



# The Influence of Family Harmony and School Environment on Sociology Learning Achievement in Senior High School Students

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Article Info	Abstract
<b>Article History</b> Received: 2023-07-12 Revised: 2023-08-22 Published: 2023-09-02  <b>Keywords:</b> <i>Family Harmony; School Environment; Sociology Learning; Education.</i>	This research is verification research or descriptive research. The investigated variables are family harmony ( $X_1$ ), school environment ( $X_2$ ) and students learning achievements ( $Y$ ). The research was conducted at SMAN 4 Barru District with 105 students as the samples from 144 students as the populations. The samples were taken through proportional and random sampling procedure. The data were collected by employing questionnaires, test and documentation. The hypothesis was tested and analyzed by using simple regression and double regression. The results of the research reveal that (1) There is positive influence and significant influence of family harmony on Sociology learning achievements of IPS students at SMA Negeri 4 Barru, (2) There is positive influence and significant influence of school environment on Sociology learning achievements of IPS students at SMAN 4 Barru, and (3) There is positive and significant influence between family harmony and school environment simultaneously on learning achievements of the IPS students at SMAN 4 Barru.
Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2023-07-12 Direvisi: 2023-08-22 Dipublikasi: 2023-09-02  <b>Kata kunci:</b> <i>Keharmonisan Keluarga; Lingkungan Sekolah; Pembelajaran Sosiologi; Pendidikan.</i>	Penelitian ini adalah penelitian verifikatif atau penelitian penjelasan. Variabel yang diteliti adalah keharmonisan keluarga ( $X_1$ ), lingkungan sekolah ( $X_2$ ), dan prestasi belajar siswa ( $Y$ ). Penelitian ini dilaksanakan di SMA Negeri 4 Barru dengan jumlah sampel sebanyak 105 siswa dari populasi 144 siswa, dengan pengambilan sampel dilakukan melalui prosedur proporsional dan random sampling. Pengumpulan data menggunakan angket, tes dan dokumentasi. Hipotesis diuji dan dianalisis dengan menggunakan Regresi sederhana dan Regresi berganda. Hasil penelitian menunjukkan bahwa (1) Terdapat pengaruh yang positif dan signifikan keharmonisan keluarga terhadap prestasi belajar Sosiologi pada siswa IPS di SMA Negeri 4 Barru, (2) Terdapat pengaruh yang positif dan signifikan lingkungan sekolah terhadap prestasi belajar Sosiologi pada siswa IPS di SMA Negeri 4 Barru, dan (3) Terdapat pengaruh yang positif dan signifikan antara keharmonisan keluarga dan lingkungan sekolah secara bersama-sama terhadap prestasi belajar Sosiologi pada siswa IPS di SMA Negeri 4 Barru.

## I. INTRODUCTION

Education is basically an effort to provide certain knowledge, insights, skills, and expertise to individuals in order to develop themselves so that they are able to face any changes that occur. As we know that various factors cause the emergence of learning problems on learning achievement. These factors include internal factors and external factors. Internal factors are factors that arise from within the students themselves, such as intelligence and personality levels. While external factors are factors that arise from outside the student, such as family harmony factors and the school environment.

In this case, education can not only be carried out in the school environment, which is also a formal educational institution, but education can also be carried out in the family environment. Education in the family is the first and main basis

of education. A harmonious and happy family situation will give birth to good and responsible children or future generations. The role of parents should be the first to lay the foundations of education for their children. Parents should also be able to create a situation of influence of parental attention by instilling norms to be developed in full harmony, harmony, and balance in the family to create a climate or atmosphere of intimacy between parents and children.

If in a harmonious family environment parents have stable emotions in raising their children, these parents will be able to raise their children well, then the child will have self-confidence, a pleasant personality, friendly and able to adjust to the environment around him. However, if the family is less harmonious, parents have unstable emotions in raising their children, such as always behaving harshly,

enjoying punishing, always fighting against each other, then indirectly such parental behavior will shape the behavior of children who are moody, hating and always hostile. Therefore, it will have an unfavorable impact on their children, this will make children have low self-esteem so that it can affect their learning achievement. However, wise parents who always give clear orders in a good way will form children with high self-confidence so that learning will not be disturbed. And if the child himself wants to try to foster self-confidence, then the hope of achieving learning achievement is likely not to experience difficulties. Apart from the family harmony factor that can affect children's learning achievement, the school environment is also a factor that affects a child's learning achievement.

Where the school environment is a formal educational environment that is used as a means of activity in a teaching and learning process, here family support plays a very important role and the main responsibility of parents' actions is to encourage children and send them to educational institutions in the hope that later they will be better able to develop interests and potential in children in order to improve their learning achievement. Where according to (Slameto, 2010; Nismawati, 2015) states that the school environment is a factor that affects student learning achievement because the school environment is an environment where teaching and learning takes place where students are familiarized with learning subject areas so that it affects student learning achievement. Formal educational institutions have interactions between teachers and students who systematically carry out guidance, teaching, and training to help students develop their potential. Where in Nurhayati's journal states that the determining factor in the success of children in education is the family environment and the school environment because it is in this scope that children (students) can interact by transferring potential and fostering a child's confidence to grow more advanced and achieve.

Based on initial observations, SMA Negeri 4 Barru is one of the schools located at Ujung Indah No. 15 Cilellang, Mallusetasi District, Barru Regency, South Sulawesi. In fact, education is still far from the expectations of all parties. As is the case in Class XI IPS and XII IPS SMA Negeri 4 Barru, based on the results of observations and interviews with the guardian teacher of Class XI IPS and XII IPS and some students on Thursday, December 22, 2016, it is known that the parents

of students at SMA Negeri 4 Barru have heterogeneous family backgrounds which will affect the form of attention and the way of educating parents applied to their children. There are parents who in educating children are more likely to give freedom to their children to behave and have opinions. Conversely, there are parents who are more regulating and forcing their children to behave and behave according to the wishes of the parents. And there are parents who in educating children are more democratic, namely giving children the freedom to behave and behave but this freedom is limited by the control of parents.

But it does not necessarily mean that with an open or democratic attitude, children can get good achievement. Because there are children with open attention their performance is bad. Conversely, with closed and free attention there are children who can achieve good achievement. Where the family is the first social institution known by children and in this family can be instilled attitudes that can affect the child's further development. The family is also responsible for providing facilities for children's educational needs. If children's educational needs are not met, this will be an obstacle for children in learning. In addition, the spirit of learning must also be owned by students to improve their learning achievements which are realized in the school environment. As is also the case with students in Class XI IPS and Class XII IPS at SMA Negeri 4 Barru, it can be seen that:

In the teaching and learning process of Sociology, there are still many students who experience learning difficulties, as seen from the presence of students who are not eager to receive lessons in class and are less active in doing the exercises given.

1. In the Sociology teaching and learning process, there is still teacher dominance in the classroom. The teacher plays a more active role in the learning process and students are only passive in class.
2. Most students find it difficult to ask questions or do not want to ask the teacher during the learning process.
3. Less comfortable learning atmosphere.
4. The provision of learning facilities and infrastructure is still lacking, especially package books.

Such a learning atmosphere affects students' learning achievement. This is shown in the learning achievement of students at SMA Negeri 4 Barru, especially students in Class XI IPS and

Class XII IPS in Sociology subjects, there are still many students who get learning achievement below the minimum standard of completeness. In accordance with the Minimum Completeness Standard (KKM) which has been set at 70 in Sociology subjects. This shows that the learning achievement of Sociology at SMA Negeri 4 Barru in Class XI IPS and Class XII IPS is relatively low and less than optimal. This is thought to be faced with various things, especially in family harmony and the school environment of students.

In the world of education where a child is expected to be able to develop themselves through cognitive, affective, and psychomotor as an effort to incarnate a complete education, students must be able to show through concrete attitudes and actions in accordance with their cognitive level, so that in turn the ideas or thoughts that exist in the abstract level can be described in the real level of action. Based on the background of the above problems, this study focuses on the study with the title "The Influence of Family Harmony and School Environment On Sociology Learning Achievement In Senior High School Students".

In connection with the background of the problem and the formulation of the problem, then there are objectives in this study, namely: (1) To determine the significant influence between family harmony on Sociology learning achievement in social studies students at SMA Negeri 4 Barru. (2) To determine the significant influence between the school environment on Sociology learning achievement in social studies students at SMA Negeri 4 Barru, and (3) To determine the significant influence between family harmony and school environment on Sociology learning achievement in social studies students at SMA Negeri 4 Barru.

## **II. METHOD**

This type of research is verification research or explanatory research. The variables studied were family harmony (X1), school environment (X2), and student learning achievement (Y). This research was conducted at SMA Negeri 4 Barru with a sample size of 105 students from a population of 144 students, with sampling done through proportional and random sampling procedures. Data collection used questionnaires, tests, and documentation. Hypotheses were tested and analyzed using simple regression and multiple regression.

## **III. RESUL AND DISCUSSION**

### **A. Overview of Family Harmony of Students of SMAN 4 Barru**

The family is the smallest group of human life in society that generally consists of a father, mother, and children. They live together by blood, marriage, or adoption. A family generally wants an atmosphere full of happiness. The happiness of a family does not only lie in wealth, broad knowledge of high position, but mainly in the happiness of the soul of all family members. This tranquility can be achieved if all family members strive and fight for it. Family tranquility does not come by itself and does not just come from material, knowledge, or work, but depends on the role and function of each family member. Every student's family is different from different perspectives. From the point of view of work, there are laborers, farmers, civil servants, trading and so on. From an economic point of view, there are rich families, moderate families, and poor families. The reality that exists and varies allows for the diversity that occurs within a family. Different levels of prosperity, peace and difficulties are faced.

This fact cannot be said with certainty that the rich live happily, the poor are unhappy, whose parents' jobs are civil servants the family atmosphere is harmonious, whose jobs are household laborers are not harmonious, who live in the village the family atmosphere is never chaotic, while in the city there is always chaos. This is not the case, because family harmony occurs by fostering good relationships between fellow family members in a household. This includes good relations between father and mother, father and child, mother and child, and between children in a family, in addition to understanding each other and carrying out obligations in accordance with their responsibilities and avoiding bad actions. Thus, the achievement of family harmony allows children to be more enthusiastic and passionate in their learning activities.

Based on students answers from statements regarding family harmony experienced by students, it shows that most of the family harmony of social studies students of SMAN 4 Barru is in the good category by looking at the results of the analysis showing that the family harmony of social studies students of SMAN 4 Barru is in the medium category with a

percentage level of 1.9%, as many as 60% in the high category, and 38% are in the very high category.

#### **B. Overview of the School Environment of SMAN 4 Barru**

The school environment is all components or parts contained in the school, which all components and parts contribute to the process of achieving educational goals in the school. Broadly speaking, the school environment has the main basis, namely a place where educating all children with an understanding of science and increasing the potential of children (students) to achieve better achievements, so that they become useful members of society in the future. The school environment prioritizes the completeness of school facilities, cleanliness, and comfort of the environment, which is a support for education in schools, with teaching methods, curriculum, teacher-student relations, student-student relations, school discipline, and school facilities.

As in the environment of SMA Negeri 4 Barru School which is located on Jl. H. Andi Tjambolang in Cilellang village, South Sulawesi province, Barru Regency is equipped with supporting school facilities, for example with musical instruments, books in the library, sports fields, laboratories, computer labs and so on, this can support continued learning in increasing student potential and achievement. Based on the students' answers from the statement regarding the school environment of students at SMA Negeri 4 Barru, it shows that the school environment of SMA Negeri 4 Barru is in a good category by looking at the results of the analysis showing that the school environment of SMA Negeri 4 Barru is in the medium category with a percentage level of 1.9%, as many as 60.9% in the high category, and 35.2% are in the very high category and the remaining 1.9% are in the low category.

#### **C. Description of Sociology Learning Achievement of Social Studies Students at SMA Negeri 4 Barru**

Learning achievement in the field of education is the result of measuring students which includes cognitive, affective, and psychomotor factors after following the learning process as measured using test instruments or relevant instruments. So learning achievement is the result of measu-

ring the assessment of learning efforts expressed in the form of symbols, letters and sentences that tell the results that have been achieved by each child in a certain period as measured using relevant test instruments that are poured into grades.

Based on the average Sociology test scores obtained by students, it shows that most of the social studies students of SMA Negeri 4 Barru have good learning achievement with the lowest average score is 75 and the highest average score is 90. The results of the analysis show that the Sociology learning achievement of social studies students of SMA Negeri 4 Barru is in the medium category with a percentage level of 42.8%, as many as 35.2% in the high category, 3.9% are in the very high category and the remaining 18% are in the low category.

#### **D. The Effect of Family Harmony on Sociology Learning Achievement in Social Studies Students of SMA Negeri 4 Barru**

Based on the test results, the R<sup>2</sup> or R Square value is obtained, which states the correlation coefficient that family harmony experienced by students has an influence contribution of 54.9 percent to the Sociology learning achievement of SMA Negeri 4 Barru students. The remaining 45.1 percent is influenced by other variables.<sup>1</sup> The results of the significance test are evidenced by the value of  $t_{count} > t_{table}$  ( $1.984 > 1.983$ ) so that it can be said that, there is a positive and significant influence of family harmony on the learning achievement of Sociology social studies students SMA Negeri 4 Barru which is categorized as moderate, so that the first hypothesis is proven correct. The results of this study are in line with research conducted by Ahmad Fadhil (2011) in the influence of harmonious families on student learning achievement shows that there is a positive and significant influence between harmonious families on student learning achievement, where the family is the first and main education, with the condition of all family members supporting in student learning activities, it is possible that students will be eager to learn and certainly can improve student achievement.

As Hurlock (2004) states that family harmony will provide support for a child's learning achievement in the scope of education. Whereby establishing harmony in the

family, a child feels comfortable, peaceful, protected and more directed in achieving everything because of the support and encouragement from the family to be better. The family environment is the first and main environment for students and is raised in a family where the role of the family is very large in terms of language, formation and fostering of values and religious teachings that are followed, attitudes, habits and skill development. The family includes the way parents educate, the relationship between family members, the atmosphere of the house, and the understanding of parents. The way parents educate their children has a big influence on learning.1Broadly speaking, family harmony is achieved when creating religious life in the family, family time, having good communication between family members, mutual respect and understanding between fellow family members, minimal quality and quantity of conflict, and a close relationship or bond between family members, then with this can create a sense of togetherness and care for fellow family members.

#### **E. The Effect of School Environment on Sociology Learning Achievement of IPS Students of SMA Negeri 4 Barru**

Based on the test results, the  $R^2$  or R Square value is obtained, which states the correlation coefficient that the school environment has an influence contribution of 0.696 or 69.6 percent on the Sociology learning achievement of SMA Negeri 4 Barru students.1The remaining 30.4 percent is influenced by other variables.1The results of the significance test are evidenced by the value of  $t_{count} > t_{table}$  ( $1.999 > 1.983$ ) so that it can be said that, there is a positive and significant influence of the school environment on the learning achievement of Sociology social studies students SMA Negeri 4 Barru which is categorized as strong, so the second hypothesis is proven correct. The results of this study are in line with research conducted by Muh. Yunus (2013) in the influence of the school environment on student learning achievement shows that there is a positive and significant influence between the school environment on student learning achievement, where the school environment is all components or parts contained in the school, where all components and parts are

influential and supportive in the process of achieving educational goals in school. Broadly speaking, the school environment is very influential on a learning process for students, because after all the surrounding environment is deliberately used as a tool in the educational process.

Where according to Slameto (2010) states that the school environment is a factor that affects student learning achievement because the school environment is an environment where teaching and learning takes place where students are familiarized with learning subject areas so that it affects student achievement. The school environment which includes teaching methods, curriculum, teacher-student relationships, student-student relationships, school discipline and good school facilities then it helps improve teaching and learning process activities, good teaching and learning process activities can improve student achievement.

#### **F. The Effect of Family Harmony and School Environment on Sociology Learning Achievement of Social Studies Students of SMA Negeri 4 Barru**

Based on the results of hypothesis testing, the value of  $R^2$  or R Square is obtained, which states the correlation coefficient that family harmony and school environment together have a positive and significant influence with an influence contribution of 0.649 or 64.9 percent on the learning achievement of Sociology of SMA Negeri 4 Barru students.1The remaining 35.1 percent is influenced by other variables.1The results of the significance test are evidenced by looking at the value of  $F_{count} > F_{table}$  ( $21.521 > 3.085$ ) so it can be said that there is a significant influence between family harmony and school environment together on the learning achievement of students of SMA Negeri 4 Barru which is categorized as strong, so the third hypothesis is proven correct.

Based on research exploration, there are several studies related to this research. Various previous studies that examined family harmony, school environment and learning achievement showed research findings with their respective perspectives. The results of this study are in line with research conducted by Widiya Nugroho Santoso (2007) in the relationship between school environment and household harmony with student learning

achievement, which is an external factor that affects children's learning achievement.

In this study the results that have been obtained that the family is the initial and most important foundation in knowing togetherness in interacting with fellow family members (Nismawati et al., 2022). The family has a very deep and strong relationship, there is love, responsibility and children are raised to become someone who has a social sense, interacts among fellow family members, each family member has their own role, created, and maintains culture. Thus, in the family there is a functional relationship between its members.

As stated by Talkott Parsons (2012) that within the family there is a structural-functional relationship, structural-functional relationships tend to have four different and symbolically organized pressures, namely the existence of certain functions that must be fulfilled by a group of families so that there is system sustainability, including adaptation, goal achievement, integration and latent conditions. The four basic functional requirements apply to all existing family or community systems. Basically, according to Talcot Person, a harmonious family has functions and rules that are carried out with each family member so that there is a clear structure in the family and generations can grow purposefully with adaptation, goal achievement, integration and maintenance in the family.

Talcot Parsons (2012) argues that the family can be seen as one of the various subsystems in society. The family in the subsystem of society will not be separated from its interaction with other subsystems in society, such as the economic, political, educational and religious systems. With its interaction with these subsystems, the family functions to maintain social balance in society (equilibrium state). It is evident that the school environment also affects student learning achievement where the school environment is all components or parts contained in the school, where all components and parts influence and support the process of achieving educational goals in school. Broadly speaking, the school environment is very influential on a learning process for students, because after all the surrounding environment is deliberately used as a tool in the educational process.

Talcot Parsons states that the school is a system consisting of various subsystems, the subsystems within the school are related between one system and another. These subsystems have various functions for the continuity of existence. Within the school there are various activities. As a system, the school has a relationship with other systems outside the school. The external system includes parents, the community around the school, agencies, police, religious institutions, and others (Muhammad Yunus, 2009). Of the two independent variables, namely family harmony and school environment based on the results of multiple correlation tests, it is known that the contribution given by the independent variables is in a strong category in forming variations in the dependent variable (student learning achievement). Family harmony and school environment together have a strategic role in improving student learning achievement.

From the results of the above research, it can be said that the relationship between these components will create good conditions for students and in turn will influence and contribute to improving student learning achievement.

#### **IV. CONCLUSION AND SUGGESTION**

##### **A. Conclusion**

The conclusions of the research results can be stated as follows: (1) There is a positive and significant influence of family harmony on Sociology learning achievement in social studies students at SMA Negeri 4 Barru. (2) There is a positive and significant influence of the school environment on Sociology learning achievement in social studies students at SMA Negeri 4 Barru and (3) There is a positive and significant influence between family harmony and school environment together on Sociology learning achievement in social studies students at SMA Negeri 4 Barru.

##### **B. Suggestion**

Based on the above conclusions, the researcher proposes suggestions that can be used as a basis for consideration and input, namely:

1. Parents should be able to maintain family harmony through building good interaction and communication between family members so that it is possible for children to get good and comfortable conditions in

learning to improve learning achievement at school.

2. For the government, especially schools, should be able to complete school facilities, facilities and infrastructure that can create a good and comfortable school environment to improve student learning achievement.
3. To educators, they should always improve their quality and professionalism in carrying out their duties at school so that they can improve student learning achievement.

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