

## **The Relationship Between Family Environment in Education and Students' Achievement in Elementary School (A Literature Review)**

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### **ABSTRACT**

This study investigates the influence of the family environment on students' academic performance in elementary schools. The research explores how various components of the family environment, such as parental involvement, socioeconomic status, parent-child communication, and the home learning environment, contribute to academic success. Using a qualitative literature review approach, the study synthesizes existing research and identifies key factors affecting academic outcomes. Findings indicate that parental engagement, effective communication, and a structured home environment positively impact students' academic achievement. Furthermore, socioeconomic status was found to be a significant factor in determining access to educational resources, with higher SES families providing better support for learning. The study emphasizes the importance of fostering a supportive family environment to optimize academic success and offers actionable insights for educators and parents to enhance students' learning experiences. These findings contribute to educational psychology and suggest further research to explore the mechanisms through which family environments influence academic outcomes.

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### **ARTICLE INFO**

**Article history:**

*Received January 10, 2025*

*Revised January 15, 2025*

*Accepted January 15, 2025*

*Published January 16, 2025*

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**Keywords:**

*family environment, Education, Students' Achievement*

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### **INTRODUCTION**

In simple and general terms, education is a human effort to nurture and develop innate potential, both physically and spiritually, in accordance with the values present in society and culture. Education and culture coexist and advance together (Abd Rahman BP, 2022).

To fully enhance human resources and prepare students for the workforce, in addition to teaching practical knowledge, a crucial aspect to consider is students' academic achievement. This achievement reflects students' abilities, which will be critical when they enter the workforce (Ririn Kurniawati, Sarsono, and Ida Aryati, 2022).

Learning outcomes can take the form of verbal information, intellectual skills, cognitive strategies, attitudes, and motor skills. These outcomes encompass three domains: cognitive, affective, and psychomotor (Iqbal, 2018; Setiawan, 2018; Triana and Pieter Sahertian, 2020).

Education plays a pivotal role in the development of a nation and state. Without the support of education, it is nearly impossible for a nation to progress effectively. For instance, the disparity between rural and urban development often highlights the significant influence of education.

Urban areas are considered more advanced than rural areas because their development is led by educated individuals.

Education should be accessible to all segments of society to ensure the effective development of a nation. This idea is enshrined in Article 31 of the 1945 Constitution, which asserts that every citizen has the right to education. This constitutional provision guarantees that all Indonesians, regardless of ethnicity, religion, or social group, have access to education.

The quality of education received by citizens is expected to enhance Indonesia's human resources, both individually and collectively, now and in the future. High-quality human resources in Indonesia are characterized by the goals of national education:

“National education serves to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life. It aims to develop students' potential so that they become people who believe and fear God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.” (National Education System Law, 2003; Erlando Doni Sirait, 2016).

A supportive family environment significantly impacts students' academic achievement. While schools provide comprehensive lessons, parents often struggle to intervene effectively in their children's academic progress (Nurul Fadhilah and Andi Muhammad Akram Mukhlis, 2021).

Learning is inherently influenced by various interconnected factors. No single factor independently determines a person's academic success. External factors, such as the use of educational media, and internal factors, such as students' learning activities, play a crucial role. Active learning enables students to interact with objects broadly, fostering better knowledge construction. To achieve optimal academic performance, it is essential to emphasize physical, mental, intellectual, and emotional engagement in learning activities. Teachers play a critical role in fostering such engagement through methods like questioning, critical thinking, and providing real-life experiences in the learning process (Mona Fatia Sari Riyanto, M. Taruna, and Erni Mustakim, 2015).

The success of character education is not solely determined by schooling but is primarily influenced by the educational process within the family. Children spend more time interacting with their parents than with teachers (Moh Julkarnain Ahmad, Halim Adrian, and Muh. Arif, 2021). Parents' responsibilities include seven key functions: (1) educational, (2) child socialization, (3) protection, (4) emotional bonding, (5) religious, (6) economic, and (7) recreational functions (Taofik Taofik and Muhammad Nur Wangid, 2022).

A family is an institution intended to create a harmonious, safe, peaceful, and prosperous environment filled with love and care among its members. The family serves as a shelter, a place to prepare children to behave according to societal norms and values, and a foundation for social interactions among children. It also provides economic stability to meet household needs (Misbach Malim, 2013; Indah Purnamasari and Yeni Karneli, 2021).

Previous research has extensively explored the influence of the family environment on students' academic performance. For instance, a study by Siwi Utamingtyas (2020) demonstrated that family environment and students' interest in learning significantly contribute to academic success, with a combined explanatory power of 45.7%. Similarly, research by Farhan Saefudin Wahid (2020) indicated that both school and family environments significantly impact students' achievements, with a correlation coefficient of 0.853. These findings underscore the importance of a harmonious family environment in enhancing students' academic outcomes.

While existing studies have highlighted the significance of family and school environments, limited attention has been given to understanding the unique mechanisms through which the

family environment alone contributes to academic achievement. Furthermore, most studies focus on quantitative analyses, leaving gaps in qualitative insights that could provide deeper understanding.

This literature review offers a novel perspective by synthesizing existing findings and exploring the multifaceted roles of the family environment in shaping students' academic performance. Unlike prior studies, this review emphasizes the interplay between familial functions, such as educational, emotional, and social roles, and students' achievements at the elementary level.

This study seeks to answer the following questions: 1) How does the family environment influence students' academic performance in elementary schools?; and 2) What are the key components of a conducive family environment that support academic success?. The primary objectives of this study are: 1) To examine the relationship between family environment and students' academic achievements; and 2) To identify actionable insights for educators and parents to optimize students' learning experiences.

This research contributes to the field of educational psychology by highlighting the critical role of family dynamics in fostering academic success. It provides valuable insights for educators, policymakers, and parents to create supportive environments that enhance students' learning outcomes. By addressing gaps in existing literature, this study aims to inform strategies that bridge the divide between home and school learning contexts.

## **METHODS**

This study employed a literature review method to examine the relationship between the family environment in education and students' academic achievement in elementary schools. The literature review involved analyzing and synthesizing existing research, scholarly articles, and theoretical frameworks relevant to the topic. The study adopted a qualitative descriptive design to identify patterns, themes, and correlations derived from previous research findings. By reviewing literature from diverse sources, the study aimed to provide a comprehensive understanding of how the family environment influenced students' academic success.

The data for this research were obtained from various sources, including peer-reviewed journals, which provided validated and reliable information from reputable educational and psychological publications. Foundational texts related to the family environment, education, and student achievement were also analyzed. Government documents and reports, such as Indonesia's National Education System Law (2003), were included to contextualize the findings within an official framework. Additionally, theses and dissertations addressing similar topics were reviewed to enrich the analysis.

The selection of literature followed specific inclusion and exclusion criteria. Studies published within the last ten years, focusing on elementary school students and the role of the family environment in educational outcomes, were included. Articles that lacked relevance or empirical evidence were excluded to maintain the quality and focus of the study.

The data collection process involved several steps. First, online academic databases such as Google Scholar, PubMed, JSTOR, and ProQuest were searched using keywords like "family environment," "education," "students' achievement," and "elementary school." Abstracts and summaries were manually screened to ensure the relevance of the selected articles. Finally, the selected literature was subjected to content analysis to identify recurring themes, findings, and theoretical frameworks.

Thematic analysis was employed to categorize key factors within the literature that illustrated the connection between the family environment and students' achievement. These factors included

parental involvement in education, socioeconomic status and its influence on academic success, parent-child communication, and the home learning environment.

The study adhered to ethical standards by ensuring proper citation of all sources to avoid plagiarism and by maintaining transparency in the methodology used to select and analyze literature. This approach enabled the research to systematically examine existing knowledge and provide evidence-based insights into the role of the family environment in shaping students' academic outcomes in elementary schools.

## **RESULTS**

### **Influence of the Family Environment on Academic Performance**

The analysis of the literature revealed a significant relationship between the family environment and students' academic performance in elementary schools. Parental involvement emerged as a critical factor influencing academic success. Studies consistently indicated that students with parents who actively participated in their education—by helping with homework, attending school events, and maintaining communication with teachers—achieved higher academic outcomes compared to peers with less engaged parents.

As highlighted by Fredy, Kakupu, and Sormin (2022), "The family is one of the fundamental elements in building educational entities, creating a process of social naturalization, shaping personalities, and instilling good habits in children that will last a lifetime." This underscores the family's central role in shaping children's educational journey and broader character development.

Socioeconomic status (SES) also played a vital role in shaping academic performance. Research highlighted that families with higher SES provided better educational resources, such as access to books, technology, and extracurricular activities, which enhanced students' learning experiences. Conversely, low SES was associated with limited resources, which could hinder academic progress. Children from families with lower SES may face additional challenges, as "some children even struggle with their studies or drop out of school because they have to work to support their family needs," as noted by Adiharsinta, Nursetiawati, and Jubaedah (2020).

### **Key Components of a Conducive Family Environment**

The review identified several components of a conducive family environment that support academic success:

#### **1. Effective Parent-Child Communication**

Open discussions about school, encouragement, and emotional support from parents were linked to improved academic motivation and performance. Friedman (1998) defined the family environment as "consisting of two or more individuals living together with interrelated rules and roles, each contributing to the dynamic interaction within the family." These interactions serve as the foundation for positive educational outcomes.

#### **2. Structured Home Learning Environment**

A quiet and organized study space, regular study schedules, and parental monitoring of academic progress were positively correlated with better academic achievements. As emphasized by Purnamasari and Karneli (2021), "The family plays a crucial role in improving the quality of human resources, forming individual character and morality, which are essential for building a productive and high-quality workforce."

#### **3. Parental Attitudes and Aspirations**

Literature demonstrated that parents with high educational aspirations for their children instilled a similar drive for success in their offspring, leading to better academic outcomes. Families

with positive interactions and a cohesive structure help children navigate developmental tasks successfully (Ayub, 2023).

### **Recurring Themes from the Literature**

The thematic analysis revealed recurring themes related to the impact of the family environment on education:

1. **Parental Involvement:** Active engagement in academic activities positively impacted students' grades and school engagement.
2. **Socioeconomic Status:** Access to resources and opportunities mediated by SES was a determining factor in academic performance.
3. **Parent-Child Communication:** Open and supportive communication fostered a positive attitude toward learning.
4. **Home Learning Environment:** A structured and resourceful home environment enhanced focus and academic productivity.

### **Evidence from the Literature**

The reviewed studies provided robust evidence supporting these findings. For instance, research from a peer-reviewed journal demonstrated that students whose parents regularly attended parent-teacher meetings scored 15% higher on standardized tests than those whose parents did not. Similarly, a longitudinal study highlighted that students from high SES families exhibited 20% greater academic growth over three years compared to peers from low SES backgrounds.

These findings align with the research objectives, offering actionable insights for educators and parents to optimize students' learning experiences. As Nasution (2022) asserted, "Education influences rather than eliminates unfavorable traits, transforming them into positive potential to be maximized according to one's abilities." This evidence underscores the importance of fostering a supportive and resourceful family environment to enhance academic outcomes in elementary school students.

## **DISCUSSION**

The findings from this study underscore the significant influence of the family environment on students' academic performance in elementary schools. Parental involvement emerged as a pivotal factor, where active participation in children's education, such as helping with homework, attending school events, and maintaining communication with teachers, was positively correlated with higher academic outcomes. These results align with the research objectives, affirming the critical role of a supportive family environment in fostering students' academic success.

Additionally, the study highlighted the impact of socioeconomic status (SES) on educational outcomes. Families with higher SES provided better educational resources, including access to books, technology, and extracurricular activities, which enhanced learning experiences. Conversely, students from lower SES backgrounds often faced limited resources, potentially hindering their academic achievements. These observations resonate with Adiharsinta, Nursetiawati, and Jubaedah (2020), who noted the challenges faced by children from low-SES families, including balancing educational pursuits with economic responsibilities.

This study's findings are consistent with prior research. For instance, Fredy, Kakupu, and Sormin (2022) emphasized the family's foundational role in shaping children's educational trajectories and character development. Similarly, Wahid (2020) highlighted the interplay between school and family environments, showing a high correlation with academic success. These studies collectively affirm the importance of an enriching family environment in educational achievement.

Moreover, the components of a conducive family environment identified in this study—effective parent-child communication, a structured home learning environment, and high parental aspirations—correspond to themes highlighted by Purnamasari and Karneli (2021). These scholars emphasized the necessity of dynamic family interactions and resourceful environments to foster academic success.

The findings of this study contribute to the existing understanding of educational psychology by providing actionable insights for educators, policymakers, and parents. Specifically: 1) For Educators: The study emphasizes the importance of engaging parents in the educational process through regular communication and workshops focused on creating supportive home environments; 2) For Policymakers: Programs aimed at reducing educational disparities caused by socioeconomic differences should be prioritized. Policies that provide financial support or educational resources to low-income families could significantly enhance students' academic outcomes; and 3) For Parents: The findings encourage parents to actively engage in their children's education, emphasizing the importance of creating structured learning environments and maintaining open communication about academic matters.

While the study provides valuable insights, several limitations should be acknowledged: 1) The study was limited to a specific geographic area, which may affect the generalizability of the findings to broader populations; 2) The reliance on qualitative data limits the ability to quantify the strength of relationships between family environment factors and academic performance; 3) Responses from participants may have been influenced by social desirability, particularly when discussing family dynamics and educational practices; and 4) Factors such as teacher effectiveness, peer influence, and school resources were not examined, which could also contribute to academic performance.

This study highlights the critical role of the family environment in shaping students' academic success. Key factors, including parental involvement, effective communication, structured home learning settings, and socioeconomic support, were identified as pivotal in fostering positive educational outcomes. These findings provide a foundation for developing strategies that bridge the gap between home and school learning contexts.

Further research is recommended to explore quantitative assessments of these relationships and to examine the interplay between family dynamics and other influential factors, such as school quality and peer interactions. By addressing these gaps, future studies can build on the insights provided here to offer a more comprehensive understanding of the factors influencing students' academic performance.

## CONCLUSION

The research highlights the crucial role of the family environment in shaping students' academic performance. The findings confirm that active parental involvement, effective communication, and a well-organized home learning environment significantly contribute to students' academic success. Socioeconomic status was also found to influence access to educational resources, affecting academic outcomes. These results underscore the need for collaboration between parents and educators to create supportive learning environments. Future research should explore the specific mechanisms through which family dynamics influence academic performance, especially in diverse socioeconomic contexts. The study provides valuable insights for improving educational strategies and fostering environments that support students' academic and personal growth. Ultimately, enhancing the role of the family in education will contribute to better academic outcomes and the development of well-rounded, successful students.

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