

Impact of Student Activity and Environmental Support on Academic Performance at Surakarta High School

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Abstract

This research to find out how student activity and environmental support at Surakarta High School affects their academic achievement in the Sociology subjects will provide valuable insights for educators, parents, and educational stakeholders. Thus, the study aims to systematically analyze the relationship between student activity, environmental support, and academic achievement in the context of learning Sociology at Surakarta High School. This method of research is quantitative using the survey method using google form. Population is a whole student class X Phase E, XI Phase F 6-11 and XII IPS with a sample of 177 students, regression analysis with normality tests, rehabilitation, and hypothesis tests. Thus, the results of this study can be explained by the variables of student activity and environmental support of only 3.1% while the remaining 96.9% are influenced by other factors that are not included in this variable, expected to provide conceptual and practical contributions to improving the quality of learning and student performance at the middle level.

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INTRODUCTION

This research to find out how student activity and environmental support at Surakarta High School affects their academic achievement in the sociology subjects will provide valuable insights for educators, parents, and educational stakeholders. Thus, the study aims to systematically analyses the relationship between student activity, environmental support, and academic achievement in the context of learning sociology at Surakarta High School. This method of research is quantitative, using the survey method using a Google Form. Population is a whole student class (X Phase E, XI Phase F 6–11, and XII IPS) with a sample of 177 students, regression analysis with normality tests, rehabilitation, and hypothesis tests (Ilmiah & Vol, 2022).

Thus, the results of this study can be explained by the variables of student activity and environmental support of only 3.1%, while the remaining 96.9% are influenced by other factors that are not included in this variable and are expected to provide conceptual and practical contributions to improve the quality of learning and student performance at the middle level (Syafi'i et al., 2018) Internal factors include physical factors (health and

disabilities), psychological factors (intelligence, attention, interests, abilities, and readiness), and fatigue factors (body/soul fatigue) (Yuniarti & Yusuf, 2021). External factors include family factors (parent's way of educating children, relations between family members, economic conditions, and domestic situation), school factors (teacher's teaching methods, curriculum used, teacher-student relations, etc.), and social factors. The study aims to investigate the extent to which student activity and environmental support play a role in shaping their academic achievement, especially in the context of sociology subjects (Bahtiar et al., 2021). Surakarta State High School 6 was chosen as the research background because, as the arena of secondary education, this school reflects the reality of education at a critical level in the formation of the knowledge foundation of students. This in-depth analysis will provide insight into how the interaction between student activity and environmental support can affect their academic achievement in understanding and mastering complex sociological concepts. This research not only searches for relationships between these variables but also makes a positive contribution to a holistic understanding of the factors that influence learning sociology at the high school level (Anganthi, 2019).

With a focus on the extent to which student activity and environmental support contribute to academic achievement in the sociology subjects at Surakarta State High School 6, To realize the change in knowledge, attitude, and psychomotor aspects of each individual in the implementation of the learning process, it requires the student's activity in implementing learning (Asmendri & Sari, 2018); (Rahmayanti et al., 2022). Activity, according to Sardiman (2001), is the activity of doing and thinking as an inseparable network, physical and mental (Isya', 2020). So, from the statement above, it can be concluded that an activity is an activity performed both physically and mentally. According to (Kurniawan & Wustqa, 2018), the social environment itself is everything that exists around humans that can influence them, as happens between family, peers, and society.

Then the social environment is a sociological examination, which means a highlight based on relationships between people, Yuliani, 2018) relations between groups, and relationships between people and groups in the process of social life (Danirmala et al., 2020a)". The statement above is consistent with the view (Yumaroh, 2024) that "social environment involves conditions, conditions, and interactions between humans one with another. The social environment also includes the whole of individuals, groups, organizations, and systems in which a person is connected. Then it is in line with the opinion (Prameswari et al., 2020) that states that "the social environment is all people and the atmosphere of a place that can affect us both directly and indirectly."

The results are expected to provide a basis for stakeholders, such as schools, teachers, and parents, to identify appropriate strategies and support to improve students' academic achievement in sociology subjects while advancing the quality of education at the secondary level.

METHOD

According to (Lestari, 2023), quantitative research is a structured scientific study of phenomena and their relationships. (Sahir, 2021). According to Singaribun, the survey method is research that takes a sample from a population and uses a questionnaire as a data collection tool. (Sugiyono, 2022). These questionnaires are used to analyze the influence of student activity and the learning environment on the academic achievement of the sociology subjects at the 6th Surakarta State High School. The research population includes all the students who take the sociology subject, with a randomly selected research sample stratified to ensure good representation.

The research instrument consists of the development of questionnaires based on related literature. This questionnaire will involve structured questions that focus on variables of student activity, environmental support, and academic achievement in sociology. To ensure validity and reliability, the questionnaires will be compiled and

validated by experts in the fields of education and sociology. The reliability test will be performed using Cronbach's alpha test to ensure the consistency of the instrument.

The data collection process involves the distribution of questionnaires to six Surakarta State High School students, either directly or through online platforms, according to the conditions and agreement of the school. Data on student academic achievement in the sociology subjects will be obtained from the school's official academic records.

This research uses two free variables and one bound variable each (Amalia et al., 2021). The free variable is student activity and environmental support, while the bound variable is student academic achievement. The questionnaires are made in the form of a Google Form that is distributed to the research sample. Data collection was done through questionnaires and surveys using Google Forms. Using Google Forms does not require printing costs because of the use of paper, and researchers simply send a Google Form link instead of having to go to the classroom to distribute surveys or obtain data, which ultimately provides many benefits, including time savings because of the process can be done online and the results can be seen by researchers in a relatively short time, that is, as soon as they have responded to the questionnaire completely.

The next population is the entire students of Class X Phase E, XI Phase F 6-11, and XII IPS 1-5 State High School 6 Surakarta Teaching Year 2023/2024. The background of this population selection is that sociology is a subject taught in these classes. The number of students who obtained sociology subjects was 777, with the details of X Phase E 391, XI Phase F 6-11 209, and the classes (Arikunto, 2011). The sample is part of the number and characteristics that the population possesses. The sampling technique used is proportionate stratified random sampling, so that each class with a different phase can be represented. By calculating the number of samples using the Yount Table (1999), that is, if the population is above 101, then the sample can be taken from 10% of the population, which is a total of 78 students as a sample with the details of Class X Phase E 39 students, Class XI Phase F 6-11 21 students, and Class XII IPS 1-5 18 students. The sample calculation for each phase is based on the number of students. For Class X phase E, the number of pupils is 391 divided by the number of population members; once the sample size is 78, the result is 39 students. For Class XI Phase F, the student number in Class XI Phase F6-11 is divided by the population number, and when the sample number is 78, the result is 21 students.

Data analysis will use regression analysis techniques to assess the influence of student activity and environmental support on academic achievement in sociology. Data processing is done using statistical software such as SPSS to obtain accurate and reliable analysis results (Saifulloh & Muchtatom, 2023). In the ethical aspects of research, ethical approval will be obtained from the school, and permission will be obtained from the students who are respondents. This research is expected to contribute to a further understanding of the factors affecting academic achievement in the sociology subjects at Surakarta State High School 6 through a quantitative approach.

RESULTS AND DISCUSSION

The location of the research is Surakarta State High School 6 in October 2023–January 2024. The study was conducted to find out the impact of student activity and environmental support on academic achievement through questionnaires and questions. Questionnaires on the influence of student activities and environmentally supported academic performance were given to 78 respondents, which were divided into 39 students for Class X Phase E, 21 students in Class XI Phase F 6-11, and 18 students of Class XII IPS 1-5 State High School 6 Surakarta.

Before the lift is used, the instrument is tested. The first test is a first-minute lift validated by his expert, and after obtaining the results with a good qualification with little

revision or improvement, After that, they proceed with an elevation test on respondents (field validation) in the school with a total of 30 samples (Sari & Suryanawa, 2022).

The tested lifts consisted of nine student activity lifts and nine environmental support lifts. The test racket was tested on 30 samples, namely students of State High School 6 Surakarta classes X Phase E, XI Phase F, and XII IPS 1-5. To determine the validity of each angle element, the SPSS 25 correlation formula is used. Of the 10 active student variable instruments tested for validity, a total of 9 statements or instruments were declared valid (having a significance value <0.05), so 9 valid instruments were used for research and data collection. For environmental support variables, of the 10 validity-tested environmental support variables instruments, 9 declarations/instruments were declared to have valid significance values <0.05 , so that nine valid tools are used for data collection and research. Next, after a validity test is carried out, a reliability test should be performed to determine the consistency of the respondent's answers (Parahita, 2022). Below are the results of the reliability test of the student activity and environmental support variables:

Table 1 . Variable X reliability test (Student Activity)

Reliability Statistics	
Cronbach's Alpha	N of Items
,855	9

According to Wiratna Sujarweni (2014), the questionnaire is said to be reliable if Cronbach's alpha is >0.6 . The above data indicates that Cronbah's Alfa learning media variable gamification is 0.855, and it is concluded that the student activity variable (X1) is reliable because it is more than 0.6.

Table 2 . Variable X reliability test (Learning Environment)

Reliability Statistics	
Cronbach's Alpha	N of Items
,880	9

The results of the reliability test of the student activity variable on the table showed Cronbach's Alpha of 0.880. So it can be concluded that the learning environment support variable (X2) is reliable because it is more than 0.6. After the instrument is valid and reliable, proceed with the data collection phase through the loader. The data obtained then proceeds with the test, and linearity. Normality test using Kolmogorof Smirnov SPSS 25, thus yielding the data as follows:

Table 3 Student Activity Normality Test (X1) and Academic Performance (Y)

		Unstandardized Residual
N		78
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	4,38235455
Most Extreme Differences	Absolute	,086
	Positive	,083
	Negative	-,086
Test Statistic		,086
Asymp. Sig. (2-tailed)		,200 ^{c,d}

The consequences of the Kolmogorov-Smirnov test usually show a critical value of $0.200 > 0.05$, and the information is then closed to be sent regularly

Table 4 . Environmental Support Normality Test (X2) and Academic Performance

		Unstandardized Residual
N		78
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	4,33222689
Most Extreme Differences	Absolute	,091
	Positive	,091
	Negative	-,072
Test Statistic		,091
Asymp. Sig. (2-tailed)		,171 ^c

The consequences of the Kolmogorov-Smirnov normality test showed a critical value of 0.171 > 0.05, so information is given regularly. Next is the linearity test. It is stated that there is a direct signal relationship when the deviation of the linearity signal estimate is more pronounced than the alpha value ($\alpha = 0.05$ or 5%) and vice versa. Side effects of linearity tests between understudy movements and scholastic achievements:

Table 5 . Student Activity (X1), Linearity Test Table, and Academic Achievement (Y)

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined)	302,779	20	15,139	,733	,775
		Linearity	,661	1	,661	,032	,859
		Deviation from Linearity	302,118	19	15,901	,770	,730
Within Groups			1176,669	57	20,643		
Total			1479,449	77			

Given the consequences of the linearity test that realized the deviation from Linearity 0.730 > 0.05, it was considered that there was a direct relationship between the understudy movement (X1) and scholastic achievement (Y).

Table 6 . Linearity Test Table of Environmental Support (X2) and Academic Achievement (Y)

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Y * X2	Between Groups	(Combined)	484,281	22	22,013	1,217	,273
		Linearity	34,298	1	34,298	1,896	,174
		Deviation from Linearity	449,983	21	21,428	1,184	,301
Within Groups			995,168	55	18,094		
Total			1479,449	77			

Given the consequences of the linearity test realized with the deviation of the Linearity 0.301 > 0.05, it is assumed that there is a direct relationship between ecological aid (X2) and scientific achievement. (Y). Once each requirement is met, cinue to halfway speculation test (t test), with α not fully regulated = 5% (0.05). The legitimacy of speculation is as follows: H0 rejected, recognized with a very affordable price < 10.05. ity ofH0 has been recognized, and H is deducted if the important value is > 0.05. Given the speculative similarities of the problems above.

H01: Student activity has no influence on academic achievement

Ha1: Student activity influences academic achievement

H02: Environmental support does not affect academic achievement

Ha2: Environmental support influences academic achievement

H03: Student activity and environmental support have no impact on academic achievement

Ha3: Student activity and environmental support influence on academic achievement

Table 7 . Student Activity (X1) Hypothesis Test against Academic Achievement (Y)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	86,875	3,289		26,414	,000
	X1	,019	,104	,021	,184	,854

a. Dependent Variable: Y

Looking from the table above, we realize the importance of the value $0.854 > 0.05$, and in the segment t, we get the value $t \text{ count} = 0.184 < 1.99167 = t \text{ table}$. This tends to be the reason that H0 is recognized and Ha is rejected, which means there is no critical impact between action (X1) on academic achievement (Y).

Table 8 . Test of Environmental Support Hypothesis (X2) on Academic Achievement (Y)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	83,527	2,980		28,025	,000
	X2	,124	,092	,152	1,343	,183

a. Dependent Variable: Y

Based on the table above, we realize the importance of the value $0.183 > 0.05$, and in the segment t, we get the value $t \text{ count} = 1.343 < 1.99167 = t \text{ table}$. It can be concluded that H0 is accepted and Ha rejected means there is no significant influence between environmental support (X2) on academic achievement (Y).

Table 9 : Student Activity (X1) and Environmental Support (X2) Hypothesis Test for Academic Performance

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	84,917	3,503		24,241	,000
	X1	-,098	,128	-,108	-,761	,449
	X2	,176	,115	,216	1,529	,130

a. Dependent Variable: Y

Based on the table above, X1 is known to have a significant value of $0.449 > 0.05$, and in the segment t, the value $t \text{ count} = -0.761 < 1.99167 = t \text{ table}$. The conclusion that H0 is recognized and Ha rejected means there is no major impact between understudy movements (X1) and ecological aid (X2) on academic achievement (Y). In addition to the hypothesis test above, you can also use a double linear regression test, such as the following table:

Table 10 . Double Linear Regression

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	45,362	2	22,681	1,186	,311 ^b
	Residual	1434,086	75	19,121		
	Total	1479,449	77			

Based on the estimate of known results F count = 1.186, the significant estimate is 0.311 > 0.05, which means that there is no impact of the less studied action factors (X1) and ecological aid (X2) on academic performance (Y), then the researchers performed correlation tests to find out how much the influence of the student activity variables (X 1) and environmental support (X 2) on the academic achievement (Y) is as follows:

Table 11 . Correlation test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,175 ^a	,031	,005	4,373

Based on climate support, by paying attention to the table, the value of the connection (R) is 0.175. The obtained certainty coefficient (R square) of 0.031 implies that the impact of less studied action (X1) and ecological aid (Y) on school achievement (I) is 3.1%. Given the consequences of the double relapse test, a critical value of 0.311 > 0.05 is obtained, suggesting that there is no impact of the less studied action factors (X 1) and natural aid (X 2) on scientific achievements (Riyadi & Affandi, 2018). (Y). Based on the results of the above research, it can be given the following interpretation:

Impact of Student Activity on Academic Performance Although the estimated connection (R) is 0.175 of the result, the coefficient of certainty (R square) is 0.031, and it implies that the impact of understudy action (X 1) and climate aid (Y) on scholastic exclusion (I) is 3.1%, so it is very well predictable that variability in the scientific achievement variable can be reasonable by the factors of the substudy action and the climate support of only 3.1 percent, while the surplus of 96.9 percent is affected by different elements excluded from this variable (Danirmala et al., 2020). The main speculation in this review reveals that there is no critical impact between the understudy movement (X1) and the academic achievement (Y) of the social science subjects at Surakarta State High School, 6 Showing Year 2023/2024. Given the major speculative testing, it is highly likely to be found that the understudy movement does not have such a major impact on the scientific achievement of the substudy, which implies that scholastic presentations are influenced by different elements that are more dominant, so completing high -level of research is crucial (Sariyatun et al., 2021). Given the test consequences of the speculation obtained, the important value of the t test is 0.854. Such an important value is more prominent than 0.05, while the t count is simpler than the table value of t (0.184 < 1.99167). (Kerebungu et al., 2022) The table is obtained by taking the gander on the transport table t at $\alpha=0.05$ with df 75 (nk-1 or 78-2-1), then, at that point, rejecting it and obtaining a meaningful rate of 5%. Therefore, it can be concluded that there is no major impact between understudy movements and the scholastic achievements of understudies of humanitarian subjects at the 6th Surakarta State High School Showing Year 2023/2024.

The rate of achievement of the substudy action variable obtained in this study was 69.4%. The results can be determined by looking at the number of scores from the survey that has been distributed to respondents with the most important score for each variable (Jatmika, Sari, et al., 2020). From the information that has been collected, the thing with

the highest score is thing number 7, with a total of 304 containing the statement "I participated effectively in the bunch's work in studying humanism. (Sufanti et al., 2021)" From the statement, it shows the most striking dynamic support of the students only during the band's work, conversations, and performances. Although the thing that achieved the most reduction was thing number 5 with absolute 215, which contained the statement "I effectively followed exercises related to courses of humanism (classes, studios, races, Olympics, etc.), (Putri & Nursanti, 2020)" This suggests that there are still many substudies who have not participated effectively in exercises beyond learning related to the subject of social sciences. Students should be encouraged to compete and find data, information, and experiences related to humanism from various sources.

Based on the analysis of the variance of two path cells not equal to the degree of significance of 5%, the value of $F_{AB}=2.005$ and $F_{0.05:2.67}=3.141$ is obtained. Since $F_{AB}=2,005$. Impact of Environmental Support on Academic Performance I. The second hypothesis in this study states that there is no significant influence between environmental support (X2) on academic achievement (Y) of the Sociology subjects in the 6th Surakarta State High School in 2023/2024. Based on the testing of the second hypothesis, it can be found that environmental support has not so much influence on student academic achievement, meaning that academic performance is influenced by other factors that are more dominant, so it is necessary to carry out advanced research (Jatmika, Pramita, et al., 2020). Based on the test results of the hypothesis obtained a test significance value of t of 0.183. Such significance values are greater than 0.05 (Fathoni et al., 2021), whereas t counts are less than table t values $1.343 < 1.99167$. The T table is obtained by looking at the t distribution table at $\alpha=0.05$ with df 75 ($nk-1$ or $78-2-1$), then rejected and accepted a 5% significance level (Prasetyarini et al., 2021). So it can be concluded that there is no significant influence between the environmental support on the academic achievement of students of the Sociology subjects at the State High School 6 Surakarta Teaching Year 2023/2024.

The rate of achievement of the environmental support variable obtained in this study was 70.77%. The results can be obtained by comparing the number of scores from the questionnaire distributed to the respondents with the highest score of the criterion of each variable (Pendidikan Ekonomi et al., 2023). From the data collected, the item with the highest score was item number one with a total of 289 containing the statement "I feel the support of the family for academic activities" (Palupi et al., 2020). The statement suggests that family support for academic achievement has a greater influence than any other environmental support (Supriyanto et al., 2022). The item with the lowest score was item number 4 with a total of 249 containing the statement "I often discuss lessons or school duties with my family members" (Andita Yuningtyas, 2023). It shows many students who have never discussed lessons or school duties with their parents or other family members. The role of the family in the success of education is crucial (Azizah & Azani, 2023).

According to the results of the study (Subiyantari et al., 2019) showing no positive impact of the social environment on learning achievement, it is expected that students continue to sort and filter information obtained from the environment, in addition, students are expected to learn and thrive in a positive social environment and minimize relationships with the negative social environment such as excessive use of social media. Based on the results of the test of the hypothesis (Agus et al., 2022) and (Triyanto, 2023) the result of the family environment variable against the variable of the learning outcome was obtained with the T -Statistics number of $0.645 < 1.96$ and the PV values number of $0.519 > 0.05$ which means the absence of a positive and significant influence, so the hypothetical (H_1) was rejected (Budirahayu & Saud, 2021).

This is relevant to the results of Hasanah's study (Fathan Syuhada Kurniawan et al., 2022) in (Lasfika et al., 2022) one of the causes of poor student learning outcomes due to problems in the student's family environment among them; (1) lack of time for families to

guide their children in their studies; (2) families have not provided adequate learning facilities; and (3) families always think that school activities are sufficient to meet their child's education; and (4) parents of students are too busy with their work that leads to lack of attention they give and tend to be indifferent to their children's learning activities (Sulvahrul Amin & Maria Ulviani, 2020). The results of the study are relevant to several other studies, namely, the influence of teachers competence, learning motivation and family environment on learning outcomes by (Supeni et al., 2023), family environment influence on student learning outcomes of 4.1%. This percentage is small, because 3.28% of the initial survey results in the field that affects the low student score is the lack of family participation. (parent). According to a study by (Jati et al., 2019) entitled Influence of Caregiving Patterns, Community Environment and Learning Discipline on Students' Learning Outcomes, Social Environmental Conditions have a very weak influence on student learning outcomes.

CONCLUSION

There is no critical impact between the understudy movement variable (X1) and scholastic execution (Y). It is known from the importance worth of $0.854 > 0.05$, and on the segment acquired t count esteem = $0.184 < 1.99167 = t$ table, then, at that point, H_0 is acknowledged and H_a dismissed, so it very well may be finished up that there is no huge impact between understudy action and learning execution. There is a huge impact between the natural help variable (X2) and scholarly accomplishment (Y). This is known from the importance worth of $0.183 > 0.05$, and on the section t got the t count esteem = $1.343 < 1.99167 = t$ table then H_0 is acknowledged and H_a ignored so it very well may be presumed that there is no critical effect on learning exclusion between ecological sponsorship (X2). (Y). The impact of understudy action factors (X1) and natural help (X2) on scholastic execution (Y). This is known from the X1 importance worth of $0.449 > 0.05$, and in the section t got calculated t esteem = $-0.761 < 1.99167 = t$ table. The X2 importance esteem is $0.130 > 0.05$, and on the column t purchasing counting critical impact between understudy movement (x1) and supporting the climate (x2) on learning execution. (Y).

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