



## The Relationship Between Family Environment and School Environment on Discipline of Students' Majoring in Accounting at the East Jakarta Vocational High School

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### ABSTRACT

This study aims to know: (1) relationship between family environment and students' discipline; (2) relationship between school environment and students' discipline; and (3) relationship between family environment and school environment on students' discipline. From all vocational high school in East Jakarta, Researchers took samples from two schools. The reachable population in this study were all students' that majoring accounting on SMK 48 and SMK 46, totaling of 431 people. With the proportion random sampling technique, the total of sample is 81 students'. The questionnaires that researchers distributed were measured using a Likert Scale. Based on the results of research conducted by researchers on all of three variables, it appears in the results of the calculation of the coefficient of determination (R<sup>2</sup>), that the percentage of the relationship between the family environment and student discipline is 17%. The percentage of relationship between school environment and students' discipline is reaches 30.5% and with the coefficient determination test it can be concluded that Family Environment and School Environment simultaneously has a positive relationship on Students' Discipline by 32%.

**Keywords:** Family Environment, School Environment, Students' Discipline

### INTRODUCTION

In the implementation of successful education, it requires synchronization between related elements so that education carried out by school institutions can realize one of the ideals of the Indonesian nation, namely to be able to educate the nation's life.

In carrying out successful education it starts with a learning process that runs smoothly in schools. To create smooth learning requires discipline in students in the classroom. This was reinforced by Fransisca's opinion as a researcher at the Center for Research and Policy of the Ministry of Education and Culture (*Kemendikbud*) who said that Indonesia's PISA ranking in 2018 was in 74th place out of 80 participating countries, indicating that Indonesia is in an alarming rank. Efforts to improve Indonesia's PISA ranking Fransisca recommends that teachers maintain student discipline in the classroom in order to increase students' enjoyment of reading and optimize learning practices that have a positive influence on students (Humaniora, 2020).

Judging from the school environment (Adriansyah et al., 2023; Nyoto et al., 2023), discipline is very important in the learning process. Because with discipline students will be able study regularly and planned. That way a school environment that has a good level of discipline and proper discipline will shape student discipline well. Many factors can affect student discipline, starting from self-awareness, motivation and also the environment. In environmental aspect, Student discipline is influenced in large part by the family environment (Isik et al., 2018) and school environment. Herbert J. Klausmeier, explained that environmental factors often cited as influences upon student discipline behavior include: (1) the family situation, (2) the peer group, (3) television viewing, (4) the social-psychology climate of the school, and (5) teacher behaviors (Klausmeier, 1975).

According to Ekosiswoyo (Chandra, 2017) there are two factors that influence student discipline, namely the family environment and the school environment. Strengthened by Abdurahman's statement (An-Nahlawi, 1995) which states that disciplinary behavior can be formed by going through a coaching process that comes from the family environment, education (school environment) and also from experience. Based on

research conducted by Afrida Nesya Putri and Nastiti Mufidah (Putri & Mufidah, 2020) with title the influence of the family environment and school environment on students' discipline of SMP 1 Magetan, this study shows that the family environment and school environment have a significant influence on students' discipline.

In this study, the authors took family environment and school environment factors as an independent variable. And Students' Discipline as a dependent variable.

## LITERATURE REVIEW

### Students' Discipline

Discipline (Adlya et al., 2020; Simba et al., 2016; Veri et al., 2020) is an important aspect in the implementation of an education undertaken by a student. Student discipline is formed through a process that is not short but requires enough time. According to Stara Waji in (Amri, 2016) the word Discipline comes from the Latin *discere* which means learning. Then from the word *discere* comes the word *disciplina* which means teaching or training. Discipline is defined as an awareness of attitude in carrying out a job in an orderly and orderly manner according to established regulations with full responsibility and without any encouragement or coercion from anyone (Ulker & Bariş, 2020). Soegeng Prijodarminto (Prijodarminto, 1992) said that discipline is a condition that shows the value of an obedience, loyalty, order and order that is formed and created through a process of a series of behaviors. According to Imas (Purnamasari, 2006) discipline is behavior that carries out learning activities regularly and obeys established learning rules. Indicators of Students' discipline include of obedience, self-control, and regularity. In this research students' discipline will be Y variables.

### Family Environment

Discipline is ideally formed starting from the family environment. The existence of a disciplined attitude taught by parents, siblings and relatives in the family environment can generally provide sufficient provisions for the formation of an obedient attitude towards the rules shown by a child which will then bring up a disciplined attitude over time. According to Ki Hajar Dewantara, etymologically family (*Keluarga*) comes from the words *kawula* and *warga*. *Kawula* means "servant", i.e., "servant" and *warga* means member. As a servant in the family, it is a person's obligation to surrender all his interests to his family. On the other hand, as a citizen or member, a person has the full right to participate in taking care of all the interests of his family. In this case the family environment is interpreted as a place of perfect education for the formation of character and as a provision for living in society (Yohana, 2017). According to Barnadib (Barnadib, 1995), the family environment is the environment that is responsible for behavior, personality formation, affection, attention, guidance and health and atmosphere in the home. According to Fuad Ihsan, family environmental factors that influence the development of students are: attention and affection from parents, parents' exemplary character for children, and family harmony (Ihsan, 2005). The same with Ronald (Ronald, 2006) explanation on a family environment factor that lead on students' discipline which includes the attention and affection of parents towards children, the completeness of parents, and family harmony. The indicators of Family environment include of attention and affection from parents, the completeness of parents, family harmony and parents' exemplary character. In this research family environment will be X1 variables.

### School environment

One of the factors that influence a students' discipline is school environment. School is an educational institution that is deliberately designed and implemented in accordance with strict regulations, must be tiered and continuous so that it can be called formal education (Uyoh et al., 2018). According to Slameto (Slameto, 2010). The school environment basically includes: (1) Teaching Methods, (2) Relations between Teachers and Students, (3) Relations between Students, (4) Student Discipline Rules, (5) Study Tools, and (6). School's Time. Nana explained that the school environment includes:(1) Physical Environment such as Facilities and Infrastructure, Learning Media, Learning Resources, (2) Social Environment, which concerns student relationships with peers, teachers and other school staff, and (3) Academic environment (Rostania et al., 2023), which includes the state of the school atmosphere, the implementation of learning teaching and extracurricular activities (Harahap & Ambarita, 2018). Indicators of the school environment include teaching methods, relation between teachers and students', relations between students, school situation, school time, and schools discipline. In this research school environment will be X2 Variables.

From the theoretical explanation above, the following is the hypothesis that the researchers proposed: Hypothesis 1 (H1): There is a relationship between the family environment and students' discipline.

Hypothesis 2 (H2): There is a relationship between the school environment and students' discipline.

Hypothesis 3 (H3): There is a relationship between the family environment and school environment on students' discipline.

## METHODOLOGY

The research method is used to make it easier for researchers to see and understand the object to be studied. The research method in this study uses quantitative research methods. Researchers use primary data for all research variables. In this study, researchers used quantitative methods with questionnaire method types. The survey method itself is carried out by distributing questionnaires to the research object as a data source. The reason researchers use this method is to know relationship between Family Environment (X1) and School Environment (X2) on Students' Discipline (Y). The reachable population in this study were all students' that majoring accounting on SMK 48 and SMK 46, totaling of 431 people with a total sample of 81 students.

**Table 1. Proportion Random Sampling**

Number	Accounting Students	Amount	Calculation	Number of Samples
1.	SMK 48	217	$\frac{217}{431} \times 81$	41
2.	SMK 46	214	$\frac{214}{431} \times 81$	40
<b>Total</b>		<b>431</b>		<b>81 Students'</b>

Source: data processed by researcher (2023)

The data analysis techniques in this study are: 1) Analysis Requirements Test consisting of Normality and Linearity Tests, 2) Multicollinearity Tests, 3) Heteroscedasticity Tests, 4) Autocorrelation Test, 5) Simple linear regression analysis, 6) Multiple Regression Analysis.

## RESULTS AND DISCUSSION

### Normality test

The normality test is needed before determining the research hypothesis, the goal is to find out whether the data is normally distributed or not. The normality test was carried out using the Kolmogorov-Smirnov test with a significance level of 0.05 or 5% using the SPSS version 23.0 application.

**Table 2. One-Sample Kolmogorov-Smirnov Test Result**

		Unstandardized Residual
N		81
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	12,12619092
Most Extreme Differences	Absolute	,076
	Positive	,053
	Negative	-,076
Test Statistic		,076
Asymp. Sig. (2-tailed)		<b>,200<sup>c,d</sup></b>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Source: data processed by researchers (2023)

Based on Table 2, it can be explained that the variable data used in this study is normally distributed after the Kolmogorov-Smirnov normality test, where the Asymptotic Significance value is  $0.200 > 0.05$ , which means that the research data has been normally distributed, so the data can be used in testing with the regression model.

### Linearity Test

The purpose of doing linearity testing is to find out whether the two variables that will be subjected to statistical analysis procedures show a linear relationship or not. The linearity test can be seen from the Test of Linearity in the ANOVA table using the SPSS version 23 application as follows.

**Table 3. Linearity Test X1& Y Result**

			Sum of Squares	df	Mean Square	F	Sig.
Students' Discipline (Y) * Family Environment (X1)	Between Groups	(Combined)	12131,317	43	282,124	2,03	,000
		Linearity	2929,835	1	2929,835	21,1	,000
		Deviation from Linearity	9201,482	42	219,083	1,58	<b>,080</b>
	Within Groups	5134,633	37	138,774			
	Total	17265,951	80				

Source: data processed by researchers (2023)

Based on the results of the linearity test above, it can be seen that the significance value is 0.080 where this value is  $> 0.05$  so that there is a linear effect. It means that there is a linear relationship between family environment variables (X1) with the variable of students' discipline (Y).

Testing the significance of the linearity of variable X with variable Y was not only carried out on variable X1, but also testing the significance of linearity with variable X2 on Y. The following are the results of the linearity test using SPSS version 23.0.

**Table 4. Linearity Test X2 & Y Result**

			Sum of Squares	df	Mean Square	F	Sig.
Students' Discipline (Y)* School Environment (X2)	Between Groups	(Combined)	10950,793	45	243,351	1,349	,000
		Linearity	5270,650	1	5270,650	29,2	,000
		Deviation from Linearity	5680,143	44	129,094	,715	<b>,854</b>
	Within Groups	6315,157	35	180,433			
	Total	17265,951	80				

Source: data processed by researchers (2023)

Based on the results of the linearity test above, it can be seen that the significance value is 0.854 where this value is  $> 0.05$  so that there is a linear effect. It means that there is a linear relationship between school environment variables (X2) with the variable of students' discipline (Y).

### Multicollinearity Test

The purpose of conducting a multicollinearity test is to determine whether or not multicollinearity exists by investigating how large the intercorrelation between the independent variables is. Whether multicollinearity exists or not can be seen from the tolerance value and variance inflation factor (VIF).

**Table 5. Multicollinearity Test Result**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	39.450	13,58	2,906	.005		
	Family Environment (X1)	.125	.101	.141	1,240	.219	<b>.671</b> <b>1,491</b>
	School Environment (X2)	.429	.104	.471	4,130	.000	<b>.671</b> <b>1,491</b>

a. Dependent Variable: Students' Discipline (Y)

Source: data processed by researchers (2023)

Based on the results of the multicollinearity test in the table above, it shows that all Family Environment (X1) and School Environment (X2) variables have a Tolerance Value  $> 0.10$  of 0.671 and 0.671. In addition, the Family Environment (X1) and School Environment (X2) variables have a VIF value of 1.491 and 1.491, meaning that the VIF value is  $< 10$ . Thus it can be concluded that in this study there was no multicollinearity.

### Heteroscedasticity Test

This test aims to test whether in the regression model there is an inequality of variance from the residuals of one observation with other observations. The way to detect the presence or absence of heteroscedasticity is by using the Glejser test.

**Table 6. Heteroscedasticity Test Result**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	21,780	7,300		2,984	.004
1 Family Environment (X1)	,063	.054	,156	1,165	<b>.247</b>
School Environment (X2)	-.125	.056	-,300	-2,241	<b>.078</b>

a. Dependent Variable: Abs\_res

Source: data processed by researchers (2023)

Based on the results of the table above, it shows that Family Environment has a significance value of 0.247 and School Environment of 0.078. It can be concluded that these two variables have a significance value of more than 0.05, so it can be said that this study did not have heteroscedasticity.

### Autocorrelation Test

The next test is autocorrelation which is carried out using the SPSS 23.0 program. Correlation test is done with Durbin Watson formula.

**Table 7. Autocorrelation Test Result**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin Watson
1	,565 <sup>a</sup>	<b>,319</b>	,301	12,281	1,820

a. Predictors: (Constant), Family Environment (X1), School Environment (X2)

b. Dependent Variables: Students' Discipline (Y)

Source: data processed by researchers (2023)

It is known that the value of:

$$d = 1.820$$

$$dl = 1.588$$

$$du = 1.690$$

$$4-dl = 2.412$$

$$4-du = 2.310$$

So it can be concluded that the value of  $du < d < 4 - du = 1.690 < 1.820 < 2.310$ , so there is no autocorrelation.

### Simple Linear Regression Analysis

From obtaining the questionnaire data that has been collected and the data is normally distributed, the next step is to test the data using a simple linear regression formula which is processed using the SPSS 23.0 program. The following is an explanation of whether there is a relationship between family environment variables on student discipline as below:

**Table 8. Simple Linear Regression Analysis X1 & Y Result**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	<b>77,035</b>	11,050		6,972	,000
1 Family Environment (X1)	<b>,364</b>	,091	,412	4,018	,000

a. Dependent Variable: Students' Discipline

Source: data processed by researchers (2023)

From the table above it is known that the value of B is equal to 0.364 which is a regression of the family environment variable (X1). This indicates that the family environment has a positive relationship on student discipline. The equation obtained from the table above is  $Y = 77.035 + 0.364X1$ . This means that for every 1 point increase from the family environment, the student's discipline score will also increase by 0.364.

Testing the simple linear regression of variable X with variable Y was not only carried out on variable X1, but also testing the significance of linearity with variable X2 on Y. The following are the results of the linearity test using SPSS version 23.0.

**Table 9. Simple Linear Regression Analysis X2 & Y Result**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	<b>43,109</b>	13,295		3,242	,002
School Environment (X2)	<b>,503</b>	,085	,553	5,892	,000

a. Dependent Variable: Students' Discipline

Source: data processed by researchers (2023)

From the table above it is known that the value of B is equal to 0.503 which is a regression of the school environment variable (X1). This indicates that the school environment has a positive relationship on students' discipline. The equation obtained from the table above is  $Y = 43.109 + 0.503X_2$ . This means that for every 1 point increase from the school environment, the student's discipline score will also increase by 0.503.

### Multiple Regression Analysis

Multiple regression analysis was carried out to determine the magnitude of the relationship between the independent variable (X) and the dependent variable (Y), namely Family Environment (X1) and School Environment (X2) which have a positive and significant effect on Students' Discipline (Y). The results of multiple regression analysis using the SPSS version 23 application are as follows:

**Table 10. Multiple Regression Analysis Result**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	<b>39,450</b>	13,6575		2,906	,005
1 Family Environment	<b>,125</b>	,101	,141	1,240	,219
School Environment	<b>,429</b>	,104	,471	4,130	,000

a. Dependent Variable: Students' Discipline (Y)

Source: data processed by researchers (2023)

Based on the results of the table above, it can be seen that the regression equation with the following formula:

$$\hat{Y} = \alpha + \beta_1 X_1 + \beta_2 X_2$$

$$\hat{Y} = 39,450 + 0,125X_1 + 0,429X_2$$

This shows that the value of the constant  $\alpha$  obtained is 39,450. So it can be interpreted that if the independent variable (X) is worth 0 (constant) then the dependent variable (Y) is worth 32.215. The regression coefficient values of the variables X1 and X2 have positive values of 0.243 and 0.428, so this means that if the variables X1 and X2 increase, the variable Y will also increase, and vice versa.

### Determination Coefficient Test

The coefficient of determination test was carried out to determine how much influence the independent variables (Family Environment and school environment) had on the dependent variable (Students' Discipline) in the form of a percentage. The following are the results of the coefficient of determination test in this study using SPSS version 23:

**Table 11. Determination Coefficient Test Result**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,565 <sup>a</sup>	<b>,319</b>	,301	12,281

a. Predictors: (Constant), Family Environment, School Environment

Source: data processed by researchers (2023)

The results of the test table for the coefficient of determination can be seen from the R Square value in the table above. Based on the table above, the test results for the coefficient of determination show an R Square or R<sup>2</sup> value of 0.319 or 32%. With this, it can be concluded that Family Environment and School Environment simultaneously has a positive Relationship on Students' Discipline by 32%.

### The Relationship of Family Environment on Students' Discipline

From the results of the research that has been carried out using the simple linear regression formula, it is known that the value of  $F_{\text{count}} = 16.145$  compared to  $F_{\text{table}}$  with a significant level of 0.5, namely: 3.96, it can be seen that  $F_{\text{count}} > F_{\text{table}}$ . So it can be concluded that the first Hypothesis is accepted, which indicates there is a

relationship between the Family Environment variable (X1) and Students' Discipline (Y). Then based on the results of the calculation of the coefficient of determination (R<sup>2</sup>), the number obtained is 0.170, which means that the percentage of the relationship between the family environment and student discipline is 17% and the rest is influenced by other factors.

### **The Relationship Between School Environment on Students' Discipline**

The results of this study support the second hypothesis that the School Environment variable has a relationship on Students' Discipline. From the results of the analysis that the researchers carried out regarding the school environment on student discipline using a simple linear regression formula, it is known that  $F_{\text{count}} = 34.712$  which is then compared with  $F_{\text{table}}$  and a significant level of 0.5 namely: 3.96 so that  $F_{\text{count}} > F_{\text{table}}$ . Then H<sub>2</sub> is accepted, so that the environment school has a relationship on students' discipline. Based on the results of the calculation of the coefficient of determination (R<sup>2</sup>), the number is 0.305 which means that the school environment has a relationship with the student discipline variable of 30.5% and the rest is influenced by other factors.

### **The Effect of Personality and Family Environment on Interest in Entrepreneurship**

Based on the results of calculations using the multiple linear regression formula, the researcher obtained a value of  $F_{\text{count}} = 18.242 > F_{\text{table}} = 3.11$  with a significance value of  $0.000 < 0.05$ . So it can be concluded that the third hypothesis is accepted with the regression equation  $Y = 39.450 + 0.125 X_1 + 0.429 X_2$ . This means that if the Family Environment variable (X1) has increased by 1 point 0.125, the student discipline score will also increase by 1 point by 0.125, so if the School Environment variable (X2) has increased by 1 point 0.429 then the Student Discipline variable (Y) will also increase by 1 point by 0.429.

This indicates that the variables indicating that the family environment and school environment jointly or simultaneously have a positive relationship with student discipline. The coefficient of determination (R<sup>2</sup>) is 0.319, which means that the family environment and school environment have a positive relationship of up to 32% towards student discipline majoring in Accounting (AKL) in East Jakarta Vocational High Schools and the rest is influenced by other factors.

## **CONCLUSION**

### **Conclusion**

Based on the results of research and discussion, it can be concluded as follows:

1. There is a relationship of Family Environment on Students' Discipline with a value of  $F_{\text{count}} = 16.145$  compared to  $F_{\text{table}}$  with a significant level of 0.5, namely: 3.96, it can be seen that  $F_{\text{count}} > F_{\text{table}}$  and a significance value less than 0.05, namely 0.000.
2. There is a relationship of School Environment on Students' Discipline with a  $F_{\text{count}} = 34.712$  which is then compared with  $F_{\text{table}}$  and a significant level of 0.5 namely: 3.96 so that  $F_{\text{count}} > F_{\text{table}}$  and a significance value of less than 0.05, namely 0.000.
3. There is a relationship between Family Environment and School Environment on Students' Discipline with a value of  $F_{\text{count}} = 18.242 > F_{\text{table}} = 3.11$  with a significance value of  $0.000 < 0.05$ .

### **Recommendation**

From the presentation of the research results and also the conclusions that the researcher has given, the following recommendation can be given by the researcher:

1. Suggestions For families

After this research was carried out, the researcher hopes that all family members, especially parents, in the process of forming a child's discipline attitude, can be done by giving attention and affection to children sincerely, can be an example/role model for their children in accordance with norms and religion and can start foster discipline in children from an early age.

2. Suggestions for School Institutions

Researchers hope that all parties in school institutions can always be good role models in efforts to form student discipline. This can be done by cultivating positive values in students through the rules that have been set at school as well as by monitoring and evaluating regulatory policies in schools so that they can improve students' discipline.

### 3. Suggestions for Students

Researchers suggest that students can communicate well with their families and schools so that if there are problems related to discipline, they can be handled properly so that they do not hinder the process of forming the character of student discipline, so that the disciplinary attitude possessed by students will be better. Researchers also suggest students to do more positive activities so they can get used to being disciplined.

### 4. Further Researchers

From the research that has been done, information is obtained that there is a relationship between the family environment and the school environment on student discipline. However, student discipline is still heavily influenced by both other internal and external factors. Therefore, it is hoped that future researchers will be able to explore more variables or other factors such as motivation, self-control, peers, interests and others which also have a relationship with student discipline. The latter is expected for the results of this study to be of good use to future researchers.

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