Journal of General Education and Humanities
Vol. 4, No. 4, November 2025, pp. 1815 – 1828, https://doi.org/10.58421/gehu.v4i4.718
ISSN 2963-7147

Examining the Correlation between Family Environment and Cognitive Learning Outcomes in Pancasila Education among Elementary School Students in Jakarta

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Article Info

Article history:

Received 2025-09-19
Revised 2025-10-09
Accepted 2025-10-15

Keywords:

Elementary School
Family Environment
Learning Outcomes
Pancasila Education
Pearson Product-Moment

ABSTRACT

This study investigates the correlation between family environment and the cognitive learning outcomes of fifth-grade students in Pancasila Education at public elementary schools in the Joglo Administrative Village, West Jakarta. The study adopts a quantitative correlational design with a sample of 87 students selected through simple random sampling. Data were collected using a family environment questionnaire and a cognitive test on the topic of Norms, both of which were validated and found reliable (Cronbach's $\alpha = 0.836$). The data were analyzed using the Pearson Product-Moment correlation test, preceded by normality and linearity checks. Results revealed a strong positive correlation ($r = 0.663$, $p < 0.05$) between family environment and students' cognitive learning outcomes. The determinant coefficient ($R^2 = 0.44$) indicates that the family environment accounts for 44% of the variance in learning outcomes, with the remaining 56% attributed to other factors, such as school context, peers, and motivation. These findings affirm the significant role of family support, attention, and parenting patterns in shaping students' academic performance, particularly in subjects related to moral and civic education, such as Pancasila Education. The study recommends enhanced collaboration between schools and parents to improve student achievement through a supportive learning environment.

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1. INTRODUCTION

All aspects of life in the nation and state must be in accordance with and reflect the values of Pancasila. This also includes the implementation of education in Indonesia. Education is a process of teaching and learning that takes place to develop individual potential, in terms of knowledge, skills, and moral values [1], [2]. Pancasila education is a systematic effort to instill the ideological values of the Indonesian nation in its citizens [3].

Pancasila education is a teaching and learning activity that involves interaction between students, teachers, and the surrounding environment to achieve the learning objective of instilling the values of the Pancasila ideology. Pancasila education in elementary schools can be defined as a teaching and learning activity that involves interaction between students, teachers, and the environment to instill Pancasila ideological values as early as possible, build citizens who are aware of their rights and obligations, and develop the potential and spirit of nationalism in accordance with the national education curriculum for Indonesian students [3], [4], [5].

This knowledge is gained through the interaction between the person and their surroundings. From this process, a person can acquire various useful knowledge and experiences. Based on behaviorist learning theory, which studies how humans behave and learn, learning is defined as the relationship between a stimulus and the response it elicits [6]. According to this theory, the learning process can result in observable and measurable behavioral changes. The success of education can be assessed by the quality of learning outcomes achieved by students [7]. Learning outcomes are divided into three main, interrelated areas: cognitive, affective, and psychomotor. Students' learning outcomes, especially cognitive ones, can be observed tangibly through their academic achievements, as evidenced by various assessments such as exams and assignments [8]. In addition, social learning theory, derived from behaviorism, also makes an important contribution to explaining the learning process. Social learning theory explains that a person acquires knowledge and skills through observing, imitating, and interacting with the people around them [9]. In the context of learning, students can acquire cognitive knowledge and skills by observing teachers' behavior when providing examples, listening to explanations from peers, and imitating effective learning strategies from their surroundings. This suggests that cognitive learning outcomes are influenced not only by direct experience, as described in behaviorist theory, but also by social interaction and the modeling process, as outlined in social learning theory.

Based on the results of students' daily tests on the Norms topic, it appears that most schools still have a significant number of students who have not achieved the Learning Objective Achievement Criteria (*Kriteria Ketercapaian Tujuan Pembelajaran*, KKTP). In fact, at one public elementary school in the Joglo Administrative Village (*Kelurahan Joglo*), more than 50% of students failed to meet the standard score on the daily test, despite the school having set a relatively lower KKTP than other schools. The low achievement in the daily tests raises questions about the factors that cause students to fail to meet the set standards. Several factors influence student learning outcomes, including both internal and external factors from the external environment. Internal factors are closely related to the condition of students, such as physiological, psychological, and motivational factors.

Meanwhile, external factors originate from outside the individual, encompassing both the physical environment and the social environment, specifically school and family [10]. Although education is often associated with school and the role of teachers in teaching, it is essential to recognize that parents also play a crucial role in their children's learning process. Based on the behaviorist theory perspective, families can provide stimuli

in the form of motivation, attention, and positive reinforcement to support children's learning and development. Meanwhile, from the perspective of social learning theory, the family is the primary model that children imitate in shaping their attitudes, habits, and values, including their learning. Thus, the family environment has a significant influence on students' cognitive learning outcomes, and low student achievement in this area can be attributed to the suboptimal role of internal and external factors, particularly those related to the family.

The family is the primary environment for children to gain learning experiences, develop character, and realize their potential, with the father and mother as the primary responsible family members [11]. Therefore, the family environment is one of the external factors that influence student learning outcomes. Students' attitudes and behaviors are largely influenced by their family, which is their primary environment [12]. The family is an important environment in shaping students' values and morals. The family plays a crucial role as the first place where children learn about personality and become familiar with good values and societal rules. This is supported by the findings of Umar and Makalunsenge [13], which show that when parents educate their children with a calm attitude and provide appropriate support, a harmonious relationship is established between parents and children, ultimately leading to better learning outcomes. This is especially true in Pancasila Education, which is not only a process of knowledge transfer, but also a systematic effort to shape character from an early age, rooted in the family as the first educational environment[14]. To understand the rules of society, children need to absorb and internalize values that are not only acquired through lessons at school, but also through direct experiences in daily life with their families.

Hendrawati and Wuryandani's findings [15] indicate a significant positive correlation between learning motivation and the learning environment in relation to the Civic Education of fifth-grade elementary school students. Desiana's findings [16] indicate a significant simultaneous correlation between the family environment and students' learning styles, as well as the social studies learning outcomes of fourth-grade elementary school students in Cluster III, Buleleng District. Thus, the quality of students' social studies learning outcomes is influenced by several factors, namely family environment and learning style. Taofik's findings [17] indicate a positive relationship between family environment, religious-based school environment, and learning achievement. It was found that this study has a gap in that many studies have examined the influence of family on academic achievement in general, but little attention has been given to its role in Pancasila Education, especially at the elementary school level, which focuses on the topic of Norms. Therefore, the novelty of this study lies in its focus on Pancasila Education in the Norms material for Grade 5 elementary school students. Previous studies have often generalized to subjects such as Natural Sciences (*Ilmu Pengetahuan Alam*, IPA), Social Sciences (*Ilmu Pengetahuan Sosial*, IPS), and Pancasila Education (*Pendidikan Pancasila*, PP) in general or to other grade levels.

Furthermore, this study not only measures the family environment in general. Instead, it delves deeper into how parents educate their children to reflect their

understanding of norms. In addition, this study will be conducted in the Joglo area on a population that is different from previous studies.

The main objective of this study is to investigate and empirically prove the existence of a significant correlation between family environment conditions and the cognitive learning outcomes of fifth-grade elementary school students in Pancasila Education subjects in Joglo Administrative Village, West Jakarta. Thus, this study is expected to contribute theoretically to the understanding of the interaction between the family environment and student learning outcomes in Pancasila Education subjects. In addition, this study also has practical benefits, including for schools, which can use it in elementary school learning strategies; for teachers, who can use it as learning material on the importance of the family environment; for parents, who can use it as a basis for active parent programs in education; for students, who can use it to increase motivation and cognitive development; and for future researchers, who can use it as a reference in expanding research related to the family environment and student learning outcomes. Therefore, this study aims to determine whether a significant correlation exists between family environment and students' cognitive learning outcomes in Pancasila Education. Based on the theory presented, the hypothesis of this study is "There is a correlation between family environment and cognitive learning outcomes in Pancasila education among elementary school students in Jakarta".

2. METHOD

This study employed a correlational quantitative approach, processing numerical data through statistical calculations. The population in this study consisted of all fifth-grade students. The study was conducted from July to August 2025 across seven public elementary schools in Joglo Administrative Village, West Jakarta. This study has received ethical approval from the relevant school authorities. The researchers also obtained consent from parents and students before collecting data. All of this adheres to the ethical principles of educational research. This ethical compliance ensured that the research process maintained integrity and respect for all participants involved.

The sampling technique used in this study was simple random sampling with a sample size of 87 students. The reason for choosing this technique is that all members of the population have the same opportunity. This method was chosen to minimize sampling bias and to ensure that the collected data could represent the entire population of fifth-grade students. The data collection technique in this study employs a questionnaire in the form of a survey on how parents educate their children, along with multiple-choice questions on norms, as primary data. These data are then tested for validity and reliability before use. This combination of data collection instruments was designed to capture both the quantitative and behavioral dimensions of the variables being studied.

Table 1. Results of the Family Environment Questionnaire Instrument Validity Test

Item	Pearson Correlation
X01	.762
X02	.394
X03	.423
X05	.657
X06	.422
X07	.383
X08	.410
X10	.410
X12	.412
X13	.401
X14	.383
X17	.427
X18	.392
X19	.436
X20	.403
X21	.435
X22	.414
X24	.436
X25	.718
X27	.443
X28	.464
X30	.413
X31	.534

Instrument validity is the degree of accuracy of a measuring instrument in producing data in accordance with the predetermined measurement objectives [18]. A statement item can be considered valid if the calculated r is greater than the table r (0.361). The questionnaire instrument used was measured using a 1–4 Likert scale. From these calculations, 23 questionnaire statements were identified as meeting the validation test. These valid items were then used in the subsequent stages of data collection to ensure that the measurement accurately reflected the family environment variable.

Table 2. Results of Norm Test Instrument Validation

Item	Pearson Correlation
Y01	.674
Y02	.427
Y03	.626
Y04	.381
Y05	.531
Y07	.556
Y08	.372
Y09	.729
Y10	.703
Y11	.406
Y12	.809
Y13	.655
Y14	.406
Y15	.591

The instruments were measured using a dichotomy, with values of 1 and 0. From these calculations, 14 items were identified as meeting the validation test and were deemed suitable for use. This validation process indicates that the norm test instrument could effectively measure students' understanding of moral norms, thereby supporting the accuracy of the data obtained.

Table 3. Results of the Family Environment Questionnaire Instrument Reliability Test

Cronbach's Alpha	N of Items
.836	23

An instrument can be considered reliable if it consistently provides accurate measurement results, even when applied and used repeatedly at different times [18]. The reliability test obtained a Cronbach's Alpha value (0.836) > 0.60 for the family environment questionnaire instrument, which was declared reliable. This shows that the family environment instrument consistently measures the same construct, ensuring the dependability of the obtained data.

Table 4. Results of the Norm Test Instrument Reliability Test

Cronbach's Alpha	N of Items
.836	14

The reliability test obtained a Cronbach's Alpha value (0.836) > 0.60. Thus, the multiple-choice items in the instrument were declared reliable. The high reliability coefficient also demonstrates that the instrument for assessing student norms produced stable and dependable results across different items.

The data analysis technique used was prerequisite data analysis, including normality and linearity tests. Next, hypothesis testing was carried out using correlation analysis. Hypothesis analysis in this study employed the Pearson product-moment correlation, with calculations performed using SPSS. This analytical procedure was employed to determine the strength and direction of the relationship between the family environment and students' understanding of norms, which represents the main focus of this research.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1 Descriptive Analysis

Before proceeding with further analysis, the statistical analysis of the obtained data is performed first. This step is crucial for providing an overview of the research variables and ensuring that the collected data are ready for inferential testing.

a. Cognitif Learning Outcomes

Cognitive learning outcome data were obtained through the distribution of research instruments in the form of multiple-choice questions with a dichotomous nominal scale

(true-false). These multiple-choice questions consisted of 14 items. These multiple-choice questions were given to all 87 research subjects (respondents). This instrument was designed to objectively measure students' mastery of the material in Pancasila Education, focusing on factual and conceptual understanding.

Table 5. Cognitive Learning Outcome Data Score

Learning Outcomes	
Mean	82
Median	84.13
Mode	100
Std. Deviation	16
Range	57
Minimum	43
Maximum	100

Based on Table 5, the following information is obtained. Range (R) = 57, number of classes (K) = 7, and class length (I) = 9 for the frequency distribution table presented in Table 6. These calculations were carried out to determine the distribution pattern and spread of students' cognitive learning scores.

Table 6. Frequency Distribution of Cognitive Learning Outcomes

Interval Class	Frequency	%
40-48	4	5%
49-57	7	8%
58-66	4	5%
67-75	10	11%
76-84	15	17%
85-93	29	33%
94-102	18	21%
Total	87	100%

Next, classify the cognitive learning outcome data using the mean and standard deviation [19]. This classification aims to categorize students' achievement levels into low, medium, and high groups, facilitating a more straightforward interpretation of overall learning performance.

Table 7. Classification of Cognitive Learning Outcomes

Criteria	Category	Frequency	%
$X < 66$	Low	15	17%
$66 \leq X < 98$	Medium	54	62%
$98 \leq X$	High	18	21%

Based on Table 7, it can be seen that the data for cognitive learning outcomes in the low category consisted of 15 students with a percentage of 17%, the medium category consisted of 54 students with a percentage of 62%, and the high category consisted of 18 students with a percentage of 18%. Thus, the intensity of cognitive learning outcomes in the subject of Pancasila Education for fifth-grade students at public elementary schools in Joglo Administrative Village was in the medium category. This finding indicates that most

students have achieved an adequate level of understanding, although there remains potential for improvement in higher-order cognitive skills.

b. Family Environment

Data on family environment were obtained by distributing a research instrument in the form of a questionnaire using a Likert scale. The questionnaire consisted of 23 positive and negative statements. It was given to all 87 students participating in the study. This instrument aimed to capture the quality of family interactions and parenting patterns that influence the child's learning process.

Table 8. Family Environment Data Score

Family Environment	
Mean	81
Median	81.27
Mode	83
Std. Deviation	5
Range	22
Minimum	69
Maximum	91

Based on Table 8, the following information is obtained. Range (R) = 38, number of classes (K) = 7, and class width (I) = 4 for the frequency distribution table. These statistical parameters were calculated to present a comprehensive picture of how the family environment scores are distributed among respondents.

Table 9. Family Environment Frequency Distribution

Interval Class	Frequency	%
66-69	2	2%
70-73	6	7%
74-77	13	15%
78-81	25	29%
82-85	26	30%
86-89	12	14%
90-93	3	3%
Total	87	100%

Next, classify the cognitive learning outcome data using the mean and standard deviation [19]. However, in this stage, the same statistical classification approach is applied to the family environment variable, allowing a comparative interpretation between the two variables.

Table 10. Classification of Family Environment Data

Criteria	Category	Frequency	%
$X < 76$	Low	15	17%
$76 \leq X < 85$	Medium	50	57%
$85 \leq X$	High	22	25%

Based on Table 10, it can be seen that the data for the family environment variable in the low category consisted of 15 students with a percentage of 17%, the medium category consisted of 50 students with a percentage of 57%, and the high category consisted of 22 students with a percentage of 25%. Thus, the intensity of the family environment among fifth-grade students at public elementary schools in Joglo Administrative Village was in the medium category. This suggests that most students experience a moderately supportive family atmosphere, which may contribute positively to their learning development.

3.1.2 Inferential Analysis

Before testing the hypothesis, normality and linearity tests are conducted on the obtained data. This is done to ensure that the data is normally distributed and linear so that hypothesis testing can be carried out appropriately. These prerequisite tests are essential for meeting the assumptions required for correlation analysis and ensuring the validity of the statistical conclusions.

Table 11. Normality Test Results

Variable	α	Asymp. Sig. (2-tailed)	Conclusion
Y over X	> 0,05	0.065	Normally Distributed

A normality test was conducted to determine whether the scores of the variables studied followed a normal distribution or not [20]. Based on Table 11, it can be seen that the normality test results show a significance value of 0.065. The results of the normality test using the Kolmogorov-Smirnov Test show that the significance value obtained is greater than 0.05. Therefore, the data in this study are normally distributed. This means that the dataset fulfills the assumption of normality, allowing for further correlation analysis using parametric techniques.

Table 12. Linearity Test Results

Variable	α	Asymp. Sig. (2-tailed)	Conclusion
Family Environment and Cognitive Learning Outcomes	>0,05	0,088	Linear

The linearity test is used to determine whether the correlation between two variables is linear or not, which is an important prerequisite for conducting an analysis of the correlation between variables [20]. Based on Table 12, it can be seen that the value of the deviation from linearity is 0.088, which is greater than 0.05 (α). This indicates a linear correlation between the Family Environment variable and Cognitive Learning Outcomes. Hence, both prerequisite conditions—normality and linearity—are satisfied, providing a sound statistical foundation for hypothesis testing.

Table 13. Hypothesis Testing Results

Variable	α	Pearson Correlation	Asymp. Sig. (2-tailed)
Family Environment and Cognitive Learning Outcomes	<0,05	0.663	0.000

Based on Table 13, a significance value of 0.000 < 0.05 was obtained, indicating a statistically significant relationship or correlation between the family environment and students' cognitive learning outcomes. The Pearson Product-Moment Correlation is 0.663, indicating a positive value. A positive coefficient indicates a positive correlation between Family Environment and Students' Cognitive Learning Outcomes. This means that the greater the Family Environment, in this case, the way parents educate their children, the greater the improvement in students' cognitive learning outcomes. When viewed from the correlation degree guidelines, 0.663 falls into the 0.60-0.799 category, indicating a high and strong correlation level. Based on the results of the correlation coefficient test, it can be concluded that H1 is accepted and H0 is rejected, so the hypothesis is accepted. This indicates a positive correlation with a high category between the family environment and the cognitive learning outcomes of fifth-grade students in Pancasila Education at Joglo Administrative Village Public Elementary School in West Jakarta. These findings empirically confirm that a supportive and structured family environment plays a substantial role in improving students' academic performance.

Table 14. Significance Test Results

Variable	α	*Sig.*	Obtained t-value	Critical t value	Conclusion
Family Environment and Cognitive Learning Outcomes	0,05	0,000	8,173	1,663	Significant Correlation

Based on Table 14, the results of the correlation significance test using the t-test indicate that the obtained t-value is 8.173, while the critical t-value is 1.663. When compared, it can be concluded that the obtained t-value exceeded the critical t-value, so H1 is accepted and H0 is rejected. This is also supported by a smaller significance value, namely 0.000 < 0.05. This further strengthens the conclusion that the relationship between the family environment and cognitive learning outcomes is statistically significant.

Table 15. Determinant Coefficient Test Results

Variable	R	R^2
Family Environment and Cognitive Learning Outcomes	0,663	0,44

Based on Table 15, the test results indicate that the determinant value is 0.44, which is equivalent to 44%. This indicates that the family environment variable with cognitive learning outcomes can provide 44% of the information needed to predict the outcome (impact) on the cognitive learning outcome variable. Meanwhile, the remaining 56% is accounted for by other independent variables outside the scope of this study that were not observed, such as the school environment, social environment, external rewards, and so on. Therefore, while the family environment contributes significantly to students'

academic performance, further studies are needed to explore additional factors that collectively influence learning outcomes.

3.2. Discussion

The statistical analysis results show a Pearson correlation coefficient of 0.663 with a significance level of 0.000 < 0.05, indicating a strong positive correlation. The determination test (R^2) result of 0.44 indicates that the family environment accounts for 44% of cognitive learning outcomes, while other factors influence the remaining 56%. The majority of students were in the moderate category (69%), while 16% were in the high category and 15% were in the low category. The results of this study indicate that students with strong family support, such as parents who accompany them in their studies and provide motivation, tend to achieve higher cognitive scores. These findings clearly indicate that the family environment plays a dominant role as an external factor that facilitates learning motivation and academic achievement. In line with Prawiyogi's [21] findings, the family environment is the primary educational environment that lays the foundation for a child's success in the school learning process. Similarly, Iswan [22] emphasized that learning motivation is greatly influenced by external support, particularly the role of the family. This aligns with Bonsapia [23], who stated that the family environment contributes 65% to elementary school students' learning outcomes. Taken together, these studies reinforce the notion that family involvement and support have a significant impact on students' academic achievement.

The role of the family environment is analyzed from three main aspects, namely how parents educate their children, learning experiences at home, and the development of children's potential. Students who receive attention, guidance, and role models from their parents tend to have a higher enthusiasm for learning. Children who have enjoyable learning experiences, regular guidance, and adequate facilities are better prepared to participate in learning. This implies that both emotional and instrumental forms of parental support contribute meaningfully to the formation of students' learning habits. References from Salsabila and Sari [10] confirm that learning experiences within the family are also related to the quality of emotional interaction. Iswan's [22] findings emphasize that learning motivation is stronger when children's potential is given room to develop through parental guidance and support. Similarly, Maulana's [24] research indicates that supportive parenting patterns foster cognitive development and enhance children's self-confidence. Therefore, an optimal family environment not only creates a conducive learning climate but also builds the psychological resilience that supports students' academic engagement.

The results of this study can be explained through the principles of behaviorism and social learning theory. The family environment becomes an external stimulus that influences how children learn, think, and behave. Bandura emphasizes that children learn through observation and imitation, with parents serving as the primary role models. Reinforcement in the form of rewards, attention, or praise strengthens children's motivation. Thus, the practice of applying norms in the family helps children understand Pancasila Education material. This theoretical linkage demonstrates that learning processes in children are not isolated cognitive activities but are intertwined with social interactions

and modeled behaviors within the family. In the context of Pancasila Education, the family environment not only affects cognitive achievement but also shapes moral understanding and internalization of values, aligning with the ideological purpose of Pancasila. Fathia's research [25] found a positive correlation between democratic parenting and learning outcomes in civic education. Maulana's findings [24] added that supportive parenting enhances cognitive development and shapes a confident personality. Hence, the family's pedagogical role extends beyond academic instruction to the moral and ideological formation of students as citizens. From these various studies, it is evident that the results of this study are consistent with previous findings, which indicate that the family environment plays a crucial role in shaping the cognitive learning outcomes of elementary school students.

The initial problem of this study was the variation in students' cognitive learning outcomes, with some still falling into the low category. Family environment factors contributed 44% to these differences in achievement. This shows that although the family factor is not the sole determinant, it represents a substantial component influencing learning disparities among students. This means the influence of the family is important for students during the learning process. Because Pancasila Education integrates cognitive and affective dimensions, consistent enforcement of norms and discipline at home reinforces the understanding of values that students learn at school. This integrative process between home and school learning contexts fosters the continuity of moral and intellectual education in line with Pancasila's values. The study's findings emphasize the importance of partnership between schools and parents in shaping students' citizenship character, where such collaboration can strengthen the instillation of Pancasila values through mutual support at home and in the learning environment. Therefore, effective educational outcomes can be achieved when both institutions—family and school—work in harmony to cultivate disciplined, motivated, and value-oriented students.

4. CONCLUSION

This study aims to determine the correlation between family environment and cognitive learning outcomes of fifth-grade students in Pancasila Education at Joglo Administrative Village Public Elementary School. Using a quantitative correlational approach, the study involved 87 students selected through simple random sampling. Based on the study's results, there is a positive and significant correlation between the family environment and students' cognitive learning outcomes. The results of Pearson's correlation analysis yielded a correlation coefficient of 0.663 with a significance level of 0.000 (< 0.05). The t-test, with an obtained t-value of 8.173 and a critical t-value of 1.663, indicated that the research hypothesis (H1) was accepted. This means that the better the quality of the family environment, the higher the students' cognitive learning outcomes. The family environment contributes 44% to students' cognitive learning outcomes, while the remaining 56% is influenced by other factors such as the school environment, psychological conditions, peers, and other external factors.

Furthermore, the findings of this study are consistent with several previous studies that also emphasize the importance of the family's role in supporting student learning

success. Theoretically, the results of this study support behaviorism theory, particularly Bandura's social learning theory. The family environment has been proven to play a significant role through modeling, daily learning experiences, and reinforcement, which collectively encourage the development of children's cognitive achievements.

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