



## Effect of Family Education and Social Environment to Student Characteristic

Charina Oktaviani✉

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SMA Negeri 1 Pati, Indonesia

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Characteristics of students; environment; Family education

### Abstract

The research aims to know whether or not an influence of family education and social environment on the characteristics of students during the accounting lesson at class XI IPS SMA Negeri I Pati; to know whether or not an influence of social environment on the characteristics of students during the accounting lesson at class XI IPS SMA Negeri I Pati; and to know whether or not an influence between family education and social environment on the characteristics of students during the accounting lesson at class XI IPS SMA Negeri I Pati. The population in this research is 71 students of class XI SMA Negeri I Pati. Method of data analysis in this research consists of percentage descriptive analysis, descriptive statistic, prerequisite test covering normality test and linearity test, multiple linear regression analysis, classical assumption test covering multicollinearity test and heteroscedasticity test, hypothesis test covering simultaneous test (F), coefficient of simultaneous determination (R<sup>2</sup>), partial test (t), and partial determinant coefficient (r<sup>2</sup>). Results shows that family education and social environment both simultaneously and individually have positive impacts on the student characteristics.

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✉ Correspondence Author:

Jl. P. Sudirman No.24, Plangitan, Kec. Pati, Kabupaten Pati, Jawa Tengah 59113  
E-mail: charinaoktav@gmail.com

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## INTRODUCTION

Characteristics of students has a significant meaning in the interaction of learning and teaching. Information about the characteristics of students will be useful for the selection and determination of the better teaching patterns in order to facilitate the students in learning. By understanding the characteristic of students, teachers may reconstruct and organize the learning materials in such a way and determine the appropriate method so that the process of interaction of each component of learning and teaching may run optimally.

Characteristics of students is one variable in the domain of learning design (Budiningsih, 2011). Further Budiningsih (2011) defines these characters as backgrounds owned by the students and other aspects belonging to them such as general ability, expectations of teaching, and physical and emotional characteristics, which give impact on the effectiveness of learning. Characteristics of students can be found from the differences in every student's personality. Similar to Budiningsih, individual student characteristics influence the teachers' respond in learning process (Peeters, De Backer, Kindekens, Triquet, & Lombaerts, 2016). Furthermore, identifying every student's characteristics and any influencing factor may help the teachers to provide more effective learning process (Kostromina & Gnedych, 2016).

Characteristics of students in the accounting lesson is a pattern of students' behavior and other aspects belonging to them such as general ability, expectations of accounting teaching, and physical and emotional characteristics, which give impact on the effectiveness of accounting learning. Accounting is a part of the economic lesson. Yusuf (2001) stated that accounting is the recording, categorizing, summarizing, reporting, and analyzing the financial data of an organization. Students' behavior in accounting learning is related to the characteristics of students including motivation, commitment, gender, and verbal skills (Flunger et al., 2016).

Based on the observations of the researchers, it is known that every student has different characteristics at the time of accounting lesson. There are so many differences in the students' characteristics, including differences in biological and psychological aspects. The biological physical state of one student is different from another. There are students who are physically healthy and complete; there are also some other who are physically complete but are not healthy. The students' psychological state is also diverse; not all

students are ready psychologically to follow the accounting learning activity at school. There are students who come to school excitedly and happily, but there are some other coming to school sadly; there are lazy students, but there are students who are very enthusiastic with accounting lesson, and so forth.

Desmita (2009) revealed that the factors influencing the characteristics of students are nature and nurture. Nature (nature, basic characteristic) is a specific characteristic of a person brought up from his childhood or inherited as an innate nature, while nurture is the environmental factors affecting from the time of conception. According to Yusuf (2010), innate nature is an individual characteristic inherited from parents to a child, or any potential whether physical or psychic that the individual has from the time of conception (fertilization of ovum by sperm) as inheritance from the parents through genes. The environment affecting the learner consists of the family environment, the school environment, the community environment, and the social environment.

Ngatirin (2011) stated that education means changing process of attitude and behavior of a person or a group of people in an effort to make someone mature through the teaching and training efforts. The word family can be understood as the smallest social unit in society, or an organization in which all family members are linked in a special bond to live together in a marriage bond, not a static and shackling bond, by maintaining harmony each other or the *silaturahmi* relationship.

Family as the smallest social unit in society is the first and the main cultural environment in order to instill the norms and to develop the habits and behaviors that are considered important for personal, family and community life (Desmita, 2009). Family essentially has eight main functions: sexual arrangement function, reproductive function, protection and maintenance function, education function, socialization function, affection and recreation function, economic function, social status function (Pujosuwarno, 1994).

Education function is one of the most important and strategic functions in the family because education in the family determines and develops the character of a child. The education function indicates that the family is assigned to provide education for their children. Family education is a very basic education needed by individuals as a basic education before they get education from other parties. The family's main task for the children's education is as the foundation of moral education and view of life. The natu-

re and character of a child is formed by both his parents and other family members. This function is supported by a research conducted by Lara & de los Pinos (2017) which identified that family provides interventions in education especially in raising awareness of a problem, improving the efficiency of educational strategy, the ease to socialize with peers, and the conflict resolution.

Another factor that may affect the characteristics of students is social environment. According to the Acts no. 23 of 1997 on Environmental Management Article 1 that was subsequently perfected by the Acts no. 32 of 2009 on Environmental Management, both define the notion of environment as a state, and living things including human beings and their behavior, which affect the life and welfare of human beings and other living beings". Social interaction is a term used to describe relationships with others. Kathena (1992) in Joseph (2010) stated that environment is everything outside the humans covering the physical and socio-cultural. Social environment can be interpreted as everything around humans both living and non-living that affect life in general and in particular, which is all about the interacting humans. Social environment is a container as the building of every child's character.

According to the above notions, it can be concluded that the social environment can be interpreted as everything around humans both living and non-living that affect life in general and in particular, which is all about humans who interact with each other. In the socialization, intensive social interaction occurs at any time with model imitation and group acceptance / rejection mechanisms. Consequently, a good interaction will give good impact on the quality of student characteristics. Environment will lead the individual in it to become a person with different characters. This social environment gives influence to the individual in building the character of students in a comprehensive manner (Cho, Chung, & Filippova, 2015).

Social environment does not only affect the students' characteristics positively, but it also negatively affects the students. This was stated in a study identifying that social interaction contributed 6.578 percent to learning difficulties (Fadil & Ismiyati, 2015). So it can be concluded that environmental conditions also affect the building of students' characteristics.

In this research, the social environment of students in SMA Negeri 1 Pati is so diverse, which is based on the different backgrounds of family and the cultural background of social interaction. The surrounding environment, which

is beside the Private Senior High School SMA Nasional, also makes the factors vary. Situated beside the schools, the surrounding area that is the residents of the citizens are partly used as the boarding houses for the students of SMA Negeri 1 Pati.

Based on the observations of the researchers, the conditions of the social environment among the students class XI IIPS in SMA Negeri 1 Pati are different among each other. Based on the information obtained, there are some students who take private lessons or extracurricular activities after school. The second data shows that some other students come and play with their friends after school so long that they forget the time. All different activities undertaken by the students make them have different study time. Some have 2-4 hours of study time and some other have none at all. In addition, different community environments also take part in the character building of every student.

Research on the characters has also been conducted by some researchers. One of which was conducted by Putra (2012), which showed that there is a positive and significant relationship between the family environment and the community environment with the characters of the students of SMKN (Vocational Senior High School) of Technology Group in Sleman Regency. In addition, a research conducted by Maftuhin (2009) showed that the direction of formal education by parents positively influence the students' character building.

In harmony with Putra (2012) and Maftuhin (2009), previous research conducted by Rahayu (2002) showed that there is a positive relationship between parenting style and the characters of the elementary school students of 4.39%. The children's character building requires good cooperation between parents at home with the school in order to build the good character of the children. The parenting style covers mother's and father's education. Both educations are positively correlated to parenting style of 3.54% and 4.53%. This means that in parenting, the parents' role both father and mother are equally necessary. Based on the previous research, the family education and the students' characteristic environment have potential in improving the characteristics of students, which becomes the basis of researchers to study further in this research.

The purpose of this research is (1) To know whether or not there is an influence of family education on the characteristics of students during the accounting lesson at class XI IPS SMA Negeri I Pati, (2) To know whether or not there is

an influence of social environment on the characteristics of students during the accounting lesson at class XI IPS SMA Negeri I Pati, (3) To know whether or not there is an influence between family education and social environment on the characteristics of students during the accounting lesson at class XI IPS SMA Negeri I Pati.

## METHODS

The population in this research is 71 students of class XI SMA Negeri I Pati. The research is a census that examines the overall population. Variables used in this research are the characteristics of students as a dependent variable (Y) with indicators of interest, motivation, and personality. Family education is as a free variable (X1) with deliberate and unintentional education indicators. The social environment is as the independent variable (X2) with the indicator of attention to student's learning, attention to student's learning achievement, attention to student's learning support, and attention to student's social relation. The data was collected by questionnaire method. Questionnaire in this research is a closed questionnaire filled by the students.

Method of data analysis in this research consists of percentage descriptive analysis, descriptive statistic, prerequisite test covering normality test and linearity test, multiple linear regression analysis, classical assumption test cov-

ering multicollinearity test and heteroscedasticity test, hypothesis test covering simultaneous test (F), coefficient of simultaneous determination (R<sup>2</sup>), partial test (t), and partial determinant coefficient (r<sup>2</sup>).

## RESULT AND DISCUSSION

Based on the research data, the data are grouped to find out the frequency distribution of respondents' scores on all indicators in each variable in the research. From the percentage descriptive results shown in table 1, it can be seen that family education is in very good category with a percentage rate of 73.24 percent. From this level of education, parents tend to make a dominant contribution through deliberate education to their children better than the unintentional education. This unintentional education can be demonstrated through examples given by parents in everyday life.

Furthermore, the social environment in this research is generally well categorized (57.75 percent). Percentage descriptive of this category is built based on four indicators related to the social environment. The four indicators include attention to student's learning, attention to student's achievement of learning, attention to student's learning support facilities, and attention to student's social relations.

Just like the social environment, the res-

**Table 1.** Distribution of Respondents' Answers on Research Variables

Interval Score	Criteria	Percentage (%)		
		Students' Characteristics	Family Education	Social Environment
84-100	Very Good	28.17	73.24	25.35
68-83	Good	69.01	25.35	57.75
52-67	Good Enough	2.82	1.41	16.90
36-51	Less Good	-	-	-
20-35	Not Good	-	-	-
Total		100.00	100.00	100.00

Source: Primary Data processed, 2013

**Table 2.** Statistic Descriptive of Research Variable

Criteria	Score		
	Students' Characteristics	Family Education	Social Environment
N	71	71	71
Minimum	37.00	25.00	23.00
Maximum	57.00	40.00	44.00
Mean	47.3521	35.5070	34.5775
Std. Deviation	4.42105	3.76781	4.24487

Source: Primary Data processed, 2013

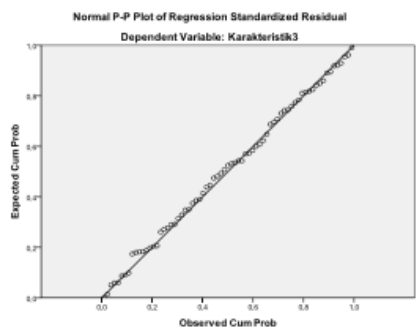
pondents categorized the characteristics of students in good category (69.01 percent). These characteristics include three indicators of interest, motivation and personality. From the three indicators, personality gets the more superior response than the others.

Furthermore, descriptive statistical related to the social environment. The four indicators include attention to student's learning, attention to student's achievement of learning, attention to student's learning support facilities, and attention to student's social relations.

Just like the social environment, the respondents categorized the characteristics of students in good category (69.01 percent). These characteristics include three indicators of interest, motivation and personality. From the three indicators, personality gets the more superior response than the others.

Furthermore, descriptive statistical analysis of 71 data indicates that the variable of the students' characteristics has an average value of 47.35. The highest mean of students' characteristic is between the family education variable (35,51) and the social environment variable (34,57). It is similar to the highest deviation standard, which is the students' characteristic variable (4.42) compared to the family education variable (3.76) and the social environment deviation standard (4.24). While the highest range lies in the social environment variable that has a range of 21 values with a minimum of 23 and a maximum of 44. This range differs slightly from the student's characteristic score of 20 values with the lowest score of 37 and the highest is 57. While the family education has a range of 15 values.

The prerequisite test consists of a normality test and a linearity test. From the normality test performed, it can be seen that residual data has a significance of  $0.974 > 0.05$ . These results indicate that the data is normally distributed. Data normality can also be known by using normal graph of P-P plot.



**Figure 1.** Graph of P-P Plot of Data Normality

The graph of P-P plot in this research shows that the data spreads around the diagonal line and follows the direction of the diagonal line indicating a normal distribution pattern, then the regression model meets the assumption of normality.

In this research, a linieritas test of regression line uses Lagrange Multiplier Test. The results obtained is that the value of  $R^2$  of 0.276 where  $n = 71$ . To calculate the value of  $c^2$  is  $0.276 \times 71 = 19.56$ . This value with table  $c^2$  with  $df = 71$  and significance level of 0.005 obtained by value of table  $c^2$  equal to 90.53. Because  $19.56 < 90.53$  so that count  $c^2 < \text{table } c^2$ , it can be concluded that the data of independent variables with the data of dependent variable in this research are in the form of linear lines so that the multiple linear regression analysis can be used to test the research hypothesis.

Furthermore, in the classic assumption test, multicollinearity test and heteroscedasticity test were used to analyze Best Linear Unbias Estimate (BLUE) in this research. Based on the multicollinearity test results, in the VIF column, it is known that the VIF value is 1.000 ( $VIF < 10$ ) with a tolerance value of 1.000 ( $\text{Tolerance} > 0,1$ ). This means there is no problem of multicollinearity between independent variables of family education and social environment in the regression model.

Based on the heteroscedasticity test, it showed that none of the statistically significant independent variables affect the dependent variable. This can be seen from the significance probability of  $X_1$  that is 1.000 ( $\text{significance} > 0.05$ ) and  $X_2$  has a probability significance of 1.000 ( $\text{significance} > 0.05$ ). Based on these results, it can be seen that the regression model does not contain any heteroscedasticity.

After doing some of the above test, hypothesis testing is used to prove or clarify from the original purpose whether there is an influence between the independent variables on the dependent variable. Hypothesis test results can be shown based on table 3. The results of statistical data management in accordance with the table shows that the multiple regression equation obtained is as follows: Characteristics of students =  $19.436 + 0.335 \text{ Family Education} + 0.463 \text{ Social Environment}$ . This regression equation means as Table 3.

### Dependent Variable: Characteristic 3

Constanta of 19.436 means if the family education and the social environment values are 0, the students' characteristic value is 19.436.

Regression coefficient of family education variable equals to 0.335; it means that if the family education variable increases 1 unit and the social environment remains the same, the students' characteristic will increase to 0.335 units.

Regression coefficient of social environment variable equals to 0.463; it means that if the social environment variable increases 1 unit and the family education remains the same, the students' characteristic will increase to 0.463 units.

The first hypothesis testing using the simultaneous test (F) shows the result that  $p_{value}$  is  $0.000 < 0.05$ . Because  $p_{value}$  is much smaller than 0.05,  $H_0$  is rejected and  $H_a$  is accepted, which states that the family education and the social environment simultaneously have an influence on the characteristics of students during the accounting lesson at class XI IPS SMAN 1 Pati.

The second hypothesis test using partial test (t) shows the result that  $p_{value}$  of the family education is  $0.007 < 0.05$  then  $H_{a_2}$  is accepted, in which the family education has partial influence on the students' characteristic in the accounting lesson at class XI IPS SMA Negeri 1 Pati. Partial determination coefficient ( $r^2$ ) for the family education variable equals to 0.318. The value is then squared and the percentage becomes 10.11% ( $0.318 \times 100\%$ ). Based on these results, it can be said that partially the family education variable significantly influences the characteristics of students of 10.11%.

The third hypothesis test also uses a partial test (t). It is known that  $p_{value}$  of work motivation is  $0.000 < 0.05$  then  $H_{a_3}$  is accepted, the social environment has a partial influence on the characteristics of students during the accounting lesson at class XI IPS SMAN 1 Pati. The social environment has a partial determinant coefficient ( $r^2$ ) of 0.463. Based on these results, it can be said that partially social environment influences the students' characteristics of 21.44% ( $0.463 \times 100\%$ ).

The coefficient of simultaneous determination seen from Adjusted *R Square* is 0.254. The value means  $0.254 \times 100\%$  that is 25.4% of the variable of students' characteristics can be explained by the variable of family education and

social environment. While the rest (100% - 25.4% = 74.6%) is explained by other variables outside the model.

### Discussion

Descriptive analysis shows that the characteristics of students measured by three indicators of interest, motivation, and personality are generally included in the good category that can be shown from the average score of student characteristic variable that equals to 79. The variable of family education is measured by two indicators those are deliberate and unintentional educations that general are in a very good category seen from the average score of family education of 89. This means that education in the family environment at class XI IPS students in SMA Negeri 1 Pati has been well done. The relationship between children and parents takes place in harmony. Parents are also able to instill moral values to the children.

The social environment variable measured by four indicators those are attention to student's learning, attention to student's achievement, fulfillment of student's learning supporting facilities, and attention to social relation of student in general, is in a good category seen from the social environment average score of 77. This means that the social environment at class XI IPS students in SMA Negeri 1 Pati is good. But this is not optimal yet considering there is still a problem with the student interaction such as students who tend to be closed to other students so that it can hinder the learning process as well.

Hypothesis test results are simultaneously obtained that  $H_{a_1}$  those are the family education and the social environment simultaneously influencing the characteristics of students is accepted. Family education and social environment have contributed influence on the students' characteristic during the accounting lesson of 25.4%. The results of this research means that the students with a good family education and in a good social environment will have better influence as well. While the rest amounted 74.6% (100% - 25.4%) characteristics of students during the ac-

**Table 3.** Analysis Result of Multiple Linier Regression

Model	Coefficients <sup>a</sup>				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	19.436	5.745		3.383	.001
Family Education 1	.335	.121	.286	2.767	.007
Social Environment 2	.463	.108	.445	4.308	.000

counting lesson are influenced by other variables outside the model. This research is in line with Suratno (2014), who identified that the family environment and the social environment have an influence on learning achievement. Learning achievement is one indicator that students have a motivation as the element of the characteristics of students.

Family education has an important role in the characteristics of students because family is the first foundation in formal education before the formal school. Education in the family will provide supplies to the children's selves to live life outside the family environment. The good or bad of the family education can be reflected in the character and personality of the children. This is in line with the opinion of Anggraeni & Harnanik (2015) that education in the family is the first and the main education because it will affect the character of children in the future. The family education contributes to student interest, one of them is entrepreneurship interest (Hidayat & Thomas, 2016).

The social environment also has an important role in the characteristics of students because a friend is an aspect that may influence a person's behavior due to getting used. This is in line with the opinion of Desmita (2009) who stated that the characteristics of students is the overall behavior and abilities that exist in the individual as a result of innate and environment. The environment here consists of a family environment that is specified into family education, social environment, and community environment. So it can be seen that the better education the family education and social environment have, the better the student's characteristic will be, on the other hand, the worse the family education and social environment have, the worse the student's characteristic will be.

The social environment provides the function of teaching to connect with and adapt to others, introducing the wider community life, reinforcing some of the values prevailing in the life of the adult society, giving its members how to release from the power of authority, provide experience for relationships based on the principle of equality of rights, provide the knowledge that families cannot provide with satisfactory (knowledge of taste of dressing, playing music, type of certain behavior, etc), broaden the horizon of the children's experience thus they will become more complex persons (Tirtarahardja & Sulo, 1995).

From the partial hypothesis test results, it can be concluded that  $H_{a_2}$ , which is the partial family education, has an effect on the characteris-

tics of students at the time the accounting lesson is accepted. The results of this research indicate that the family education contributes to influence the characteristics of students. The good or bad the characteristics of students depend on the family education provided. Family education is reflected in the attitude of parents, for example, creating a harmonious family environment contributes in the character building of the children. How they learn at school can also determine the characteristics of the children. This is supported by a research conducted by Rahayu (2002) showing that there is a positive relationship between parenting styles with the character of elementary school students. The character building of the children requires a good cooperation between parents at home with the school in order to build the good character of the children. Education in the family should be fully optimized so that the moral and character of children does not decrease due to the influence of the times.

The results of descriptive analysis indicate that family education variable is included in the very good category amounted 89. Thus it can be stated that the family education of the students in SMA Negeri 1 Pati has been well done. Parents have performed their obligations according to their roles. In addition, parents have taught good behavior according to the norm, provided religious lessons, and others. The process of transformation for deliberate education conducted by the parents has been going well, so the students can accept and apply it. Then, the unintentional education indicator included in a very good category. This shows that parents have behaved well in accordance with the norm so that children imitate unintentionally. The mimic process produces students with a variety of good characteristics during the accounting lesson. But there are still some who are included in the less good category. This is because the parents have not been able to set a good example for their children so that the children have not been able to apply the appropriate behavior, in this case the relationship with the accounting lesson.

From the partial hypothesis test results, it can be concluded that  $H_{a_3}$ , that is the partial social environment has an influence on the characteristics of students during the accounting lesson at class XI IPS SMA Negeri 1 Pati. The results of this research imply that the better the social environment is, the better the characteristics of students will be. This is in line with a research conducted by Putra (2012) who stated that there is a positive and significant relationship between the school environment and the community environ-



ment to the character of the students of SMKN of Technology Group in Sleman Regency. Furthermore, this social environment also builds the perception of students in assessing the social norms that influence the students' behavior and characteristics (Cho et al., 2015).

The result of descriptive analysis showed that social environment variable is included in a good category amounted 77%. It reflects that a good environment will build a good character, too. The result of descriptive analysis of social environment per indicator shows that attention to the student's learning of 67.6% in general is in a good category but there are still 21.13% that is in a bad category. This means that the attention of friends to the student's learning is less optimal. Students pay less attention to their friends in learning. Students tend to be individualistic in terms of learning. This is due to various factors, one of which is the competition among the students to obtain a good achievement. In addition, the attention of friends is also not on the learning process but has been switched off on other things concerning personal things, so that friends associate and interest contributes to the student's learning one of which is difficulty in learning (Fadil & Ismiyati, 2015).

The indicator of attention to student's learning achievement shows that it is included in a good category amounted 76%. This shows that friends have given their attention to a good achievement by congratulating if they get good score and giving motivation when they get bad score. However, 8.45% have not received an attention to the less good learning achievement. It would be better if the attention to the student's learning achievement can be improved more and more so that the characteristics of students will be much better.

Indicator of fulfillment of student's learning facilities indicates that it is included in a good category amounted 79%. It means that students have helped their friends to fulfill the learning facilities such as textbooks, stationeries, and notebooks. Furthermore, the indicator of attention to the social relations of students' shows that it is included in the very good category amounted 84%. It means that the students and their friends are open to each other. This supports the achievement of good social relationships among the students.

This is in line with the opinion of Sardiman (2011) that the characteristics of students is the overall pattern of behavior and abilities that exist in the students as a result of innate and social environment in order to determine the pattern

of activity in achieving the goals. Social environment here is the social interaction environment.

Students with good characteristics can be realized by optimizing the social environment. If the students are in a social environment where their friends lead to positive things in learning, they will have better characteristics too. Interaction between students will be harmonious when trust and opened attitude to each other are created. The relationship should be a mutual beneficial one to each other, not the harmful one.

## CONCLUSION

Family education and social environment influence simultaneously and partially on the characteristics of students during the accounting lesson at class XI IPS SMA Negeri I Pati. This describes that improvement in family education and social environment will improve the characteristics of students. This can be done if parents can give a good example, have mutual tolerance among the family members, and worship according to their religion on time. By maximizing such things, hopefully the contribution of influence of the family education on the students' characteristic will increase. The better social environment for the students will affect the quality improvement of their characteristics. Students may interact well with their friends by holding group learning regularly. With such an attitude, then the social environment among students will be more harmonious so that it can affect the quality improvement of the students' characteristics.

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