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THE INFLUENCE OF LEARNING MOTIVATION AND FAMILY ENVIRONMENT ON LEARNING OUTCOMES THROUGH STUDENT LEARNING ACTIVITIES IN SOCIAL STUDIES SUBJECTS AT SMPN 4 MANGARABOMBANG

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Abstract

This research aims to determine and analyze the direct influence of learning motivation on students' learning outcomes, the influence of family environment on students' learning outcomes, the influence of learning activities on students' learning outcomes, and the indirect influence of learning motivation and family environment on learning outcomes through students' learning activities in the subject of Social Studies (IPS). This research is a quantitative study with an ex post facto research design. The population of this study was 257 individuals, and a random sampling technique was used to select a sample of 156 individuals. Data collection procedures included observation and questionnaires. Data analysis techniques consisted of path analysis and a t-test at a significance level of alpha 5%. The results of this study are as follows: (1) Learning motivation significantly influences learning outcomes with a t-value < t-table (3.877 > 1.976). (2) The family environment has an influence but is not significant on learning outcomes because the t-value < t-table (0.313 < 1.976) with a β value of 0.025. (3) Learning activities significantly influence learning outcomes with a t-value < t-table (7,749 > 1,976). (4) Learning motivation has an indirect influence on learning outcomes through learning activities, with an indirect effect of 0.262, which is greater than the direct effect of 0.257. (5) The family environment has an indirect influence on learning outcomes through learning activities, with an indirect effect of 0.259, which is greater than the direct effect of 0.021. (5) Together, learning motivation and the family environment have an indirect influence on learning outcomes through learning activities, with a total indirect effect of 0.521, which is also greater than the direct effect on learning outcomes, which is only 0.278. (6) In the multiple linear regression, the equation of the linear line obtained is Y=2.241+0.403X1+0.025X2+0.816X3.

Keywords: Learning Motivation, Family Environment, Learning Activities and Learning Outcomes

INTRODUCTION

There are several efforts made by the government in producing quality human resources and can adjust to the times, including developing the curriculum (Arviansyah & Shagena, 2022). The curriculum used today is the 2013 curriculum, where the

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government has made several revisions to perfect it (Angga et al., 2022). Many updates are contained in the 2013 Curriculum, one of the advantages of the 2013 curriculum is that students are more required to be active, creative and innovative in solving problems faced by students, although this curriculum still needs to be developed and improved (Anggraini et al., 2020). The 2013 curriculum emphasizes the improvement and balance of *soft* skills and *hard* skills which include aspects of attitude competence, knowledge, and skills.

The modern pedagogic dimension is emphasized in the Renewal of K-13 learning and using *the Scientific Approach*. Learning steps with a *Scientific Approach* approach include extracting information through asking, observing, experimenting, then processing information, presenting information, then by reasoning, analyzing, and concluding, then creating (Inayah S, 2018).

The scientific approach is a form of student learning activity where the aspect that is considered very important in a learning is learning activities (Pringgar & Sujatmiko, 2020). Learning that emphasizes learning activities will lead students to impressive learning situations and become more meaningful (Dewi, 2015). Learning activities can stimulate students to be actively involved in subjects, so as to stimulate students' brains to think critically and solve problems that lead to improved learning outcomes (Sinambela, 2017).

Learning activities need to be improved in subjects, including social studies subjects. The principle of crafts has the purpose and basis of educational footing in order to foster sensitivity to local wisdom products, technological developments and the building of an entrepreneurial spirit in accordance with the orientation and mission of the 2013 curriculum (Setiawan, 2019).

Social studies subjects require students to develop creativity (Fitriyani et al., 2021). Creativity is intended is the ability to provide new ideas and create new ideas that can be useful and can be seen from the creativity of *people, press,* processes and products. In addition, to produce creative students, of course, supported by creative teachers as well. But the reality is that there are still some students who have problems in various places in Indonesia such as brawls, entangled irregularities and other cases, even though in the 2013 curriculum students are focused on quality, independent, creative and innovative learning.

One indicator that can be used as a benchmark for the success of a subject in producing quality students is reflected in the learning outcomes achieved or grades obtained included in social studies subjects (Adawiyah, 2019). Social studies learning outcomes are not only seen from written test scores but also practice test scores. Students who get high written scores do not necessarily get high practice scores either, and vice versa. The low social studies learning outcomes are assumed because there are obstacles experienced by students.

The obstacles in question can be in the form of internal factors or external factors. Internal factors are physical conditions or conditions of the senses, psychological consisting of self-adjustment, emotional, motivation, talents, habits and intelligence, and attitudes. Instrumental factors and environmental factors as well as cultural and social environment are part of external factors.

Learning motivation is a more specific / special concern (Sutardi & Sugiharsono, 2016). The level of achievement of abilities and competencies is largely determined by the motivation of students towards the learning material. Students who have learning motivation are expected to achieve optimal learning outcomes (Oktariani, 2018). The

difference in student motivation in receiving material does vary between one student and another (Syaparuddin et al., 2020). This is the task for educators in increasing the motivation to learn a student. Learning materials should be liked and interesting to learners (Hutamy et al., 2021). Therefore, learners must consider the subject matter to be positive and fun.

In addition to learning motivation, learning activities are also a factor in reminding students of learning outcomes, so that high learning activities will allow learning outcomes to also rise. This learning activity is all activities carried out by students to support learning.

The learning outcomes of learners can also be influenced by the family environment which is also considered as an external factor. The family environment is the smallest community that takes care of all its members consisting of children, mothers and fathers. The family environment has a very important influence because it is the first part in influencing children's learning motivation and the first place to get an education.

In today's all-digital era, students must be motivated to learn and all learning activities run perfectly because it can create a conducive home atmosphere, learning needs are available, information sources are at their fingertips. However, because of the busy life of parents so that communication and attention to children are reduced. So that children do not form motivation to learn and learning activities are reduced. The result of learning is at stake.

SMPN 4 Mangarabombang is one of the public junior high schools located in remote areas of Takalar Regency. SMPN 4 Mangarabombang sets a KKM (Minimum Completeness Criteria) of 75 for social studies subjects. Table 1.1 shows the average PH (Daily Assessment) score of social studies students in odd semesters of the 2021/2022 academic year.

Table 1 Average Daily Assessment of Students in Social Studies Subjects at SMPN 4 Mangarabombang.

No	Class	Sum Student	KKM	Average PH Score	
				Written Test	Practice Test
1	VII	105	75	74	73.82
2	VIII	**No**		82	74.46
3	IX	73		74	77.84
Sum		257	Average	76,67	75.37

Source: Social Studies Teacher, 2022

Table 1 is a representative overview of learning outcomes from all social studies assessments in SMP Negeri 4 Mangarabombang. It can be seen that there are two classes that did not reach KKM in the written daily assessment, namely class VII and IX with an average of 76.67. Meanwhile, in the daily assessment of practice, there are two classes that do not reach the specified KKM, namely class VII and class VIII. So that when viewed as a whole, the average learning outcomes obtained by all classes are worth less.

For classes that get scores below KKM, this is thought to be due to lack of student learning motivation, lack of hope and future goals, lack of diligent in doing assignments, give up easily, and want to go home quickly. Because of lack of learning activities and lazy to read books, often disturb friends, and there is no *feedback* during questions and answers, do not want to record material and play a lot of games. Furthermore, because of

the family environment, namely the lack of attention of parents to their children. There are still parents who are indifferent to their children's conditions at home while studying, such as turning on the TV and not caring and questioning their children's activities at school. This happened because parents had entrusted their children to SMP Negeri 4 Mangarabombang. Even though many children are from capable and well-off families but do not get special attention from their parents because of work.

RESEARCH METHODS

This research approach is quantitative research. This research was conducted in the scope of SMPN 4 Mangarabombang Laikang Village, Mangarabombang District, Takalar Regency, South Sulawesi. This study was conducted in April – June 2022.

The research design used in this study is *ex post facto* type research.*Ex post facto* research is a study conducted to examine events that have occurred and then pull back to find out the factors that can cause these events.

The technique used for sampling to be selected is based on Slovin's Theory.

The population in this study was students at SMP Negeri 4 Mangarabombang. The 2021/2022 school year has **257** people. Based on data, the number of students at SMP Negeri 4 Mangarabombang is 257 **people**. So with a population of 257 people, for the sample of this study using an error rate of 5%, 156 respondents were obtained . If the population is large, and it is impossible for the researcher to study everything in the population, for example due to limited funds, energy and time, then the researcher can use samples taken from that population.

Data collection techniques in this study used questionnaires and direct observation. The questionnaire used is in the form of a list of questions to respondents which is then converted in the form of numbers using a Likert scale.

Table 2 Likert Scale

Information	Code	Scale
Totally Agree	SS	5
Agree	S	4
Doubt Doubt	RR	3
Disagree	TS	2
Strongly Disagree	STS	1

Source: Sugiyono, 2014

The data analysis technique in this study is starting from the research instrument test to the path analysis test as the end of the data testing process.

RESULTS AND DISCUSSION

1. Descriptive Analysis

Activities in descriptive statistics include collecting, grouping, and processing data which will then produce statistical measures such as frequency, data concentration, data distribution, tendency of a data cluster and others.

Table 3 Descriptive Analysis

Construct	N	Min	Max	Mean	Std. Deviation
Learning Motivation	156	35	68	55.22	5.831
Family Environment	156	44	90	76.06	7.648

Learning Activities	156	43	77	65.71	6.62
Learning Outcomes	156	45	97	80.13	9.143
Valid N (listwise)	156				

Source: *processed data in 2022*

Based on the results of descriptive statistical testing in table 4.5 above, it can be explained that the number of research data (N) is 156 data which is the number of research samples, and can be explained as follows:

1. Learning Motivation

   Based on data from table 3, it can be seen that the minimum value of Learning Motivation is 35 while the maximum value of Learning Motivation is 68. The mean value of Learning Motivation is 55.22 and the standard deviation from Learning Motivation is 5.831. The mean value is greater than the standard deviation, this shows that the variation in Learning Motivation values from the sample is quite relatively stable and the data deviation that occurs is relatively small

2. Family Environment

   Based on data from table 3, it can be seen that the minimum value of the Learning Environment is 44 while the maximum value of the Learning Environment is 90. The mean of the family environment was 76.06 and the standard deviation from the learning environment was 7,648. The mean value is greater than the standard deviation, this shows that the variation in Learning Environment values from the sample is relatively stable and the data deviation that occurs is relatively small.

3. Learning Activities

   Based on data from table 3, it can be seen that the minimum value of Learning Activities is 43 while the maximum value of Learning Activities is 77. The mean of the Learning Activity is 65.71 and the standard deviation of the Learning Activity is 6,620. The mean value is greater than the standard deviation, this shows that the variation in Learning Activity values from the sample is relatively stable and the data deviation that occurs is relatively small.

4. Learning Outcomes

   Based on data from table 3, it can be seen that the minimum value of Learning Outcomes is 45 while the maximum value of Learning Outcomes is 97. The mean of Learning Outcomes is 80.13 and the standard deviation of Learning Outcomes is 9,143. The mean value is greater than the standard deviation, this shows that the variation in Learning Outcomes values from the sample is relatively stable and the data deviation that occurs is relatively small.

3. Test Instruments

a. Instrument Validity

To determine the level of accuracy (validity) of the size of an instrument against the concept under study. So the Bivariate Pearson correlation (Pearson Moment Product) was used with the help of the SPSS program using the 5% significance r-table for a sample of 156 obtained an r-table of 0.159.

A total of 156 samples with a total of 68 questionnaire statements were then used by IBM SPSS 23 application with **an** r-table of 0.159 from a significance level of 5%. It can be concluded that all questionnaires are declared valid because the r-Count or Pearson Correlation is greater than **the** r-table. Thus the questionnaire used in measuring and obtaining research data from respondents has suitability or validity

b. Instrument Reliability

The overall reliability value can be seen in table 4 below:

Table 4 Statistical Reliability

Cronbach's Alpha	N of Items
0.935	68

Source: *SPSS processed data (2022)*

Based on table 4, it can be concluded that the Cronbach Alpha value of this instrument is 0.934 which means greater than 0.6. Therefore, the questionnaire in the study with a sample of 156 people was declared reliable or had consistency if repeated measurements were carried out.

4. Test Analysis Prerequisites

Testing of classical assumptions is important in order to obtain valid and reliable parameters for the regreesion model used. Classical assumption tests in this study include normality tests, multicholinerity tests, autocorrelation tests and heterokedasticity tests.

1) Normality Test

The normality test in this study was conducted to find out whether all research variables were normally distributed or not. The normality test was tested on the residual of the study. Determining normality can be done with the Kolmogorov-Smimov statistical test. If the significant value > 0.05 then it can be said that the data is normally distributed and if the significant value is < 0.05 then it can be said that the data is not normally distributed.

Table 5 Normality Test

Ket.		Unstandardized Residual
N		156
Normal Parameters	Mean	0
	Std. Deviation	5.47779
Most Extreme Differences	Absolute	0.066
	Positive	0.044
	Negative	-0.066
Test Statistics		0.066
Asymp. Sig. (2-tailed)		.090
Exact Sig. (2-tailed)		0.477
Monte Carlo Sig. (2-tailed)		.483

Source: *SPSS processed data (2022)*

Table 5 shows that the results of the **Kolmogorov-Smirnov One-Sample** normality test on the study variable have a significance value greater than 0.05 (sig>0.05), namely in Asymp. Sig. (2-tailed) of 0.90 and in the Exact Sig. (2-tailed) of 0.477 and in the exact test of the Monte Carlo Sig. (2-tailed) method of 0.483. Therefore, in the **Kolmogorov-Smirnov One-Sample** normality test in the above way, it can be concluded that the residuals of the research data are normally distributed.

Thus, the normality assumption for residual values in multiple linear regression analysis in this study is fulfilled.

2) Multicollinearity Test

The multicolonicity test aims to test whether the regression model found a correlation between independent variables. A good regression model should not have correlations among independent variables. If the independent variables correlate with each other, then these variables are not orthogonal. Orthogonal variables are independent variables whose correlation value between independent variables is equal to zero (Ghozali, 2016: 103).

In a simple sense, each independent variable becomes a dependent variable (bound) and is progressed against other independent variables. Tolerance measures the variability of selected independent variables that are not explained by other independent variables. So a low tolerance value equals a high VIF value (because VIF = 1 divided by Tolerance). The value that is generally used to indicate the presence of multicolonicity is a tolerance value of ≤ 0.10 or equal to the value of VIF ≥ 10

Table 6 Multicollinearity Test Results on Learning Outcomes

Type	Unstandardized Coefficients		Standardized Coefficients	Collinearity Statistics	
	B	Std. Error	Beta	Tolerance	VIF
(Constant)	2.421	5.058			
Learning Motivation	0.403	0.104	0.257	0.538	1.859
Family Environment	0.025	0.079	0.021	0.541	1.848
Learning Activities	0.816	0.105	0.59	0.407	2.459

Source: *SPSS processed data (2022)*

Based on table 6, namely output coefficients, the multicolonieity test can be seen on the value of the variable Variance Inflation Factor (VIF), namely Learning Motivation, Family Environment and Learning Activities with values of 1.859, 1.848 and 2.459 respectively and the value of the variable VIF shows a number smaller than 10 or VIF < 10 while the tolerance value is greater than 0.10 or Tolerance > 0.10, Learning motivation is 0.538, family environment is 0.541 and learning activities are 0.407, respectively. So it can be concluded that between independent variables there is no problem of multicollinearity in the regression model.

3) Heteroscedasticity Test

The heterokedasticity test aims to test whether in the regression model there is an inequality of variance from the residual one observation to another. If the variance from the residual of one observation to another observation is fixed, then it is called homokedaticity and if it is different it is called heterokedasticity. A good regression model is one in which homokedaticity or heterokedasticity does not occur.

A good regression model is that heteroscedasticity does not occur. Heteroscedasticity testing in this study was detected using the Glejser test. The Glejser test is used by progressing between the independent variable and its residual obsulet value. If the significant value between the independent variable and the absolute residual is more than 0.05, heteroscedasticity does not occur. For more accuracy consider the following table;

Table 7 Heteroscedasticity Test Results Using Glacier Test

Construct	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	12.915	3.014		4.285	0
Learning Motivation	-0.037	0.062	-0.064	-0.596	0.552
Family Environment	-0.019	0.047	-0.043	-0.4	0.689
Learning Activities	-0.078	0.063	-0.154	-1.245	0.215

Source: *SPSS processed data (2022)*

Based on table 7 shows that the regression results between exogenous and absolute residuals show that the significance value of each independent variable with residual absulut is greater than 0.05 from what was tested, namely learning motivation with a significance value of 0.552, family environment with 0.689, and learning activities with a significance value of 0.215. Therefore it can be concluded that heteroscedasticity problems do not occur.

5. Data Processing Results

a. Multiple Linear Regression Analysis

Below is the result of a multiple linear regression model with an independent number of 3 variables.

Table 8 Multiple Linear Regression Models

Type	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
	2.421	5.058		0.479	0.633
Learning Motivation	0.403	0.104	0.257	3.877	0
Family Environment	0.025	0.079	0.021	0.313	0.754
Learning Activities	0.816	0.105	0.59	7.749	0

Source: *SPSS processed data (2022)*

Based on the calculation results from table 8, the multiple linear regression equation is obtained as follows:

$$\hat{Y} = \mathbf{2.241 + 0.403\ X1 + 0.025\ X2 + 0.816\ X3}$$

1. Constant
   The constant value obtained 3.262 means that if there is no influence of Learning Motivation, Learning Environment, Learning Activities, then the Learning Outcome (Y) value is 2.241.
2. Coefficient of Learning Motivation
   The value of the regression coefficient for the Learning Activity construct has a value of 0.403, meaning that every increase in 1 unit of the learning motivation construct, the Learning Outcome (Y) will increase by 0.403 units assuming that other exogenous from the regression model is fixed.
3. Family Environment Coefficient

The value of the regression coefficient for the Learning Environment construct has a value of 0.025, meaning that every increase in 1 unit of the Learning Environment construct, the Learning Outcome (Y) will increase by 0.025 units assuming that other exogenous from the regression model is fixed.

4. Learning Activity Coefficient
   The value of the regression coefficient for the Learning Motivation construct has a value of 0.816, meaning that every increase in 1 unit of the Learning Activity construct, the Learning Outcome (Y) will increase by 0.816 units assuming that other exogenous from the regression model is fixed.

6. Analysis of Coefficients of Determination and Correlation

Correlation is one of the analytical techniques in statistics used to find relationships between two quantitative constructs. Two constructs are said to correlate if changes in one construct will be followed by changes in the other construct regularly in the same direction (positive correlation) or opposite (negative correlation).

The coefficient of determination aims to measure how far the model is able to explain dependent variables (Ghozali, 2012). The value of the coefficient of determination is between zero and one. A small R2 value means that the ability of independent variables to explain endogenous variation is very limited. A value close to one means that the independent variables provide almost all the information needed to predict endogenous variation.

Table 9 Correlation Coefficients

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.801	0.641	0.634	5.532

Source: *SPSS processed data (2022)*

Based on table 9 of the summary model above, the correlation coefficient value is 0.801, the correlation based on the relationship degree guideline is classified as a strong correlation because it is in the *pearson correlation* value of 0.61 – 0.80.

The coefficient of determination can be seen from the R Square of 0.641 or 64%. This shows that exogenous beliefs of learning motivation and family environment can explain endogenous (Learning Outcomes) by 64% and the remaining 36% are explained by other constructs not included in this study.

7. Test Results t

In order to test the hypothesis that has been proposed, testing is carried out using statistical test tools, namely t test and F test. This test basically shows how far the influence of one exogenous individually in explaining endogenous (Ghozali, 2006). This test was conducted using significance level 0.05 (α = 5%). Acceptance or rejection of the hypothesis is carried out by the following criteria:

a. If the significance value of **t > 0.05, then the hypothesis is rejected** (the regression coefficient is insignificant). This means that the exogenous partial does not have a significant effect on the endogenous.
b. If the significance value of **t ≤ 0.05 then the hypothesis is accepted** (the regression coefficient is significant). This means that the exogenous part has a significant influence on endogenous.

From these data, it can be seen that from the t test can be drawn the following conclusions:

a. The Influence of Learning Motivation
   Based on table 8 output coefficients, the Learning Motivation construct has a positive t-count value of 3.877. t-count is greater than t-table (3.877 > 1.976) with a significant value smaller than Alpha (0.000 < 0.05) then it can be concluded that hypothesis 1 (H1) is accepted, which means that the construct of Learning Motivation has a significant positive effect on Learning Outcomes partially, in other words Ha is accepted and Ho is rejected.
b. Influence of Family Environment
   Based on table 8 output coefficients, the Family Environment construct has a positive t-count value of 0.313. t-count is smaller than t-table (0.313 < 1.976) with a significant value greater than Alpha (0.754 > 0.05) then it can be concluded that hypothesis 2 (H2) is rejected, which means that the family environment construct has an effect but not significant on Learning Outcomes partially in other words Ho is accepted and Ha is rejected.
c. The Effect of Learning Activities
   Based on table 8 output coefficients, the Learning Activity construct has a positive t-count value of 7.749. t-count is greater than t-table (7.749 > 1.976) with a significant value smaller than Alpha (0.000 < 0.05) then it can be concluded that hypothesis 1 (H1) is accepted, which means that the construct of Learning Activities has a significant positive effect on Learning Outcomes partially, in other words Ha is accepted and Ho is rejected.

8. Test Path Analysis

In the regression test, this path analysis model aims to determine the indirect influence of learning motivation and family environment on learning outcomes through intervening constructs, in this case learning activities.

In this test, there are several stages to test existing hypotheses, namely:

a. The influence of learning motivation and family environment (exogenous) on learning activities (intervening)
b. The influence of learning motivation and family environment (exogenous) and learning activities (intervening) on learning outcomes (endogenous).
c. The influence of learning motivation and family environment (exogenous) through learning activities (intervening constructs) on learning outcomes (Endogenous)

For more details, consider the following image;

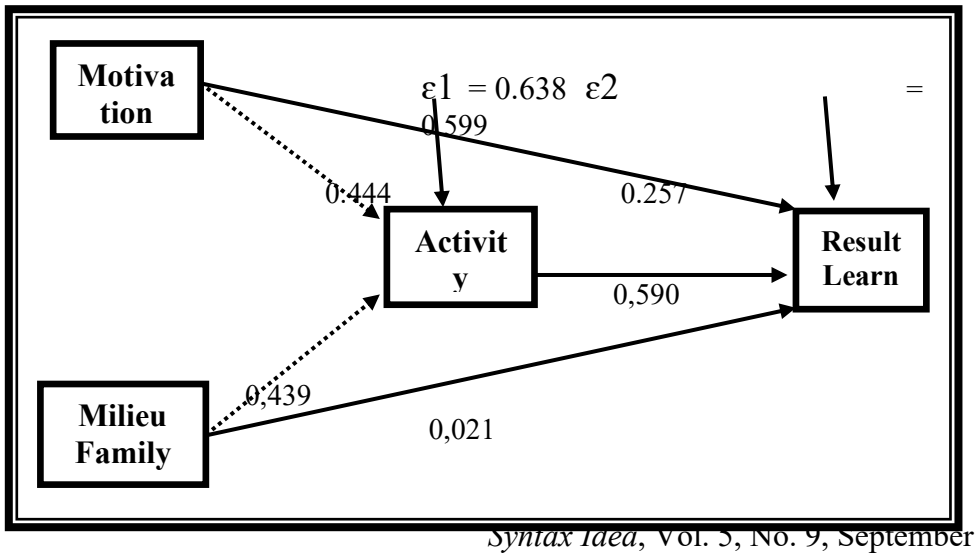

Figure 1 Schematic Path Analysis

Based on figure 1 above, the number of path coefficients processed by SPSS data is shown. The numbers displayed in the image give each construct their respective meanings. For the influence of learning motivation and family environment (exogenous) on learning activities (Intervening construct) can be seen in the following table:

Table 9 Regression coefficients of independent variables to intervening variables

Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	8.977	3.817		2.352	0.02
Learning Motivation	0.504	0.069	0.444	7.345	0
Family Environment	0.38	0.052	0.439	7.264	0

Source: *SPSS processed data (2022)*

From table 9 provides data that the significance value of the two independent variables on the mediating variable, namely learning motivation of 0.000 (1.1461E-11) and family environment of 0.000 (1.7842E-11) is smaller than 0.05. So that in this model it can be concluded that learning motivation and family environment have a significant effect on learning activities (intervening constructs). While the path coefficients on each variable, namely learning motivation and family environment on the construct of learning activities for the first running data, are 0.444 and 0.439.

The amount of contribution of the influence of learning motivation and family environment on learning activities can be seen in the following table:

Table 10 contribution of the influence of learning motivation and family environment on learning activities

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.770	0.593	0.588	4.249

Source: *SPSS processed data (2022)*

The magnitude of the R square value in table 10 is 0.593, this means that the contribution of the influence of learning motivation and family environment on learning activities is 59.3% and the rest is the contribution of other factors that were not studied. Meanwhile, for the value of ε 1 obtained from ε 1 = √ (1-0.593) so that the value of ε 1 is 0.638 which means the standard error value of 0.638.

For the path coefficient in the second running data, it can be seen that the outpu processed data is in table 4.12 where ρYX1 is 0.257, ρYX2 is 0.021 and ρYX3 is 0.590 with a standard error of √(1-0.641) until a value of ε2 of 0.599 is obtained.

From figure 1, it can also be seen the indirect influence between learning motivation on learning outcomes through learning activities, namely the beta value of learning motivation on learning activities (0.444) multiplied by the beta value of learning activities on learning outcomes (0.590) so that an indirect influence value of 0.262 is obtained. While the magnitude of the indirect influence of the family environment on learning outcomes through learning activities amounted to 0.259. Therefore, both can be said to indirectly affect learning outcomes through learning activity variables.

Discussion

1. The Effect of Learning Motivation on Student Learning Achievement in Social Studies Subjects at SMP Negeri 4 Mangarabombang

Learning Motivation has a positive and significant effect on Learning Outcomes. Hypothesis testing is carried out through t-test results in the form of t-counts which are then consulted in t-tables. After comparing the values of the two, it is known that the value of t-count is greater than t-table, so based on the data of these results it can be concluded that Learning Motivation has a positive effect on Learning Outcomes and existing hypotheses are accepted, and the value of the indirect influence between learning motivation on learning outcomes through learning activities is greater than the direct influence of learning motivation on learning outcomes.

Abraham Maslow's theory of motivation "saw that working individuals have 4 stages of basic needs to be achieved in their work". It can improve, influence or optimize the learning process, quality and learning outcomes.

The results showed that the higher the Learning Motivation possessed by students, the higher the Social Studies Learning Outcomes, and vice versa, the lower the Learning Motivation, the lower the learning outcomes of students. Safari (2003) concluded that there are four indicators of learning motivation, namely feelings of pleasure, student interest, student attention, and student engagement. In other words, students who are happy in the learning process will feel comfortable to learn, as well as if students are interested in certain subjects then he will be motivated to always follow the lesson, besides that students also in this case have attention and involvement in the learning process so that their learning results are satisfying. Because a sense of pleasure, interest, attention and involvement become one in students, it will be easy for them to achieve the desired goal, namely improving social studies learning outcomes. These results strengthen the theory of (Slameto, 2013) where one of the internal factors that affect social studies learning outcomes is Learning Motivation. It is explained that interest is a sense of preference and a sense of interest in something or activity without anyone telling it to be included in terms of learning. High motivation is a great capital to get something. So that students who have high Learning Motivation will have an interest in learning social studies which in the end Social Studies Learning Outcomes can increase.

The results of this study are also in line with the results of research by Rahmat (Friantini, 2019) entitled "The Influence of Learning Motivation on Mathematics Learning Outcomes of Grade VIII Students of SMPN 1 Kuala Behe". The results of the study concluded that Learning Motivation has a positive effect on student learning outcomes.

The testing of this first hypothesis can provide information that the higher the motivation to learn owned by students, the higher the results of learning social studies

students. Low learning motivation will cause low social studies learning outcomes of students.

2. **The influence of the family environment on student achievement in social studies subjects at SMP Negeri 4 Mangarabombang**

The family environment is influential but not significant on learning outcomes. Hypothesis testing is carried out through t-test results in the form of t-counts which are then consulted in t-tables. After comparing the values of the two, it is known that the t-count value is smaller than the t-table, and the significance value is greater than the alpha value so that based on the regression data it can be concluded that the family environment does not have a positive effect on learning outcomes but based on the results of the *Analysis Path* a number is obtained on the Bheta value which shows that there is an influence but not significant so that the existing hypothesis is still accepted, However, the value of the indirect influence between the family environment on learning outcomes through learning activities is greater than the direct influence of the family environment on learning outcomes.

According to Andryani (2020) stated that, "In the field of education, the family is the main source of education, because all human knowledge and intellectual intelligence are obtained first of all from parents and family members themselves". The family environment has a considerable role in a person's learning success. The behavior he shows on a daily basis is always in interaction with the environment. Family Environment can be interpreted as a condition around us. The family environment plays an important role in the learning process of students. Thus, it is clear, educating children is the most important job and responsibility of parents. The main and noble task of forming the disposition, largely lies in the hands of parents. However, if a child has difficulties in school, as much as possible parents need to contact their child's teacher, to find out his progress.

Based on the results of research (Slameto, 2013) said that in improving children's achievement in the family environment can be done, namely the way parents educate, relationships between family members, home environment, family economic conditions, and parental understanding are part of improving the quality of children. However, in this study, it is suspected that the family environment does not have a significant influence because it is motivated by the lack of parental role in their children because of their busy work as seaweed fishermen who go in the morning, go home in the afternoon and even at night. The next cause is because the way to educate children is less effective because they only fully trust the teacher at school while if the child returns home, they no longer get service from parents. The next cause is because the relationship between families is lacking, there is less communication between children and parents related to activities and learning processes and the atmosphere at home is less harmonious because parents do not provide family time for their families because when returning home parents are tired and tired so they prefer to rest rather than chat.

Some parents of students are still ignorant about children's learning at home, turn on the television when children study at home, ask less about learning outcomes at school and are busy with their work. This is because parents have entrusted their children's educational affairs to teachers at school. However, there are some children who come from wealthy families and are always provided for their learning needs, but parents lack control over their learning because they are busy with work.

This is also in line with research conducted by Maria Rista Sartika (2018) entitled the influence of family environment, learning facilities, and learning discipline on the Learning Outcomes of grade XI social studies students of Pangudi Luhur High School Yogyakarta. Based on the calculation results show that the family environment has no effect on student learning outcomes. This is indicated by the t-count value of the family environment variable 1.462 and the r-count 0.145. This is because the family environment is less supportive in student learning activities at home. Therefore, the family should provide high understanding and attention so that children are more motivated in learning so that the learning outcomes achieved can be optimal. Good relationships between family members are also needed so that children feel comfortable while studying at home so that they can achieve optimal learning outcomes.

3. The influence of Learning Activities on student achievement in social studies subjects at SMP Negeri 4 Mangarabombang

Learning Activities have a positive and significant effect on Learning Outcomes. Hypothesis testing is carried out through t-test results in the form of t-counts which are then consulted in t-tables. After comparing the values of the two, it is known that the value of t-count is greater than t-table, so based on the data of these results it can be concluded that learning activities have a positive effect on learning outcomes and existing hypotheses are accepted.

The results of the study show that the higher the learning activities owned by students, the higher the Social Studies Learning Outcomes, and vice versa, the lower the learning activities, the lower the learning outcomes of students. Sudjana (2014) said that the indicators of learning activity are active in listening, looking for information well, strong in remembering information, and active in discussion.

In other words, learning activities affect learning outcomes because students who attend class are generally made active learning so that they are also active in opinions, questions and conveying suggestions in every moment including discussions. The second reason is because students become more innovative in finding information about the material and their memory power is also trained in the learning process and the ability to be a good listener so that learning does not go one way. Things like this make students have high learning activities, so it will be easy for them to achieve the desired goal, namely the results of social studies learning. These results reinforce the theory of Martinis Yamin, (2007) The learning process carried out in the classroom is an activity to transform knowledge, attitudes, and skills. Activity is a principle or principle that is very important in teaching and learning interactions (Sardiman, 2006). Learning activity is an activity carried out to produce changes in knowledge, values, attitudes, and skills in students as an exercise that is carried out intentionally. Learning activities include all activities carried out in the process of interaction (teachers and students) in order to achieve learning goals. Teachers do not only convey knowledge and skills. However, teachers must be able to bring students to be active in learning.

The testing of this third hypothesis can provide information that the higher the learning activities carried out by students, the higher the students' social studies learning outcomes, low learning activities will cause low learning quality. Things that need to be considered are that teachers must always improve learning activities for students by developing fun active learning models, always giving rewards to students who have good social studies learning outcomes, and encouraging or encouraging students who do not have good social studies learning outcomes.

This is in line with research conducted by Desi Ayu (2019) entitled The Effect of Learning Motivation and Learning Activities on Accounting Learning Outcomes. Based on the calculation results, it shows that learning activities affect the learning outcomes of class X Accounting students at SMK Negeri 1 Singaraja for the 2013/2014 academic year. This can be seen from the t-count greater than the t-table with a significant count smaller than alpha. So the hypothesis that states there is a positive and significant influence between learning activities on the learning outcomes of class X Accounting students at SMK Negeri 1 Singaraja for the 2013/2014 school year is proven and acceptable. Thus, student learning activities affect learning outcomes.

4. The influence of learning motivation and family environment indirectly on learning achievement (Y) through learning activities (X3) of students in social studies subjects at SMP Negeri 4 Mangarabombang

To determine the direct and indirect relationship of the variables of learning motivation, family environment to Learning Outcomes through learning activities carried out by path analysis (Path Analysis). This pathway analysis is carried out with two regression stages, namely learning motivation and family environment on learning activities (intervening) and learning motivation, family environment and learning activities on learning outcomes.

Learning motivation and family environment have a direct relationship with learning activities, and simultaneously or jointly between learning motivation and family environment on learning activities have a positive influence because the value is significantly smaller than alpha with an R square value or strength of influence of more than half a percent.

Learning motivation also has an indirect relationship with learning outcomes through learning activities whose relationship value is greater than the direct relationship. Likewise, the family environment has an indirect relationship with learning outcomes through learning activities whose relationship value is greater than the direct relationship.

Based on the second analysis, the path value or path value is obtained, there is a direct influence of learning motivation on learning outcomes as well as the family environment there is a direct influence on learning outcomes and learning activities on learning outcomes there is also a direct influence.

Learning motivation, family environment, and learning activities together have a positive and significant effect on the social studies learning outcomes of students at SMPN 4 Mangarabombang. Based on the simultaneous test F obtained the value of fcalculate and significant value, because the fcount is greater than the ftable and the value is significantly smaller than alpha so that learning motivation, family environment, and learning activities, have a positive and significant effect on learning outcomes with a strong R Square value.

Based on this information, it can be known the indirect influence of learning motivation and family environment on learning outcomes through learning activities, namely by multiplying first the value of the learning motivation path on learning activities with the value of the learning activity path on learning outcomes so that the value of indirect influence is greater than the direct influence of learning motivation on learning outcomes. While the value of the indirect influence of the family environment on learning outcomes through learning activities, it is also obtained by

multiplying the value of the family environment path on learning activities by the value of the learning activity path on learning outcomes so that the value of indirect influence is greater than the direct influence of the family environment on learning outcomes.

Overall, from the constructs studied, the total value of the influence of motivation on learning outcomes through learning activities was greater than the total value of the influence of the family environment on achievement through learning activities.

This shows that the indirect influence of learning motivation on learning outcomes through learning activities is greater than the direct influence of learning motivation on learning outcomes. Likewise, the variable of the learning environment on learning outcomes through learning activities is greater than the family environment on direct learning outcomes.

Based on this description, it can be concluded that there is an indirect influence of learning motivation on learning outcomes through student learning activities in social studies subjects at SMP Negeri 4 Mangarabombang. And there is an indirect influence of the family environment on learning outcomes through student learning activities in social studies subjects at SMP Negeri 4 Mangarabombang. This gives the conclusion that H4 is acceptable.

CONCLUSION

There is a positive and significant influence of Learning Motivation on student learning outcomes in social studies learning at SMPN 4 Mangarabombang as evidenced by the variable Learning Motivation which is positive t-calculated. In t-counts greater than t-tables with significance smaller than alpha values, and the value of the indirect influence between learning motivation on learning outcomes is greater than the direct influence of learning motivation on learning outcomes. This shows that Feelings of Pleasure, Student Interest, Student Attention, and Student Involvement in Learning play a very important role and have a positive influence in improving learning outcomes. So it can be concluded that the first hypothesis is accepted, which means that the construct of learning motivation has a significant positive effect on learning outcomes partially.

There is an influence but not significant in the family environment construct on the learning outcomes of students in social studies learning at SMPN 4 Mangarabombang, as evidenced by the family environment variable having a positive Beta value. In the construct, the significance value is greater than alpha, and the value of the indirect influence between the family environment on learning outcomes through learning activities is greater than the direct influence of the family environment on learning outcomes. This explains that in the family environment, the way parents educate, relationships between family members, home atmosphere, family economic conditions, and parental understanding are very necessary in didikik children in the family. But the reality that occurs in is the selfishness of parents who are more concerned with work than carrying out their fitra as the child's first education. So it can be concluded that the second hypothesis is rejected, which means that the Family Environment variable has an effect but is not significant on Learning Outcomes partially.

There is a positive and significant influence of Learning Activities on the quality of student learning in social studies learning at SMPN 4 Mangarabombang, as evidenced by the construct Learning activities have a positive t-count value. In this construct, t-count is greater than t-table with significance less than alpha value. This means that listening, seeking information, strong memory and active discussion are instrumental and

influential in improving learning outcomes. So it can be concluded that the third hypothesis is accepted, which means that the Learning Activity variable has a significant positive effect on Learning Outcomes partially.

There is an indirect influence of learning motivation and family environment, on learning outcomes through student learning activities in social studies subjects at SMPN 4 Mangarabombang as evidenced by Path Analysis, where the value of indirect influence between learning motivation variables on learning outcomes through learning activities is greater than the direct influence between learning motivation on learning outcomes. While the value of indirect influence between family environment variables on learning outcomes through learning activities is also greater than the value of direct pathways between family environments on learning outcomes. So it can be concluded that the fourth hypothesis is accepted, which means that the variables of learning motivation and family environment have an indirect influence on learning outcomes through learning activities.

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