutilization of available facilities: Observations showed that learning media such as projectors were rarely used in class. If facilities are not used optimally, their impact on learning outcomes is minimal.
- b. Substandard facility quality: The available facilities at the school may not meet the necessary quality standards to support effective learning (Cynthia et al., 2019)
- c. Reliance on traditional teaching methods: Students may be more accustomed to lecture-based learning methods, making modern learning tools less impactful on their performance.

Thus, although learning facilities play an important role in the learning process, their utilization and effective teaching strategies appear to be more crucial in improving student learning outcomes.

3. The Influence of Parents' Socioeconomic Status on Student Learning Outcomes

The analysis shows that parents' socioeconomic status (X3) has a regression coefficient of -0.064 with a p-value of 0.594, which means that parents' socioeconomic status does not have a significant effect on student learning outcomes. Socioeconomic status is often associated with better access to educational resources, such as private tutoring, supplemental books, and a more supportive learning environment (Deswalantri et al., 2024).

This study, however, reveals that parental socioeconomic standing is not a decisive factor in shaping student learning achievement. Potential explanations for this finding are outlined below:

- a. Non-material support may have more impact: Even with high socioeconomic status, without parental attention, motivation, and guidance, students may still face difficulties in learning (Indy, 2019)
- b. Student motivation as a key factor: Students from low-income families may have higher motivation to succeed academically compared to those from wealthier families who may feel more comfortable with their situation.
- c. School-provided support: The school may have implemented academic support programs that help students from various economic backgrounds achieve good learning outcomes.

Thus, the findings of this research suggest that parental socioeconomic background is not the primary determinant of students' academic achievement; instead, the guidance and involvement of parents play a more decisive role.

4. CONCLUSIONS AND SUGGESTIONS

CONCLUSION

Based on the research conducted on the influence of the learning environment, learning facilities, and parents' socioeconomic status on the learning outcomes of fifth-grade students at SDI Tangalla, Accordingly, this research leads to the following conclusions;

1. Overview of the Learning Environment, Learning Facilities, and Parents' Socioeconomic Status of Fifth-Grade Students at SDI Tangalla

In general, the condition of the learning environment, the adequacy of learning facilities, and the parental socioeconomic background of fifth-grade students at SDI Tangalla are considered to be in the "fairly good" category, which contributes positively to teaching and learning practices.

2. The Influence of the Learning Environment on Learning Outcomes

The learning environment does not show a significant effect on students' learning outcomes. Internal student factors, such as motivation, appear to play a more influential role.

3. The Influence of Learning Facilities on Learning Outcomes

Learning facilities have not shown a meaningful impact on students' academic performance, possibly due to the suboptimal utilization of the available facilities.

4. The Influence of Parents' Socioeconomic Status on Learning Outcomes

Parents' socioeconomic status does not have a significant effect on learning outcomes. Emotional support and attention from parents are more important than economic or social standing.

SUGGESTION

The following suggestions and recommendations are provided based on the research findings, in order to offer input to relevant stakeholders for improving students' academic performance:

1. For the School

There is a need to evaluate and improve the use of the learning environment and facilities to ensure they effectively support classroom learning activities. The school is also encouraged to create a more conducive learning atmosphere and strengthen cooperation with parents in supporting children's education.

2. For Parents

Although socioeconomic status does not directly influence academic outcomes, parental attention, motivation, and involvement are very important in supporting children's learning success. Therefore, parents are expected to be more actively involved in guiding and assisting their children's learning at home.

3. For Future Research

It is recommended to include other more relevant variables, such as students' learning motivation, the teaching methods used by teachers, and emotional support from both parents and teachers. Future studies should also expand the sample to include students from different educational levels and conduct comparative studies between public and private schools.

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