



The Influence of Family Environment on Students' Academic Achievement at Al Ihsan Islamic Boarding School

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Abstract

This study investigates the influence of the family environment on students' academic achievement at Pondok Pesantren Al Ihsan. Academic achievement is shaped by various factors, both internal and external. While motivation and interest are key internal drivers, the family environment plays a significant role in academic success. The research employs a quantitative approach with a correlational method, focusing on 45 students from the 2023 KIP-K scholarship cohort. Data were collected using a Likert-scale questionnaire on family environment factors and students' GPA as a measure of academic achievement. Analysis revealed a moderate positive correlation ($r = 0.535$) between the family environment and students' academic achievement, with the family environment contributing 28.6% to academic performance. The findings highlight the importance of family support in fostering motivation, discipline, and learning enthusiasm, all of which are essential for academic success. This study underscores the need for collaboration between families, educators, and students to create a conducive learning environment. The research contributes to understanding the role of the family in Islamic boarding school contexts and offers practical recommendations for enhancing students' academic achievements.

Keywords : Academic, family environment, islamic boarding school, academic achievement.

1. Introduction

In the field of education, academic achievement is often used as a benchmark to assess an individual's success in absorbing learning materials (Dewi, 2017). However, academic performance is not solely determined by internal factors such as interest and motivation to learn; it is also significantly influenced by external factors, one of which is the family environment (Gustina & Rahayu, 2020). The family environment plays a crucial role in shaping an individual's character, attitude, and values from an early age. The family serves as the first institution where one receives education and develops fundamental moral values. In general, strong family support encourages students to be more confident, enthusiastic about learning, and highly motivated to achieve academic excellence (Samsudin, 2019).

In a broader context, various studies have demonstrated that family support and environmental conditions can positively impact a child's academic development. Factors such as parental emotional support, involvement in academic activities, and the provision of moral and financial assistance have been shown to correlate with

better academic achievement (Silvi Aqidatul Ummah, 2020). In many countries, family-related factors such as parental education level, communication patterns within the household, and the overall home environment significantly influence children's academic performance. For instance, in developed countries like the United States and Canada, students from supportive family backgrounds tend to perform better academically than those from less supportive environments (Handayu, 2023).

Several studies have also found that, in some cases, children raised in families with highly educated parents tend to have better academic performance. Educated parents are generally more aware of the importance of education and are more proactive in motivating their children (Acoci, Matje, Farisatma, & Rizkayati, 2023). Additionally, families with better economic backgrounds typically have the means to provide more comprehensive and adequate learning facilities, allowing children to study in a more comfortable and effective environment (Mahdalina, 2022).

In the context of Islamic education, particularly in pesantren (Islamic boarding schools), the influence of family on academic performance has unique characteristics. Pesantren are educational institutions with a distinctive learning system that integrates formal education with religious studies (Jaya, 2017). In pesantren, students often live far from their families for an extended period, limiting their direct interaction with family members. In such situations, emotional support from the family remains a crucial factor in helping students overcome academic challenges. Despite the physical distance, students still require moral and spiritual support from their families to maintain their enthusiasm for learning and to cope with academic and social pressures in the pesantren environment (Damayanti, 2023).

In Indonesia, pesantren play a vital role in educating and shaping the character of young generations. Besides functioning as educational institutions, pesantren also serve as centers for moral and spiritual development (Sabiq, 2022). However, the boarding school system often creates both physical and emotional distance between students and their families. Students in pesantren typically interact with their families only during specific times, such as long holiday breaks. Nevertheless, the influence of family remains significant, particularly in aspects such as motivation, discipline, and learning enthusiasm (Krisdiyanto, Muflikha, Sahara, & Mahfud, 2019).

Empirical studies have shown that family support, even when limited by distance, can have a significant impact on students' academic achievement in pesantren. For example, research conducted by Dimas Pahlawanita Damayanti found that students who maintained good communication with their families despite living in pesantren demonstrated better academic performance. The study revealed that students who regularly received moral support from their families, whether through visits or remote communication, tended to have higher learning enthusiasm and greater motivation to excel academically (Damayanti, 2023). Similarly, research by

Lailatuzzahro Al-Akhda Aulia, Estalita Kelly, and Ahmad Sarifudin Zuhri (2022) also indicated that students who received parental attention, even indirectly, exhibited more positive learning attitudes than those who received less family support (Al-Akhda Aulia, Kelly, Sarifudin Zuhri, *Studi Psikologi, & Psikologi Universitas Yudharta Pasuruan*, 2022).

However, studies examining the influence of the family environment on academic achievement in pesantren remain relatively limited. Most existing research focuses more on the impact of family involvement in general educational settings, while studies on the boarding school system within pesantren have been relatively scarce. Given that pesantren have unique educational characteristics that differ from conventional formal education, a different approach is needed to understand the factors affecting students' academic performance (Abdullah, Ludfi, Taqiyuddin, Fatihah, & Wiwaha, 2024).

Therefore, this study focuses on analyzing the influence of the family environment on students' academic achievement at Pondok Pesantren Al Ihsan. By understanding the role of the family environment in supporting or hindering students' academic success, this research aims to provide theoretical contributions to the body of knowledge on pesantren education. Additionally, the findings of this study are expected to offer practical benefits for parents, teachers, and pesantren administrators, helping them recognize the importance of family support in assisting students in achieving academic success. This research also seeks to serve as a reference for pesantren in formulating policies that actively involve families in supporting students' education.

Specifically, this study will examine several aspects of the family environment, including parental education level, family socioeconomic status, frequency of student-family interactions, and the types of support provided by families, both directly and indirectly. By doing so, this study is expected to provide insights into the factors that contribute to creating a conducive learning environment for students to achieve optimal academic performance within the pesantren system.

2. Research Method

This research is a quantitative study. Quantitative research is oriented toward the use of numerical data, from data collection and interpretation to the presentation of research findings (Priadana & Sunarsi, 2021). The research method employed is the correlational method, which examines cause-and-effect relationships. The independent variable in this study is the family environment, while the dependent variable is students' academic achievement. Academic achievement itself is defined as the optimal learning outcome in which students exhibit positive behavioral changes after undergoing the learning process (Tarsono, 2024).

This study was conducted at Pondok Pesantren Al Ihsan. To gain a clearer understanding of the influence of the family environment on academic achievement, the research focused on Al Ihsan students who received the KIP-K scholarship from the 2023 cohort, totaling 150 students. The sample size selected for this study was 30% of the total population, amounting to 45 students, using a random sampling technique.

In data collection, following previous research procedures, the researcher first identified potential participants (Hayuningtyas et al., 2024). After determining the criteria that align with the research objectives, the researcher distributed a Google Form to recruit participants online over a period of three weeks. The Google Form contained 30 Likert-scale questions related to respondents' family environments. To measure students' academic achievement, the researcher used their Cumulative Grade Point Average (GPA) from the seventh semester, as students at this stage are considered to have reached academic maturity, and their grades are close to final.

Data analysis was performed using SPSS version 26. The analytical techniques used included correlation analysis, hypothesis testing using the t-test, and determination analysis. Correlation analysis aimed to assess the degree or strength of the relationship between the independent and dependent variables. To determine the existence and impact of the independent variable on the dependent variable, a t-test was conducted. Determination analysis was used to measure the extent to which the independent variable (X) influences the dependent variable (Y), expressed as a percentage (%).

3. Results and Discussion

3.1 Results

This study was conducted to determine the influence of the family environment on the academic performance of students at Pondok Pesantren Al Ihsan. The total number of respondents in this study was 45 students. The collected data included the family environment variable, which was obtained through a questionnaire, and the academic performance variable, which was taken from the students' GPA from the previous semester.

From the questionnaire analysis, it was found that with $n = 45$, the r-table value at a significance level of 0.01 was 0.380. The decision-making criterion states that if $r\text{-calculated} > r\text{-table}$, there is a correlation or relationship between the family environment and academic performance. However, if $r\text{-calculated} \leq r\text{-table}$, it is concluded that no significant relationship exists between the family environment and academic performance.

Based on the correlation analysis using SPSS version 26, the results obtained are as follows:

Table 1. SPSS Correlation Analysis

		X	Y
X	Pearson Correlation	1	.746**
	Sig. (2-tailed)		.000
	N	45	45
Y	Pearson Correlation	.746**	1
	Sig. (2-tailed)	.000	
	N	45	45

** Correlation is significant at the 0.01 level (2-tailed).

From the correlation test results table above, it is known that the correlation value (r calculated) is 0.746. This value falls into the strong relationship category (coefficient interval $0.60 - 0.799 = \text{strong}$). When compared to the r table value, the r calculated is greater than the r table ($0.746 > 0.380$). This shows that the family environment has a strong positive correlation with academic achievement. Each student naturally has a unique family environment. If a family has a good background and fully supports the child's academic achievement in college, the student will be motivated to study, and vice versa.

The hypothesis test used is the t -test to determine whether there is an influence of the independent variable, the family environment, on the dependent variable, academic achievement. From the questionnaire analysis, it is known that $n = 45$ and the number of independent variables (k) is 1. To find the t table value at a 0.01 significance level, the degrees of freedom (df) must first be calculated using the formula $n - k - 1$ ($45 - 1 - 1 = 43$). The df value can also be seen in the ANOVA analysis results, as shown in the following table.

Table 2. ANOVA Analysis in SPSS

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1184.724	1	1184.724	54.062	.000b
	Residual	942.305	43	21.914		
	Total	2127.030	44			

a. Dependent Variable: Y

b. Predictors: (Constant), X

In Table 2 above, it is shown that the residual df value is 43. Since the df value has been determined, the next step is to find the t -table value with $df = 43$ at a significance level of 0.05, which results in a t -table value of 1.996008. The decision-making criteria in statistical testing are as follows: if the calculated t -value (t -count) is greater than the t -table value, then H_0 is rejected and H_a is accepted, meaning that the family environment has an influence on students' academic achievement. However, if the calculated t -value is less than or equal to the t -table value, then H_0 is accepted and H_a is rejected, indicating that the family environment does not influence students'

academic achievement. Based on the t-test analysis conducted using SPSS version 26, the results obtained are as follows:

Table 3. SPSS Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	62.010	3.878		15.990	.000
	X	.368	.050	.746	7.353	.000

a. Dependent Variable: Y

From the t-test results table above, it is found that the calculated t-value (t-hitung) is 7.353. When compared to the t-table value (t-tabel), the result shows that $t\text{-hitung} > t\text{-tabel}$ ($7.353 > 1.996008$). This indicates that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, meaning that the independent variable, the family environment, has a significant influence on the dependent variable, academic performance. A family environment where parents do not pay attention to their child's learning needs and interests—such as providing study materials, managing study time, or addressing learning difficulties—will inevitably affect the child's academic success. Moreover, greater parental involvement, particularly in fulfilling learning facilities and providing information related to their child's learning characteristics, facilitates better communication between teachers or lecturers and students, helping them meet their academic needs in college.

The determination test aims to measure the extent of the influence or contribution of the independent variable, the family environment, to the dependent variable, students' academic performance. The results of the determination test, conducted using SPSS version 26, are as follows:

Table 4. SPSS Determination Test Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.746a	0.557	0.547	4.6812

a. Predictors: (Constant), X

From the model summary table above, it is known that the coefficient of determination obtained in the R Square column is 0.557. This means that the influence of the family environment on students' learning achievement is 55.7%. The remaining 44.3% ($100\% - 55.7\%$) is influenced by other factors outside the family environment.

Based on the research results, it is found that there is a significant influence of the independent variable, the family environment, on the dependent variable, academic

performance of students at Pondok Pesantren Al Ihsan. This is proven by the obtained t-value being greater than the t-table value ($5.177 > 1.996008$). The family environment has a strong positive correlation with students' learning achievement, with a correlation value of 0.746. The influence or contribution of the family environment to students' learning achievement is 55.7%.

Considering that the family environment influences students' learning achievement by 55.7%, it can be stated that in students' learning activities, the family environment plays a role in supporting and enhancing their academic performance. A child can learn with focus and diligence if the family environment, where parents are able to create a conducive atmosphere, accompany, and provide learning facilities for the child, both materially and morally.

3.1 Discussion

The family environment plays a crucial role in shaping the academic achievement of students, especially at Pondok Pesantren Al Ihsan. In the context of education at pesantren, where students receive not only general education but also religious and moral teachings, family support becomes a critical factor influencing their academic success. Previous studies have shown that parental attention and involvement in their children's education significantly contribute to students' motivation and learning outcomes. Parental attention can take various forms, from monitoring discipline to ensuring students attend pesantren, to providing the emotional and moral support necessary for their academic journey (Raflesia et al., 2023).

At Pondok Pesantren Al Ihsan, parents who are actively involved in their children's education can have a significant positive impact. For example, by monitoring attendance and academic progress, parents can help students stay focused on their learning goals (Lubis & Aulia, 2024). In the context of Al Ihsan, family support can strengthen students' motivation to study and achieve academic success. The higher the level of parental involvement in supporting education at pesantren, the higher the academic achievement of the students. Conversely, a lack of support can result in lower motivation and academic performance. This highlights that the family is the primary and most influential educational environment in shaping children's character, mindset, and learning attitudes. Pondok Pesantren Al Ihsan adopts a distinctive educational approach, integrating general knowledge and religious studies.

In such an environment, students are expected not only to master academic subjects but also to apply religious values in daily life. Therefore, the role of parents in instilling these values is extremely important. Fahham (2013) explains that parents act as the first educators for their children, and their support in pesantren education greatly influences the formation of students' character and morals (Fahham, 2013). At Pondok Pesantren Al Ihsan, where discipline and commitment to learning are highly

emphasized, parents who show care for their children's education can help create a positive learning atmosphere. Students who feel supported by their parents tend to be more enthusiastic in their studies and are better able to cope with academic challenges. Parental involvement in students' education at Pondok Pesantren Al Ihsan is not limited to academic aspects but is also crucial for their emotional and social development. Research by Ummul Fadika and Imelda Ritunga (2022) shows that emotional support from parents can improve students' mental health, which in turn positively impacts their academic performance (Fadika & Ritunga, 2022).

In a pesantren environment, which is often characterized by strict discipline, emotional support from parents becomes essential to maintain students' psychological balance. Parents who are actively involved in their children's education at pesantren can also help students develop social skills. Interactions with fellow students are vital for character formation, and parents who are involved can assist their children in learning how to communicate and collaborate with others. This is especially valuable in building strong social networks within the pesantren environment.

The education students receive at Pondok Pesantren Al Ihsan does not eliminate the parents' responsibility in educating their children. Even though students attend formal education at the pesantren, parental support and guidance are still necessary. Families must continue to instill ethical and moral values essential for leading a good life in society. With consistent parental involvement, students can be better prepared to face challenges in the outside world after completing their education at the pesantren. Overall, the family environment significantly impacts the academic performance of students at Pondok Pesantren Al Ihsan. Active parental involvement in education not only supports academic success but also contributes to students' character and moral development. Therefore, it is important for parents to remain engaged and create a positive learning environment both at home and at the pesantren (Via Rantari et al., 2024). Strong family support will help students reach their full potential, preparing them for academic and social challenges in the future. Continuous parental involvement is a crucial investment in their children's education and future.

The results of this study can be concluded that there is a significant influence of the family environment on students' academic achievement. This is evidenced by the acquisition of the correlation coefficient (r) greater than the table value ($0.535 > 0.2335$). The family environment has a moderate positive correlation with students' academic achievement, with a correlation coefficient of 0.535. The contribution or impact of the family environment on students' learning achievement is 28.6%. Parents are expected to consistently fulfill their roles and responsibilities in their children's education within the family environment, while educators are encouraged to

collaborate with parents in addressing students' learning difficulties. Similarly, students are expected to study diligently to improve their academic performance.

4. Conclusion

The results of this study conclude that the family environment has a significant influence on students' academic achievement. This is evidenced by the correlation coefficient (r) being greater than the table value ($0.535 > 0.2335$). The family environment has a moderate positive correlation with students' academic achievement, with a correlation coefficient of 0.535. Furthermore, the contribution or impact of the family environment on students' academic performance is 28.6%. This finding emphasizes the role of the family in shaping students' motivation and discipline in learning. A conducive family environment, where parents provide adequate support and attention to their children's education, can enhance students' academic performance. Conversely, a lack of family support may hinder their learning progress.

Based on these findings, it is recommended that parents consistently fulfill their roles and responsibilities in supporting their children's education at home. Educators are also encouraged to collaborate with parents in addressing students' learning difficulties to create a more effective educational environment. Meanwhile, students should maintain a strong commitment to their studies to improve their academic performance. Strengthening communication between families and educational institutions can further optimize students' learning experiences. Through active involvement from all parties, students' academic achievements can be enhanced, ultimately preparing them for future challenges.

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