Harmony at Home and School Makes Them Superior in Learning Natural and Social Sciences

Desy Nur Yasinta[1]*, Ika Ratnaningrum[2] (iD)

[1,2] Faculty of Education and Psychology, Semarang State University, Semarang, Indonesia
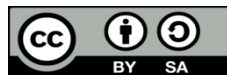
A B S T R A K

Dalam era globalisasi dan perkembangan teknologi yang pesat, kebutuhan untuk menghasilkan siswa yang unggul dalam ilmu pengetahuan alam dan sosial menjadi semakin penting. Banyak siswa masih menghadapi kendala dalam mencapai prestasi akademik yang optimal, yang disebabkan oleh kurangnya dukungan holistik dari lingkungan rumah dan sekolah. Penelitian menunjukkan bahwa harmoni antara lingkungan rumah dan sekolah memainkan peran penting dalam membentuk karakter, motivasi, serta sikap positif siswa terhadap pembelajaran. Ketika orang tua dan pendidik bekerja sama dan memberikan dukungan yang selaras, siswa memiliki kesempatan lebih besar untuk berkembang dalam bidang ilmu pengetahuan alam dan sosial. Penelitian ini bertujuan untuk mengeksplorasi pengaruh minat belajar dan lingkungan belajar terhadap hasil belajar IPAS pada siswa kelas empat. Penelitian ini menggunakan metode kuantitatif dengan desain ex post facto. Populasi penelitian adalah siswa kelas empat, dengan sampel sebanyak 66 siswa yang dipilih secara acak. Wawancara, kuesioner, dan pencatatan tujuan belajar digunakan untuk mengumpulkan data. Analisis data dilakukan menggunakan teknik analisis deskriptif, regresi sederhana, dan regresi berganda. Hasil penelitian menunjukkan bahwa minat belajar dan lingkungan belajar secara signifikan mempengaruhi hasil belajar IPAS. Minat belajar, yang meliputi kesadaran, perhatian, kemauan, dan kesenangan dalam belajar, memiliki kontribusi positif terhadap prestasi akademik. Lingkungan belajar, yang didukung oleh pemahaman orang tua, metode pengajaran, kondisi rumah, situasi ekonomi, latar belakang budaya, dan hubungan antar anggota keluarga, juga memainkan peran penting. Temuan ini memiliki implikasi praktis, menyoroti pentingnya kolaborasi antara guru dan orang tua dalam menciptakan lingkungan belajar yang kondusif.

A B S T R A C T

In the era of globalization and rapid technological development, the need to produce students who excel in natural and social sciences is becoming increasingly important. Many students still need help achieving optimal academic achievement, which is caused by the lack of holistic support from the home and school environment. Research shows that harmony between the home and school environment plays an important role in shaping students' character, motivation, and positive attitudes towards learning. When parents and educators work together and provide consistent support, students are more likely to develop in natural and social sciences. This study aims to explore the influence of learning interest and learning environment on the learning outcomes of fourth-grade students in science. This study uses a quantitative method with an ex post facto design. The study population was fourth-grade students, with a sample of 66 students selected randomly. Interviews, questionnaires, and recording of learning objectives were used to collect data. Data analysis was carried out using descriptive, simple, and multiple regression techniques. The results showed that learning interest and learning environment significantly influenced learning outcomes in science. Learning interest, which includes awareness, attention, willingness, and pleasure in learning, positively contributes to academic achievement. The learning environment, supported by parental understanding, teaching methods, home conditions, economic situation, cultural background, and relationships between family members, also plays an important role. These findings have practical implications, highlighting the importance of collaboration between teachers and parents in creating a conducive learning environment.

*Corresponding author
E-mail addresses: desynuryasinta@students.unnes.ac.id (Desy Nur Yasinta)

1. INTRODUCTION

Education is an important component in nation building, enabling individuals to develop their potential to achieve personal prosperity and contribute to the progress of society. One of the innovations in the field of education is the Merdeka Curriculum which combines science and social studies subjects into natural sciences and social studies (science and social studies) (Fannisa et al., 2023; Ndari et al., 2023). This integration aims to help students understand the surrounding environment holistically (Ndari et al., 2023; Roehrig et al., 2021). In elementary schools, NSS plays an important role in shaping students' understanding of the world around them, making the quality of NSS learning outcomes the main indicator of educational effectiveness. Research into the factors that influence NSS learning outcomes such as learning interest and learning environment is very important (Abidin et al., 2023; Fannisa et al., 2023). Student learning outcomes are influenced by two main factors, namely internal factors and external factors. Internal factors come from within the student, such as physical and psychological conditions (intelligence, attention, interest, talent, motivation, maturity and readiness to learn). External factors come from the student's external environment, such as family, school and society. The central role of the family in education and learning achievement cannot be denied, because this factor has the greatest influence and determines an individual's future (Hermino & Arifin, 2021; Koçak et al., 2021).

The family environment is the most important thing because it is the first place where children learn, so it must have a positive influence on children when studying at school(Leithwood et al., 2020; Lemonda et al., 2021). If the family environment is supportive, students can be active and their learning outcomes can be satisfactory. In the NSS learning process at school, there are still various challenges. NSS learning helps students understand natural and social phenomena that shape their lives and plays a role in forming positive attitudes towards the social environment and society. However, other research shows that NSS also faces obstacles because students are less interested in studying social studies because of the extensive material and the need for memorization (Benu & Mbuik, 2023; Suci et al., 2023). Apart from that, the lack of attention of busy parents also has an impact on the learning process at home not being conducive. On the other hand, the role of teachers and parents is very important in supporting student learning activities. This is supported by the results of interviews with class IV teachers at SD Muhammadiyah Sukorejo who revealed that students' NSS subject scores were still not high because many students scored below the learning achievement criteria. Students who get high scores have a high interest in learning and enthusiasm to achieve the best results. On the other hand, students who get low grades are less interested in studying and tend to be lazy.

Citing previous research on related subjects, it found that there was a strong and positive correlation between student learning outcomes in science subjects and their level of interest in learning. (Achdiyah et al., 2023; Harefa et al., 2021). Student learning outcomes in science subjects are closely related to motivation and interest in learning. In the midst of the COVID-19 epidemic, previous research findings investigated the elements that influence student satisfaction and learning outcomes in online learning. This research, which looks at the influence of the learning environment and learning interest on NSS learning outcomes, also examines variables that influence student learning outcomes, although the main emphasis is on online learning(Herawati, 2024; Widodo, 2020). All three studies emphasize the importance of the learning environment and learning interest in influencing student learning outcomes, although the emphasis and settings vary (Baber, 2020; Purnadewi et al., 2021). In middle school students, while this research concentrated on elementary school children. Different from (Ndari et al., 2023; Purnadewi et al., 2021). Focusing on learning interest and learning environment at NSS, this research concentrates on school culture and science learning motivation. The initial learning environment in this study considers the role of the family in NSS learning at school. Concentrates on online learning during the COVID-19 epidemic, while this research does not address online learning (Alamri et al., 2021; Baber, 2020). This research is very interesting because it examines the interaction between learning interests and the learning environment, with a special focus on the impact of the family on the NSS (Natural and Social Sciences) learning outcomes of elementary school students. This area of research has not been explored much before. This research provides further empirical support for the influence of independent factors on student learning outcomes(Hinton, 1974; Muetya et al., 2022; Riadi, 2016).

This approach offers a deeper understanding of the elements that influence NSS learning outcomes in elementary schools, which can be used to develop more effective learning strategies. This research offers a new perspective by exploring deeper synergies between the role of home and school in shaping student excellence in the fields of natural and social sciences. Different from previous research which tends to focus on aspects of home and school separately, this research examines the harmonious relationship between these two environments in an integrated manner. Thus, this research seeks to answer the gap in previous research which has not comprehensively observed how joint support from

both environments can increase students' motivation, interest in learning and understanding in natural and social sciences. This approach is expected to make a new contribution to the field of education by offering practical guidance to create better synergy between parents and educators, in order to support students' overall academic success. Therefore, the aim of this research is to find out how the learning environment and interest in learning influence the NSS learning outcomes of fourth grade elementary school children. Given that fourth grade students are at a critical period of cognitive development, a thorough understanding of the variables that influence their learning outcomes is critical. This study increases knowledge about the learning environment and interest in learning, especially regarding the influence of the family on the NSS learning outcomes of elementary school students. By providing stronger empirical evidence, this research contributes to the understanding of factors influencing NSS learning outcomes at the primary school level. This in turn strengthens the foundation for developing more effective learning strategies, especially for fourth grade students who are at a critical stage of cognitive development.

2. METHOD

The type of research used is quantitative research. Structured research instruments are used to collect data, which is then analyzed statistically to test predetermined hypotheses. The research design used was ex post facto. Ex-post facto research, or research after the fact, involves collecting and analyzing data after the event under investigation has occurred. There are three variables analyzed in this research, namely learning interest and learning environment as independent variables, and learning outcomes in Natural and Social Sciences (NSS) as the dependent variable(Sabarini et al., 2023; Sadownik & Vi, 2020). This research was conducted at SD Muhammadiyah Sukorejo Kendal. The population in this study were fourth grade students at SD Muhammadiyah Sukorejo which consisted of three classes with a total of 80 students. The sampling technique used is probability sampling with simple random sampling. Simple random sampling is based on the assumption of homogeneous characteristics among all elements in the population. This means that each element has the same opportunity to be selected as a sample (Achdiyah et al., 2023; Arikunto, 2020). Based on calculations following the Slovin formula with a margin of error tolerance of 0.05 (5%), the sample taken by researchers was 66 students. Data collection techniques include interviews, questionnaires and documentation. The instruments used to collect data in this research were a questionnaire on learning interest and learning environment, as well as documentation of odd semester learning outcomes at NSS. The questionnaire uses a 4 point Likert scale. By using a Likert scale, researchers can collect quantitative data about how individuals or groups view various issues or social phenomena. The questionnaire was first tested on 30 respondents to find out whether the statements prepared met the required standards. This research uses descriptive analysis to describe the research variables and the distribution of the data. Analysis prerequisite tests are carried out before carrying out statistical analysis of research data, which includes normality, linearity, multicollinearity and heteroscedasticity tests. Simple and multiple regression analysis, coefficient of determination analysis, and F test were used to test the research hypothesis. Data processing and analysis in this research was carried out with the help of SPSS version 25.

3. RESULT AND DISCUSSION

Result

Descriptive analysis provides an overview of the data obtained regarding Natural and Social Sciences (NSS) learning outcomes, learning interests, and student learning environments. Based on the results of data processing, it is presented in Table 1. Details of NSS learning outcomes according to mastery criteria are presented in Table 2. Descriptive Analysis of Learning Interest Variables in Table 3. Details of students' learning interests according to high, medium and low categories can be presented in Table 4. Descriptive Analysis of Learning Environment Variables in Table 5. Learning Environment Index Score in Table 6.

Table 1. Descriptive Analysis of NSS Learning Outcome Variables

	N	Reach	Minimum	Maximum	Amount	Means	Std. Deviation	Difference
NSS Learning Outcomes	66	54	40	94	5042	76.39	12.725	161.935
Valid N (list)	66							

Table 2. Odd Semester NSS SAS Grade Frequency

NO.	Hose	Criteria	Frequency	Percentage
1.	0 – 40	Not yet achieved mastery	1	2%
2.	41 – 65	Almost mastery	11	17%
3.	66 – 85	Achieve mastery	35	53%
4.	86 – 100	Highly achieved mastery	19	28%
		Total	**66**	**100%**

Table 3. Descriptive Analysis of Learning Interest Variables

	N	Reach	Minimal	Max	Amount	Means	Std. Dev	Difference
Interest in Learning (X1)	66	28	38	66	3731	56.53	6.760	45.699
Valid N (list)	66							

Table 4. Learning Interest Index Score

NO.	Indicator	Item Number	Index (%)
1.	Awareness	1 – 3	83.07%
2.	Attention	4	78.03%
3.	Readiness	5 – 10	83.57%
4.	Joy	11 – 17	82.78%
	Variable Index		**81.86%**

Table 5. Descriptive Analysis of Learning Environment Variables

	N	Reach	Minimum	Maximum	Amount	Means	Std. Deviation	Difference
Learning Environment	66	33	47	80	4307	65.26	7.588	57.579
Valid N (list)	66							

Table 6. Learning Environment Index Score

NO.	Indicator	Item Number	Index (%)
1.	Parental Understanding	1 – 2	73.29%
2.	Parent Teaching Methods	3 – 5	75.20%
3.	Home Situation	6 – 9	71.10%
4.	Economic Conditions	10 – 14	76.13%
5.	Family Background and Culture	15 – 19	74.84%
6.	Relationships Between Family Members	20 – 22	72.72%
	Variable Index		**73.88%**

Table 7. Normality Test Results

Variable	N	Statistics	Say	Criteria
Interest in Learning (X1) and Learning Environment (X2)	66	0.079	0.200	Normal

Normality, linearity, multicollinearity and heteroscedasticity tests are some of the tests that need to be used in this research. The results of the required inspection data processing are presented in Table 7. The normality of the Learning Interest (X1) and Learning Environment (X2) variables was assessed using the one-sample Kolmogorov-Smirnov test on a sample of 66 respondents. Based on the test findings, the significance threshold was set at 0.200, and the statistical value was 0.079. The distribution of a variable is said to be normal if the significance value is greater than 0.05 according to the criteria used. Thus, it can be stated that the learning environment (X2) and learning interest (X1) in this research are

generally normally distributed. Linearity Test Results X1 with Y in Table 8. Linearity Test Results X2 with Y in Table 9.

Table 8. Linearity Test Results X1 with Y

			Sum of Squares	df	Means Square	F	Say.
NSS Learning Outcomes (Y) * Interest in Learning (X1) .	Between Groups	(Combination)	5159.243	23	224.315	1.756	0.056
		Linearity	825.811	1	825.811	6.463	0.015
		Deviation from Linearity	4333.433	22	196.974	1.542	0.112
	In Groups		5366.514	42	127.774		
	Total		10525.758	65			

Table 9. Linearity Test Results X2 with Y

			Sum of Squares	df	Means Square	F	Say.
NSS Learning Outcomes (Y) * Learning Environment (X2)	Between Groups	(Combination)	5066.543	28	180.948	1.226	0.278
		Linearity	1040.427	1	1040.427	7.052	0.012
		Deviation from Linearity	4026.116	27	149.115	1.011	0.481
	In Groups		5459.214	37	147.546		
	Total		10525.758	65			

Learning environment variables and NSS learning outcomes have a linear relationship, as shown by Table 9 significant value in the Linearity row, namely $0.012 < 0.05$. Multicollinearity Test Results showed in Table 10. Heteroscedasticity Test Results in Table 11.

Table 10. Multicollinearity Test Results

Model	Collinearity Statistics	
	Tolerance	VIF
Interest in Learning (X1)	0.975	1.025
Learning Environment (X2)	0.975	1.025

Table 11. Heteroscedasticity Test Results

Model	signature. (2-tail)
Nonstandard Residues	0.682
Interest in Learning (X1)	0.170
Learning Environment (X2)	0.170

Table 12. Results of Simple Regression Analysis X1 and Y

	Model	Unstandardized Coefficients		Standardized Coefficient	T	Say.
		B	Std. Error	Beta		
1	(Constant)	46.587	12.859		3.623	0.001
	Interest in Learning (X1)	0.527	0.226	0.280	2.334	0.023

F test, coefficient of determination analysis, multiple regression analysis, and simple regression analysis are some of the analytical methods used in this research. The provides an overview of the findings of hypothesis testing data processing in Table 12. Results of Simple Regression Analysis X2 with Y in Table 13. Results of Analysis of Determining X1 against Y in Table 14. Results of Analysis of Determining X2 against Y in Table 15. Results of Analysis of Determining X1 and X2 against Y in Table 16. F Test Results in Table 17.

Table 13. Results of Simple Regression Analysis X2 with Y

Model		Unstandardized Coefficients		Standardized Coefficient	T	Say.
		B	Std. Error	Beta		
1	(Constant)	41.987	13.072		3.212	0.001
	Learning Environment (X2)	0.527	0.199	0.314	2.650	0.011

Table 14. Results of Analysis of Determining X1 against Y

Model	R	R square	Adjusted R Square	Std. Estimation Error	Change Statistics				
					R Box Change	F Change	df1	df2	Say. F Change
1	0.280	0.078	0.064	12.311	0.078	5.449	1	64	0.023

Table 15. Results of Analysis of Determining X2 against Y

Model	R	R square	Adjusted R Square	Std. Estimation Error	Change Statistics				
					R Box Change	F Change	df1	df2	Say. F Change
1	0.314	0.099	0.085	12.174	0.099	7.020	1	64	0.010

Table 16. Results of Analysis of Determining X1 and X2 against Y

Model	R	R square	Adjusted R Square	Std. Estimation Error	Change Statistics				
					R Box Change	F Change	df1	df2	Say. F Change
1	0.392	0.153	0.127	11.893	0.153	7.020	2	63	0.005

Table 17. F Test Results

	Model	Sum of Squares	df	Means Square	F	Say.
1	Regression	1614.780	2	807.390	5.708	0.005
	Remainder	8910.977	63	141.444		
	Total	10525.758	65			

Discussion

This research reveals that interest in learning and the learning environment have a significant effect on the learning outcomes of Natural and Social Sciences (IPA) of fourth grade students at SD Muhammadiyah Sukorejo. Descriptive analysis shows that the average student NSS learning outcomes are in the quite good category with the majority of students meeting the completeness criteria. Students' interest in learning is generally high, showing good awareness, attention, willingness and enjoyment of NSS learning. This is supported by previous research, which states that high intrinsic interest in a subject can motivate students to engage more deeply and try harder in the learning process (Benu & Mbuik, 2023; Harefa et al., 2021). This research also focuses on the role of the family as an important part of the learning environment, considering the importance of family support in shaping students' interest and motivation to learn. The student learning environment is also considered good, with positive contributions from parental understanding, parenting style, home situation, economic conditions, family cultural background, and relationships between family members(Arta Jaya, 2019; Handjaja, 2013). This finding is supported by various previous studies which show the significant influence of family on student academic success. In the ecological theory of human development, the family environment is one of the microsystems that is very influential in children's growth and development. Emotional, academic and social support from parents can increase children's motivation and academic achievement (Hermino & Arifin, 2021; Knapp, 2020). Other similar research shows that parental involvement in children's education is positively correlated with children's academic achievement. In this context, various factors such as parenting style, parental understanding, and family relationships become important aspects that enrich the student's learning environment(Ahmadi Muhammad Zul et al., 2020; Saddam & Andi EKi, 2021). Furthermore, Vygotsky's social constructivism theory emphasizes that social interaction, including interaction with family members, is very important in the learning process (Lara & Saracostti, 2023; Lemonda et al., 2021). Through these interactions, children can build new knowledge and skills with the

help of adults or more skilled peers. In this case, a home environment that supports both economically and emotionally provides a strong foundation for children to learn and develop optimally.

The prerequisite test shows that the data is normally distributed, the relationship between variables is linear, there are no multicollinearity problems, and there are no symptoms of heteroscedasticity. Hypothesis testing using simple and multiple regression analysis shows that learning interest and learning environment each have a significant influence on NSS learning outcomes. Collectively these two variables make a significant contribution to improving NSS learning outcomes. Other researchers state that student learning success, which is reflected in high learning scores, is also influenced by two main factors, namely the family environment and interest in learning(Maulinda et al., 2024; Rozaq et al., 2024). The results of this research are in line with other research which proves that the family environment and interest in learning together have a significant influence on the mathematics learning outcomes of class V students. Therefore, increasing interest in learning and improving the learning environment can effectively improve students' NSS learning outcomes. (Leithwood et al., 2020; Roehrig et al., 2021).

The implications of this research indicate that efforts to improve NSS learning outcomes in fourth grade students must include strategies that strengthen interest in learning and improve the learning environment, especially through active family involvement. Teachers and parents need to collaborate to create a conducive learning environment and support students' interest in learning. In addition, education policies must consider the importance of family support in student learning and provide adequate resources to increase parental involvement in their children's education. Thus, the findings of this research can be used as a basis for developing more effective programs and interventions to improve student learning outcomes in elementary schools. The limitation of this research lies in its limited scope to one particular region or school, so that the results obtained may not fully represent the entire student population and educational environment in other regions with different cultural or social characteristics. In addition, this research relies on observation and interview data which can be influenced by the subjectivity of respondents, so there is the possibility of bias in the interpretation of the results. Recommendations for further research are to expand the scope of the study by involving schools from various regions to obtain more comprehensive results. In addition, it is recommended to combine quantitative and qualitative research methods to obtain a deeper understanding and more objective data regarding the influence of synergy between home and school. It is also hoped that school policies will place more emphasis on collaborative programs between teachers and parents, which are oriented towards creating a positive and supportive learning environment for students' development in natural and social sciences.

4. CONCLUSION

This research shows that interest in learning and the learning environment have a significant effect on the learning outcomes of Natural and Social Sciences (IPA) in class IV students at SD Muhammadiyah Sukorejo. High interest in learning, which includes awareness, attention, willingness, and enjoyment of learning, makes a positive contribution to student academic achievement. In addition, a good learning environment, supported by parental understanding, parenting methods, home situation, economic conditions, family cultural background, and relationships between family members, also plays an important role in improving student learning outcomes. Therefore, these findings underscore the important role of the family and students' intrinsic motivation in achieving academic success in elementary school.

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