



Factors Affecting Social Studies Learning Achievement: A Comparative Study on Grade IX Students of SMP Negeri 1 Bandar Lampung

Tedi Rusman*¹, Rahmah Dianti Putri², Widya Hestiningtyas³, Figo Muhammad Ramadan⁴,
Faridatun Azzahroh⁵

^{1,2,3,4,5} Economic Education, Faculty of Teacher Training and Education, University of Lampung
E-mail: tedi.rusman@fkip.unila.ac.id

Article Info

Article History

Received: November, 2024

Revised: December, 2024

Published: December, 2024

Keywords:

*Learning Factors, Learning Outcomes,
Social Studies Learning*

Doi:[http://dx.doi.org/10.23960/E3J/
v7.i2.235-240](http://dx.doi.org/10.23960/E3J/v7.i2.235-240)

Abstract

Learning outcomes serve as a reflection of the success of achieving the objectives of the learning process. These outcomes are influenced by various factors, including internal factors, such as students' physical and psychological conditions, and external factors, such as family, school, and community environments. This study aims to analyze the impact of these factors on the learning outcomes of Grade IX students in social studies at SMP Negeri 1 Bandar Lampung. Using a quantitative correlational method, the study collected data through questionnaires with a Likert-scale format and applied percentage-based analysis techniques. The findings indicate significant relationships between the identified factors and students' learning outcomes, emphasizing the interconnectedness of internal and external influences. This research highlights the need for collaborative efforts among teachers, parents, and the community to create a supportive environment that fosters better learning outcomes in social studies.

INTRODUCTION

The world today is affected by various advancements, especially in the field of technology. Humans are getting easier to access information anytime and anywhere. Developments in this era of globalization have also made it easier for humans to obtain and receive information so that they tend to have a practical lifestyle (Lotan, 2019). Likewise with the condition of education in this world, especially education in Indonesia, which is increasingly developing in line with the development of technology and information in the world.

Several problems have also arisen along with the rapid development of science, one problem faced by our education world is the problem of weak learning processes (Anih, 2016). In the learning process, children are less encouraged to develop thinking skills. Teachers are an important component, because the success of the educational process is highly dependent on teachers as the spearhead (Habibi et al., 2019). So that one of the abilities that teachers must have is how to design a learning using media and learning strategies that are in accordance with the goals or competencies to be achieved.

According to RI Law Number 20 of 2003 concerning the National Education System Chapter I Article 1, education is "a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential, society, nation and state". However, the influence of the rapid development of technology also has several negative impacts on student learning achievement, including students becoming lazy to read books and some of them after school play online games so that they forget what they need to learn. Therefore, the government should have an educational program that makes students develop according to their interests and talents so that they will become intelligent, responsible and characterful human beings.

Education is a reflection of whether a country is advanced or not (Stabback, 2016). If the quality of education in a country is good, then the society will also progress so that the economy and welfare of life will be good. Education is a process for students that lasts continuously until the student reaches moral maturity (Kuntoro, 2019). If the student has reached a moral adult, he is fully capable of acting on his own for the welfare of his life and his society.

Social Sciences (IPS) subjects in junior high schools and MTs are one of the subjects that must be taken by junior high school and MTs students as revealed by Sapriya (2009) that social studies in the school curriculum (educational unit), in essence is a mandatory subject as stated in Law Number 20 of 2003 concerning the National Education System in article 37 which reads that the primary and secondary education curriculum must contain social sciences

Dimiyati and Mudjiono (2013) argue that learning outcomes are the result of an interaction between teaching and learning. From the teacher's point of view, the teaching action ends with the learning outcome assessment process. From the student's point of view, learning outcomes are the end of shortcuts and the culmination of the learning process. There are several things that can influence learning outcomes, including factors from within students (internal) and factors from outside students (external). Slameto (2015) explained that the factors that affect the results are as follows: a) Internal factors which include physical factors (health and physical disability), psychological factors (intelligence, talent, interest, attention, maturity, focus, and readiness), and fatigue factors (physical and spiritual fatigue). b) External factors that include family factors (how parents are upbringing, relationships between family members, conditions at home, family economic conditions, parental attitudes, and cultural background), school factors (curriculum, learning methods used, teacher-student relationship, student-student relationship, length of school, school facilities and infrastructure, discipline, lesson standards, as well as homework given), community factors (student activities in the community, mass media, associations, community lifestyles).

The educational environment is divided into three, namely the family environment, the school environment, and the community environment (Siberman, 2009). The family environment is the main factor that provides very valuable experiences for children's development. Before a child obtains education outside the home environment, he is first provided with education by his parents, guided, and directed based on the love and affection of parents to their children.

Children before being educated through school and society, are first educated in the family environment. Everything they know about the world outside the home, they initially know in the family environment. Children in their development will see, record, and imitate the behavior of their parents, both in social aspects and moral aspects of parents. In this case, student learning outcomes are influenced by several factors, including internal and external factors. Internal factors are factors that exist in the individual. As for those included in internal factors, among others, students' physical factors, interests, attention and motivation, intelligence level, fatigue factors, and others. Meanwhile, external factors are factors that exist outside the individual itself. These factors include factors from the family environment, school environmental factors, community environmental factors, and time factors.

In general, internal and external factors that affect learning outcomes are interrelated with each other so that the two are inseparable. The task of teachers in learning in schools is how to guide and direct the abilities of students based on their talents and interests which include cognitive, affective, and psychomotor aspects so that they are expected to become intelligent, faithful and devout human beings and useful for the nation and State.

Therefore, the author tries to explain several factors that affect the learning outcomes of grade IX students, especially in social studies subjects at SMP N 1 Bandar Lampung.

METHODS

In this study, the author uses a quantitative descriptive research method. Descriptive quantitative research methods, namely research methods based on the philosophy of positivism, are used to research on certain populations or samples, data collection using research

instruments, quantitative/statistical data analysis, with the aim of testing hypotheses that have been established (Sugiyono, 2008). In other words, quantitative descriptive research is at least a research that begins with the data collection process until the analysis of data that is statistical in nature or number calculation with the aim of testing the hypothesis that has been determined in the research.

Quantitative research here, the author uses a correlational quantitative method. According to Sukmadinata (2017), Correlational Research is aimed at finding out the relationship between a variable and other variables. The relationship between one and several other variables is expressed by the magnitude of the correlation coefficient and significance statistically. The population and sample in this study are grade IX students at SMP N 1 Bandar Lampung. The data collection techniques used by the researcher are observation, documentary, interview, and questionnaire techniques.

RESULTS AND DISCUSSION

A. Result

Validity Test

The results of the questionnaire validity test for the variables Physical Factors, Psychological Factors, Family Factors, School Factors, and Community Factors consisting of 21 statement items, were stated that all items were valid with a > calculation of the table. So that all statement items can be used in research.

Table 1. Result of Validity Test

Question Item	r _{calculate}	r _{tabel}	Condition	Significan	Conclusion
Grain 1	0,790	0,2480	r _{calculate} > r _{tabel}	0.000	Valid
Grain 2	0,578	0,2480	r _{calculate} > r _{tabel}	0.000	Valid
Grain 3	0,518	0,2480	r _{calculate} > r _{tabel}	0.000	Valid
Grain 4	0.556	0,2480	r _{calculate} > r _{tabel}	0.000	Valid
Grain 5	0.58	0,2480	r _{calculate} > r _{tabel}	0.000	Valid
Grain 6	0,482	0,2480	r _{calculate} > r _{tabel}	0.000	Valid
Grain 7	0,556	0,2480	r _{calculate} > r _{tabel}	0.000	Valid
Grain 8	0,535	0,2480	r _{calculate} > r _{tabel}	0.000	Valid
Grain 9	0,525	0,2480	r _{calculate} > r _{tabel}	0.000	Valid
Grain 10	0,476	0,2480	r _{calculate} > r _{tabel}	0.000	Valid
Grain 11	0,277	0,2480	r _{calculate} > r _{tabel}	0.031	Valid
Grain 12	0,421	0,2480	r _{calculate} > r _{tabel}	0.001	Valid
Grain 13	0,445	0,2480	r _{calculate} > r _{tabel}	0.000	Valid
Grain 14	0.532	0,2480	r _{calculate} > r _{tabel}	0.000	Valid
Grain 15	0.673	0,2480	r _{calculate} > r _{tabel}	0.000	Valid
Grain 16	0,521	0,2480	r _{calculate} > r _{tabel}	0.000	Valid
Grain 17	0,507	0,2480	r _{calculate} > r _{tabel}	0.000	Valid
Grain 18	0,599	0,2480	r _{calculate} > r _{tabel}	0.000	Valid
Grain 19	0,297	0,2480	r _{calculate} > r _{tabel}	0.000	Valid
Grain 20	0,485	0,2480	r _{calculate} > r _{tabel}	0.000	Valid
Grain 21	0,525	0,2480	r _{calculate} > r _{tabel}	0.000	Valid

Source: 2024 Data Processing Results

Reliability Test

Reliability is a measure that shows that the research instrument has a level of trust and reliability. The reliability test of the questionnaire is as follows: The results of the instrument analysis were obtained with n, namely 61 respondents and n, for the analyzed items there were 21 valid items. So that an Alpha of 0.864 was obtained. Then consulted with the list of

interpretations of the r-coefficient in the range of 0.8000 – 1.0000. The conclusion of this calculation shows that the instrument has very high reliability.

Table 2. School Environmental Variable Reliability Test (X1) Reliability Statistics

Cronbach's Alpha	N of Items
.864	21

Source: 2024 Data Processing Results

Correlation Test

From the correlation table data above, it can be seen that all calculations > the table (0.713, 0.558, 0.690, 0.713, 0.638 > 0.2480). Or it can also be seen that the probability (sig.) is 0.000 < 0.05, then it can be concluded that there is a positive and significant relationship between Physical Factors, Psychological Factors, Family Factors, School Factors, Community Factors and Learning Outcomes.

B. Discussion

The findings of this study demonstrate the significant influence of various factors—physical, psychological, family, school, and community—on the learning outcomes of Grade IX students in social studies at SMP N 1 Bandar Lampung. Physical health and psychological readiness, as internal factors, play a crucial role in determining student performance. These findings align with Slameto's (2015) assertion that a student's physical condition, including health and the absence of disabilities, directly impacts their ability to engage in learning activities. Psychological factors, such as intelligence, motivation, and focus, also show a strong and positive correlation with learning outcomes, highlighting the need to foster an environment that supports students' physical and mental well-being.

Family background, including parental education, economic conditions, and the overall home environment, also significantly impacts student performance. This supports Siberman's (2009) view that the family is the primary environment shaping a child's learning experiences before formal education. A supportive family environment positively correlates with better academic outcomes, emphasizing the importance of parental engagement in creating a nurturing atmosphere that encourages learning.

School-related factors, such as teaching methods, facilities, and teacher-student relationships, were also found to have a considerable impact on learning outcomes. These findings resonate with Dalyono's (2012) argument that the school environment plays a critical role in academic success. The high reliability of the instruments used to measure these factors (Cronbach's Alpha = 0.864) underscores their importance. Improving school infrastructure, training teachers, and fostering positive interactions between teachers and students should therefore be prioritized to enhance learning outcomes.

Community factors, including social interactions, media exposure, and societal norms, further influence student performance. Positive community engagement can enhance learning, although distractions such as excessive online gaming pose challenges. The study highlights the need to balance these influences by promoting positive social interactions and limiting distractions that hinder academic progress.

The interplay between internal and external factors is particularly noteworthy. Internal factors like motivation and readiness often depend on external support, such as encouragement from teachers and parents. This interconnectedness suggests the importance of a holistic approach in addressing the various elements influencing student outcomes. Teachers, schools, parents, and communities must work together to create a supportive ecosystem that fosters academic growth. These findings also provide a foundation for further research to explore the dynamics of these factors across different educational contexts, thereby offering valuable insights for targeted interventions to enhance education quality in Indonesia.

CONCLUSIONS AND SUGGESTIONS

This study was concluded from the results of data processing. It can be seen from the results of data processing in the correlation test that all calculations $>$ tables (0.713, 0.558, 0.690, 0.713, 0.638 $>$ 0.2480). Or it can also be seen from the probability (sig.) $0.000 < 0.05$, then it can be concluded that there is a positive and significant relationship between Physical Factors, Psychological Factors, Family Factors, School Factors, Community Factors and Learning Outcomes. It turns out that the correlation coefficient is positive, meaning that the better the condition of factors such as Physical Factors, Psychological Factors, Family Factors, School Factors, Community Factors, the more social studies students' learning outcomes will be.

So it can be known that factors that have a strong influence on the learning outcomes of social studies students in grade IX of SMP Negeri 1 Bandar Lampung include physical factors, psychological factors, family factors, school factors, community factors.

Based on the conclusions of this study, it is recommended that all relevant parties, including students, parents, teachers, and the community, work together to improve the condition of physical, psychological, family, school, and community environmental factors. Students need to take care of their physical and mental health, while parents and teachers must provide adequate emotional and academic support. Schools are expected to create a conducive learning environment, and the community also needs to play a role in providing a positive influence on student development. With improvements in these factors, it is hoped that students' social studies learning outcomes will be better.

References

- Ainia, D. K. (2020). Merdeka belajar dalam pandangan Ki Hadjar Dewantara dan relevansinya bagi pengembangan pendidikan karakter. *Jurnal Filsafat Indonesia*, 3(3), 95-101.
- Anih, E. (2016). Modernisasi Pembelajaran Di Perguruan Tinggi Berbasis Teknologi Informasi Dan Komunikasi Memasuki Abad 21. *Judika (Jurnal Pendidikan Unsika)*, 4(2).
- Arikunto, S. (2011). *Prosedur Penelitian: suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Arnie, F. (2005). *Portofolio Dalam Pembelajaran IPS*. Bandung: PT. Remaja. Rosdakarya.
- Dalyono. (2012). *Psikologi Pendidikan*. Jakarta: Rineka Cipta.
- Dimiyati, & Mudjiono. (2013). *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.
- Hakim, M. A. R. (2015). *Analisis Faktor-faktor yang Mempengaruhi Prestasi Belajar Siswa IPS Kelas V di MIN Bitung Jaya*. Jakarta: Universitas Islam Negeri Syarif Hidayatullah.
- Kuntoro, A. T. (2019). Manajemen mutu pendidikan Islam. *Jurnal Kependidikan*, 7(1), 84-97.
- Langgulung, H. (1995). *Manusia dan Pendidikan*. Jakarta: PT Al Husna Zikra.
- Lotan, F. F. (2019). Making a positive internet through Socmed Agawe Guyub. *International Journal of Communication and Society*, 1(1), 9-16.
- Noor, T. (2018). rumusan tujuan pendidikan nasional pasal 3 undang-undang system pendidikan nasional No 20 Tahun 2003. *Wahana Karya Ilmiah Pendidikan*, 3(01).
- Sapriya. (2009) *Pendidikan IPS*. Bandung: PT. Remaja Rosdakarya.
- Savage, Tom V. & Armstrong, David G. (1996). *Effective teaching in elementary social studies*. New Jersey: A Simon & Schuster Company.
- Silberman, M. (2009). *Active Learning*. Yogyakarta: Pustaka Insan Madani.
- Slameto. (2015). *Belajar dan Faktor-faktor yang Memengaruhinya*. Jakarta: Rineka Cipta. 39
- Somantri, M. N. (2001). *Menggagas Pembaharuan Pendidikan IPS*. Bandung: PT. Remaja Rosdakarya
- Stabback, P. (2016). *What Makes a Quality Curriculum? In-Progress Reflection No. 2 on " Current and Critical Issues in Curriculum and Learning"*. UNESCO International Bureau of Education.
- Sugiyono. (2008). *Metode Penelitian Pendidikan*. Bandung: CV. Alfabeta
- Sukardi. (2008). *Metodologi Penelitian Pendidikan, Kompetensi dan Praktiknya*. Jakarta : PT. Bumi Aksara
- Sukmadinata, N, S. (2017). *Metode Penelitian Pendidikan, Cet.12*. Bandung: Remaja Rosdakarya.
- Supardi. (2011). *Dasar-Dasar Ilmu Sosial*. Yogyakarta: Penerbit Ombak Suprijono,

- Suprijono, A. (2010). *Cooperative Learning Teori dan Aplikasi Paikem*. Yogyakarta: Pustaka Media.
- Syah, M. (2002). *Psikologi Pendidikan dengan Pendekatan Baru*. Jakarta: PT. Remaja Rosdakarya.
- Winkel, W. (2009). *Psikologi Pembelajaran*. Jakarta: Gramedia.