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INFLUENCE OF SELF-EFFICACY, LEARNING INTEREST, AND FAMILY ENVIRONMENT ON SCIENCE LEARNING OUTCOMES

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Abstract

This research aims to determine the influence of self-efficacy, learning interest, and family environment on learning outcomes. This research method is descriptive qualitative. The subjects were class X students. Data collection techniques used questionnaires and documentation. Data analysis techniques used are classical assumption testing, multiple regression analysis, and hypothesis testing. The research results show: 1) there is a significant influence between self-efficacy and learning outcomes, indicated by a coefficient value of 0.226, which means that every 0.226 increase in self-efficacy is accompanied by an increase in learning outcomes. 2) There is a significant influence between learning interest and learning outcomes, which indicated by a coefficient value of 0.221, means that every 0.221 increase in learning interest is accompanied by an increase in learning outcomes. 3) There is a significant influence between the family environment and learning outcomes, indicated by a coefficient value of 0.304, which means that every increase of 0.304 in the family environment is accompanied by an increase in learning outcomes. 4) Self-efficacy, learning interest, and the family environment simultaneously have a significant influence on the science learning outcomes. This shows that the higher the self-efficacy, interest in learning, and family environment, the higher the learning outcomes.

Keywords: Self-Efficacy, Interest to learn, Family environment, Learning outcomes

INTRODUCTION

The rapid development of technology and information today has brought changes in various sectors, including the education sector. The sophistication of technology and information is starting to erode the foundations of life in a society where humans no longer have to carry out activities in certain places with limited space and time, but make it possible to carry out activities anywhere, anytime, and

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with anyone. This change in activity patterns has also spread to the world of education throughout the world, including in Indonesia. Education that previously had to be held in certain places such as schools, campuses, and other places, which required face-to-face, is now very flexible and can be carried out virtually or in a combination of the two, without reducing the essence and quality of education. Where education can still be carried out in line with efforts to achieve national education goals as stated in Law No. 20 of 2003 concerning the National Education System. Where the function and objectives of national education are stated that national education functions to develop abilities and shape the character and civilization of a dignified nation to make the life of the nation intelligent, and aims to develop the potential of students so that they become human beings who believe in and are devoted to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The goal of national education, which leads to the development of students' potential, encourages the Ministry of Education, Culture, Research and Technology as a policy maker, to carry out various breakthroughs and innovations. Changes to the curriculum to developments and demands of the times were carried out, with the birth of the Independent Curriculum. Likewise, the learning pattern in the classroom which was previously teacher-centred has begun to shift to learner-centred learning. Where educators act as facilitators and partners for students with a focus on efforts to develop students' potential, talents, and interests. The very diverse potential, talents, and interests of students are certainly obstacles and challenges for educators and schools, as is the case for SMK Negeri 1 Magetan.

This vocational school with the title of Vocational School as a center of excellence and several students reaching 1,600 people with 6 skill programs is equipped with adequate learning infrastructure. The existence of these facilities and infrastructure contributes greatly to the implementation of the educational process by the standards set by the government.

However, the availability of adequate infrastructure supported by a conducive school environment cannot provide a guarantee for the success of the teaching and learning process. Many factors influence success in the teaching and learning process, which is demonstrated in students' learning achievements.

A person's learning achievement will be influenced by many factors, one of which is a person's self-efficacy as stated by Bandura (1997) academic self-efficacy influences academic achievement and individuals who have high academic self-efficacy are willing to accept assignments. academics given to him, trying to exert extra effort to carry out the tasks given, and showing a more diligent attitude in achieving high academic achievements.

Gibson et al., (1997) stated that the concept of self-efficacy or self-success is the belief that a person can perform well in a particular situation. Where self-efficacy has

three dimensions, namely: the high level of difficulty of a person's task which is believed to still be achievable, belief in strength, and generalization which means hope from something that has been done. Self-efficacy is further grouped into two forms, namely high self-efficacy and low self-efficacy, where individuals who have high self-efficacy usually have excellent performance and can resolve various situations they face. Meanwhile, individuals with low self-efficacy usually have less than optimal performance, tend to be pessimistic, and even avoid certain situations and conditions that are considered difficult and full of challenges (Bandura, 1997).

Furthermore, related to goals, an individual will set higher goals for themselves when they have high self-efficacy in a particular area. These individuals are more likely to exert all their energy when trying to complete a new task and are more persistent and never give up when they have to face challenges and obstacles in front of them(Sudarmiani,2020). As for students' efforts and persistence in-class activities, an individual who has high self-efficacy tends to learn more and achieve more than an individual who has low self-efficacy. Several indicators of self-efficacy according to Brown et al in Widyanto (2006:25) include: being confident that you can complete certain tasks; confident that you can motivate yourself to take the necessary actions; confident of being able to try hard, being persistent and persistent; confident of being able to survive obstacles and difficulties; and confident that they can complete tasks that have a broad or specific scope.

Success in the learning process is influenced by internal and external factors inherent in students and their supporting environment. According to Slameto (2015:54), two main factors influence learning, namely internal factors and external factors. Internal factors consist of physical factors, psychological factors, and fatigue factors. Meanwhile, external factors include family factors, school factors, and community factors. One of the internal factors that influences the learning process is psychological factors, which include intelligence, attention, interests, talents, motives, maturity, and fatigue. Winkel (2007:212) states that interest in learning is a subject's tendency to feel interested in a particular field of study or subject, and then feel happy to study that material. Furthermore, Hamalik (2001: 110) stated that learning without interest would make it difficult to achieve optimal learning success. Students' learning interests need special attention, considering that interest is one of the factors that support student learning success. Interest in learning also functions as a trigger for attention, makes concentration easier, resists external distractions, strengthens memory, and minimizes boredom in learning. Slameto (2015:57) states that interest itself has a big influence on learning activities because if the learning material studied is not by students' interests, students will not learn as well as possible considering that there is no attraction for them. On the other hand, if there are students who are less interested in learning, we can try to make them have a greater interest by explaining things that are interesting and useful for life as well as things that are related to their

ideals and how they relate to the lesson material being studied. Safari (2003:60) describes interest in learning into several indicators including feelings of joy, student attention, student connection to the lesson, and student involvement.

Furthermore, there are also external factors that influence the success of students' learning processes, such as family factors, school factors, and community factors. The family, as the child's closest environment, plays a very large and dominant role in the child's growth and development, whether related to academic abilities, the child's emotional level, moral education, social education, or religious education. It is in this family environment that children first receive education and guidance from their parents and closest family. The family environment has a big influence on student learning success. The factors from the family environment that influence student learning according to Slameto (2010: 59-64) include how parents educate their children, the establishment of good relationships between family members, the creation of a conducive atmosphere in the house, and the family's economic situation. established and the attention given by parents and close family to their children.
The internal factors inherent in the child and the external factors that accompany them become a whole that complements each other, all of which leads to achieving maximum learning outcomes.

RESEARCH METHOD

This research was conducted at SMK Negeri 1 Magetan, which is located on Jalan Kartini No. 6 Magetan sub-districts, Magetan sub-district/regency, East Java province. Where this school is one of the large schools with the title of Vocational School Center of Excellence with several students reaching 1,611 and of course has very diverse characteristics. This research is quantitative research with an ex post facto approach. The population in this study was 540 class X students, while the sample taken in this study was 85 people. The technique used in probability sampling uses a stratified random sampling or proportional random sampling approach. The data collection techniques used in this research are questionnaires and documentation.

The questionnaire used in this research consisted of a questionnaire for the self-efficacy variable with 5 question indicators, the learning interest variable with 4 question indicators, and the family environment variable with 5 question indicators. The form of measuring instrument used is a Likert scale, where all items consist of five alternative answers, namely: SS (strongly agree) with a score of 5, S (agree) with a score of 4, neutral (N) with a score of 3, TS (disagree).) with a score of 2, and STS (strongly disagree) with a score of 1.

Furthermore, research data in the form of documentation was taken from the learning outcomes obtained in the form of formative assessment scores in class X science subjects. The data analysis techniques used in this research are as follows:

1. Descriptive Statistical Analysis

   Descriptive statistics are statistics used in analyzing data by describing the data that has been collected without making generalized conclusions (Sugiyono, 2015). This descriptive statistical technique is used to determine mode, median, mean, percentage, range, and deviation. Therefore, a frequency distribution table is used by looking at the mean, median, variance, standard deviation, minimum value, and maximum value. The steps in processing data are as follows :

   a. Change answers in the form of scores by establishing scoring guidelines.
   b. Give a score to each answer that the respondent has filled in.
   c. Calculate the total questionnaire score for each respondent.
   d. Describing data, where the researcher presents data such as the mean. median, standard deviation, highest value, and lowest value of respondents' answers.

2. Inferential Statistical Analysis

   Inferential statistical analysis or significance testing is used to determine whether a relationship is statistically significant or not (Muhammad Idrus, 2007:201). Next, to determine the influence of several independent variables on the dependent variable, a statistical formula is used, namely multiple linear analysis or multiple linear regression. To test multiple linear regression, the prerequisite tests are first carried out, namely :

   a. Prerequisite Test

      1) Normality Test

         The normality test is intended as a first step to find out/test whether the data is normally distributed or not. This research used the Kolmogrov-Smirnov test with a significance level of 5% or 0.05. The standard for conducting hypothesis testing is if the significance is greater than a = 0.05 so that in statistics the data is normally distributed.

      2) Linearity Test

         The linear test is used using SPSS by looking at the Anova table. The decision-making standard for this test is seen from the significant value, if the significant value is greater than 0.05, it is concluded that the relationship is linear,

      3) Multicollinearity Test

         The multicollinearity test is used to find out whether each independent variable is independent or not. If it turns out that the data received has multicollinearity then you can take 1 variable which is used to analyze the influence of the independent variables on the dependent variable. So the score provision is if the VIF (Variance Inflation Factor) value of each independent variable is less than 10, then the variable is free from multicollinearity problems.

b. Hypothesis testing

After carrying out the prerequisite tests, hypothesis testing was carried out through multiple linear regression analysis with the independent variables being self-efficacy, interest in learning, and family environment. Meanwhile, the dependent variable is the science learning results. The multiple linear regression model or equation is as follows :

$$\gamma = a + \beta 1\, X1 + \beta 2 X2 + \beta 3 X3$$

Where :

y = science learning results

a = constant

X 1 = self-efficacy

X 2 = interest in learning

X 3 = family environment

$\beta\ i$ = parameters in regression (i = 0,1,2)

$b\ i$ = estimator in regression (i = 0,1,2)

With multiple linear regression analysis, results are obtained that describe the regression coefficients, and the results of the F-test and t-test, which are used in hypothesis testing. The results of the F test are to determine whether there is a joint influence between the three independent variables. Meanwhile, the results of the t-test are to determine the effect of each independent variable on the dependent variable. The conditions for hypothesis testing are that if the p-value is smaller than the significant level then H1 is accepted and H0 is rejected, and if the p-value is greater than the significant level then H1 is rejected and H0 is accepted (Tiro: 2010).

RESULT AND DISCUSSION

1. Analysis

In analyzing this research data, validity and reliability tests were used. Next, classical assumption tests, multiple regression analysis, and hypothesis testing were carried out.

The normality test is used to test whether, in the regression model, confounding or residual variables have a normal distribution (Ghozali, 2021:196). Furthermore, the results of residual normality testing using Kolmogorov-Smirnov can be presented in the table below:

Table 1. Normality Test Results

Kolmogorove- Smirnove	Criteria	Remarks

0,308	> 0,05	Normally distributed

Source: Processed Data, 2023

It can be seen that the resulting value for Asym. sig is 0.308. Where the asymp.sig value of 0.308 is greater than 0.05. Thus it can be concluded that the data is normally distributed. Apart from using the Kolmogorov-Sminov formula, the data normality test is also strengthened by the results of the histogram test, Normal P-P Plot of Regression, and Scatterplot. From the histogram test, it is known that the graph shows the curvature of a mountain where the curvature point is at point 0 and is in the middle between positive 2 and negative 2, which means the data is normally distributed. Next, a data normality test was carried out using the Normal P-P Plot of Regression, where it is known that the points of variable Y follow a line, which means the data is said to be normally distributed. Data normality test also uses Scatterplot. where it is known that the points of variable Y are spread out, which means that the data is normally distributed

Next, a multicollinearity test was carried out to test whether the regression model found any correlation between the independent variables, whereas a good regression model should not have any correlation between the independent variables.

Table 2. Multicollinearity Test Results

Variable	*Tolerance*	VIF	Remarks
Self-efficacy	0.546	1.832	Not Occur Multicollinearity
Learning Interest	0.632	1.582	Not occur Multicollinearity
Family environment	0.570	1.753	Not Occur Multicollinearity

Source: Processed Data, 2023

It can be seen that the tolerance value for the three variables mentioned above shows a number less than 1. Likewise, if you look at the VIF value, it can be seen that the VIF value is less than 10. Thus it can be said that the data does not experience multicollinearity.

Next, multiple regression analysis was carried out which was used to measure the strength of the relationship between the independent variable and the dependent variable. This analysis will show the direction of the relationship between these variables. The formula for finding out the regression equation used is as follows:

$Y = a + ß1 X1 + ß1 X2 + ß1 X3$

Table 3. Results of Multiple Regression Analysis

Model	Unstandardized Coefficients
	ß
(Constant)	24,939
Self-efficacy	0,226
Learning Interest	0,221
Family environment	0,304

Source: Processed Data, 2023

Based on the data in Table 4.6 above, it can be seen that the ß coefficient is a form of regression equation that can be produced as follows:

$Y = 24,939 + 0,226\ X_1 + 0,221\ X_2 + 0,304\ X_3$

The results of this equation are then used as a reference to be interpreted as follows:

a. The constant coefficient is positive, meaning that when the learning outcomes obtained by students do not take into account self-efficacy, interest in learning, and family environment, the learning outcomes obtained by students will still increase.
b. The self-efficacy coefficient is 0.226, meaning that every 0.226 increase in student self-efficacy increases, it will also be accompanied by an increase in learning outcomes.
c. The learning interest coefficient is 0.221, meaning that every 0.221 increase in learning interest shown by students increases, it will also be accompanied by an increase in learning outcomes.
d. The family environment coefficient is 0.304, meaning that for every 0.304 increase in the family environment, a student has, there will be an increase in learning outcomes.

As for hypothesis testing, the t-test and f-test are used, which are used to prove the hypothesis formulation based on existing research, both for the influence between one independent variable and the dependent variable or between several independent variables together with the dependent variable.

This significant test (t-test) aims to determine the influence of individual independent variables in explaining variations in the dependent variable.

Table 4. Significant Test Results (t-Test)

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig
(Constant)	24,939	5.607		4.448	< 0,001

Self-efficacy	0,226	0.087	0.237	2.590	0.011
Learning Interest	0,221	0.065	0.290	3.411	0.001
Family Environment	0,304	0.066	0.409	4.574	< 0,001

Source: Processed Data, 2023

Thus it can be seen that the results obtained in this t-test are as follows:

1) The calculated t value obtained for the self-efficacy variable is 2.590 with a sig of 0.011. Sig analysis results. amounting to 0.011 is smaller than 0.05 and means that individually the self-efficacy variable has a significant effect on learning outcomes.
2) The calculated t value obtained for the learning interest variable is 3.411 with sig 0.001. Sig analysis results. 0.001 is smaller than 0.05 and means that individually the learning interest variable has a significant effect on learning outcomes.
3) The calculated t value obtained for the environmental variable is 4,574 with sig < 0.001. Sig analysis results. <0.001 is smaller than 0.05 and means that individually the family environment variable has a significant effect on learning outcomes.

Furthermore, to determine the influence of individual independent variables in explaining variations in the dependent variable, it can be described as follows:

1) The Influence of Self-Efficacy on Learning Outcomes

Table 5. Significant Test Results for Self-Efficacy and Learning Outcomes

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig
(Constant)	35.684	6.610		5.399	< 0,001
Self-efficacy	0.620	0.079	0.651	7.815	< 0,001

Source: Processed Data, 2023

From the table above, it can be seen that the calculated t value obtained for the self-efficacy variable is 7.815 with sig < 0.001. Sig analysis results. <0.001 means it is smaller than 0.05 so it can be said that individually the self-efficacy variable has a significant effect on learning outcomes.

2) The influence of learning interest on learning outcomes

The results of significant testing (t-test) between the learning interest variable and the learning outcome variable can be seen in the following table:

Table 6. Significant Test Results for Learning Interest and Learning Outcomes

	Unstandardized	Standardized

Model	Coefficients		Coefficients		
	B	Std. Error	Beta	t	Sig
(Constant)	47.929	5.207		9.205	< 0,001
Learning Interest	0.488	0.064	0.639	7.576	< 0,001

Source: Processed Data, 2023

From the table above it can be seen that the calculated t value obtained for the learning interest variable is 7.576 with sig < 0.001. Sig analysis results. <0.001 means it is smaller than 0.05, so it can be said that individually the learning interest variable has a significant effect on learning outcomes

3) The influence of the family environment on learning outcomes

The results of significant testing (t-test) between family environment variables and learning outcome variables can be seen in the following table:

Table 7. Significant Test Results for Family Environment and Learning Outcomes

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig
(Constant)	42.699	4.880		8.750	<0,001
Family environment	0.526	0.057	0.709	.159	<0,001

Source: Processed Data, 2023

From the table above it can be seen that the calculated t value obtained for the family environment variable is 9.159 with sig <0.001. Sig analysis results. <0.001 means it is smaller than 0.05 so it can be said that individually the family environment variable has a significant effect on learning outcomes.

Next, to find out to what extent the independent variables used can explain the dependent variable, an f test is carried out.

The results of the model accuracy testing (f test) can be seen in the following table:

Table 8. Model Accuracy Test Results (f Test)

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1700.894	3	566.965	45.957	<,001[b]
Residual	999.294	81	12.337		
Total	2700.188	84			

Source: Processed Data, 2023

Furthermore, it can be seen that the results obtained in this t-test are a calculated F value of 45,957 and a significance value of <0.001. Where the calculated F value of 45,957 is greater than the F table value of 2.72. Meanwhile, the significance value (F sig.) of <0.001 is smaller than 0.05.

Thus it can be said that Ho is rejected and Ha is accepted. This means that simultaneously self-efficacy (X1), interest in learning (X2), and family environment (X3) have a significant effect on learning outcomes (Y).

2. Discussion

a. The Influence of Self-Efficacy on Learning Outcomes

The results of this research analysis show that self-efficacy has a positive influence on the learning outcomes obtained by students. This illustrates that the higher the student's self-efficacy, the higher the learning outcomes achieved by the student. This is also the opinion of Bandura (1997) who states that individuals who have high self-efficacy usually have very good performance, where these individuals will solve various situations they face, whether tasks/work or problems with pleasure.

This self-efficacy is the basic and main foundation for students in resolving various situations they face, especially those related to the learning process at school, at home, or elsewhere. A strong belief within students that there will be success in the learning process, will make it easier for students to achieve success in the learning process, whether shown in cognitive, attitudinal, or psychomotor assessments. Thus, it can be said that the higher the student's self-efficacy, the higher the learning outcomes they will obtain

b. The influence of learning interest on learning outcomes

The results of this research analysis show that interest in learning has a positive influence on the learning outcomes obtained by students. This illustrates that the higher the interest in learning shown by students, the higher the learning outcomes achieved by students. This is also by the opinion of Slameto (2015: 57) who states that interest itself has a big influence on learning activities, because if the learning material studied is not by students' interests then students will not learn as well as possible considering there is no power. pull for him.

The large influence of this interest in learning in determining the learning outcomes achieved by students means that the role of educators in cultivating students' interest in learning is very important. How can educators convince students to be interested in the subject matter they are studying, whether by explaining interesting things, things that are useful for life, and things that are related to the goals that students want to achieve? By maintaining students' interest in learning, which is shown by feelings of enjoyment in learning, good and serious attention, positive ties to the subject, and active involvement of students in the learning process, the learning outcomes obtained will also be good. Thus it can be said that interest in learning has a significant influence on the learning outcomes achieved by students.

c. Influence of Family Environment on Learning Outcomes

The results of this research analysis show that the family environment has a positive influence on the learning outcomes obtained by students. This illustrates that the greater the support of the family environment felt by students, the higher the learning outcomes achieved by students. This is also the opinion of Slameto ((2010:59) who explains that the family environment has a big influence on student learning success. The role of parents/guardians of students is to control and supervise their children while studying at home, providing adequate learning facilities. and supported by comfortable home conditions and an atmosphere for learning, it will encourage children to remain motivated to learn, which ultimately has an impact on achieving good learning outcomes. Thus it can be said that the family environment has a significant influence on the learning outcomes achieved by students.

d. The influence of self-efficacy and interest in learning on learning outcomes

From the results of hypothesis testing using the f test, it is known that self-efficacy and interest in learning together have a significant influence on the learning outcomes achieved by students. This shows that the higher the student's self-efficacy and interest in learning, the higher the learning outcomes achieved by the student. Having self-efficacy, which is characterized by having confidence in completing tasks, being able to motivate yourself, and being able to survive in the face of obstacles and difficulties, will of course make it easier to achieve good learning outcomes. Moreover, it is supported by the students' high interest in learning. In this way, these two variables, whether self-efficacy or interest in learning, can synergize with each other in encouraging the achievement of good learning outcomes. These two variables can simultaneously influence the learning outcomes achieved by students in science subject

e. The Influence of Self-Efficacy and Family Environment on Learning Outcomes

From the results of hypothesis testing using the f test, it is known that self-efficacy and the family environment together have a significant influence on the learning outcomes achieved by students. This shows that the higher the self-efficacy and the better the family environment a student has, the higher the learning outcomes achieved by the student. High self-efficacy of students when supported by a good family environment is of course able to become a good synergy in encouraging student success in learning, which is demonstrated in the achievement of learning outcomes at school. A strong belief in students to achieve success and supported by their comfort in carrying out various learning activities will of course be able to encourage the achievement of good learning outcomes. Thus, it can be said that self-efficacy and family environment have a significant influence on the learning outcomes achieved by students in science subjects.

f. Influence of Learning Interest and Family Environment on Learning Outcomes

From the results of hypothesis testing using the f test, it is known that interest in learning and the family environment together have a significant influence on the learning outcomes achieved by students. This shows that the higher the interest in learning and the better the family environment a student has, the higher the learning outcomes achieved by the student. A great interest in learning a subject is certainly valuable capital for students to achieve good learning results, especially as this interest generally comes from within the students themselves. High interest in learning will be able to ignite students' attention, make it easier to achieve concentration, withstand external distractions, strengthen learning material in memory, and minimize boredom in learning. If interest in learning is good and supported by a good family environment, the conditions created for students will be more complete in carrying out various kinds of learning activities, which in the end can also achieve good learning results. Thus, it can be said that interest in learning and the family environment have a significant influence on the learning outcomes achieved by students in science subjects

g. The influence of self-efficacy, interest in learning, and family environment on learning outcomes

From the results of hypothesis testing using the f test, it is known that self-efficacy, interest in learning, and family environment together have a significant influence on the learning outcomes achieved by students. This shows that the higher the student's self-efficacy, interest in learning, and family environment, the higher the learning outcomes achieved by the student. High self-efficacy of students when supported by a high interest in learning that is inherent in them will encourage student success in learning, which is demonstrated, among other things, in achieving learning outcomes. Moreover, these two variables are also supported by the existence of a good family environment, so the learning outcomes obtained will be even better. Thus, it can be said that self-efficacy, interest in learning, and family environment have a significant influence on the learning outcomes achieved by students in science subjects.

CONCLUSION

Based on the results of the analysis and discussion as explained in the previous chapter, it can be concluded that:

1. There is a significant influence between self-efficacy and the learning outcomes obtained by class X students in the Science Project subject. This illustrates that the higher the student's self-efficacy, the higher the learning outcomes achieved by the student.

2. There is a significant influence between interest in learning and the learning outcomes obtained by class X students in the Science Project subject. This illustrates that the higher the interest in learning shown by students, the higher the learning outcomes achieved by students.
3. There is a significant influence between the family environment and the learning outcomes obtained by class X students in the Science Project subject. This illustrates that the greater the support of the family environment felt by students, the higher the learning outcomes achieved by students.
4. Self-efficacy, interest in learning, and the family environment simultaneously have a significant influence on the learning outcomes obtained by class X students in the Science Project subject. This shows that the higher the student's self-efficacy, interest in learning, and family environment, the higher the learning outcomes achieved by the student. Furthermore, from these three variables, it can be seen that the family environment has a greater influence than self-efficacy and interest in learning.

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Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Nomor 033/H/KR/2022 tentang Perubahan Keputusan Kepala Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Nomor 008/H/KR/2022 tentang Capaian Pembelajaran Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah Pada Kurikulum Merdeka.

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