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The Effect Of Teaching Style And Family Environment On Student Learning Outcomes In Journal Materials General Class XI AKL

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Abstract

The core problem in this research is the suboptimal student learning outcomes in accounting, specifically regarding general journal entry materials. This study aims to determine whether there is a positive and significant influence of Teacher's Teaching Style and Family Environment, both partially and simultaneously, on General Journal Learning Outcomes among 11th-grade AKL students at SMK Negeri 1 Medan. This research was conducted at SMK Negeri 1 Medan using a quantitative ex-post facto approach. The population as well as the sample in this study consisted of all 137 students of the 11th-grade AKL, selected using the total sampling technique. Data collection techniques involved documenting the Mid-Term Examination (UTS) scores and distributing closed-ended questionnaires with a 4-point Likert scale. The research instrument consisted of 28 statements: 18 items for Teacher's Teaching Style (X1) and 10 items for Family Environment (X2). The instruments were previously tested for validity and reliability. The collected data were processed using multiple linear regression analysis via SPSS version 25.0 software. The multiple linear regression analysis yielded the equation: Y = 27.654 + 0.426X_1 + 1.244X_2. Based on partial hypothesis testing (t-test), there is a significant positive influence of Teacher's Teaching Style on general journal learning outcomes with a t-value of 3.100 > 2.001 t-table and a significant value of 0.003 < 0.05. The Family Environment variable also partially exerts a significant positive effect on learning outcomes with a t-value of 4.781 > 2.001 t-table and a significant value of 0.000 < 0.05. Simultaneously (F-test), both independent variables significantly influence the dependent variable with an F-value of 41.761 > 3.153 F-table and a significant value of 0.000 < 0.05. The Adjusted R Square value indicates that the simultaneous contribution of these two independent variables is 57.6%, while the remaining 42.4% is explained by other external variables not examined in this study.

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Keywords: Teacher's Teaching Style, Family Environment, Journal Entry Learning Outcomes

INTRODUCTION

Education is crucial for a nation as the foundation of its development. Therefore, education must always be a paramount component, not just ordinary education, but quality and accountable education that can benefit the nation's development. The education sector has become a top priority in current government policies and programs. Discussing education is certainly inseparable from all efforts that must be implemented to improve the quality of human resources (Habaridota, 2020). Quality human beings are identified through the educational aspects clearly contained in the objectives of National Education, as stated in Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. In line with this (Ariastuti & Wahyudin, 2022)., it emphasizes that the main goal of national education is to optimize the development of student potential, shape dignified character, and advance the nation's civilization with the aim of educating the public.

Based on the objectives of National Education, it is clear that education at every level must be organized systematically so that these objectives can be achieved properly (Afdila & Sartika, 2020). Every school, regardless of its level, from the lowest level to the highest level, hopes to be able to produce students who achieve good and satisfactory results, this is a source of pride for both students and the school, the learning achievements obtained by students show the ability or success of students in school as well as being the basis for assessing the success of the school in learning activities for its students. One of the various tasks of the school is to prepare students so that they can achieve their maximum development (Masry-Herzallah & Stavissky, 2021).

In the educational aspect, the success of the learning process can be measured through the achievement of student learning outcomes and achievements (Ridlo et al., 2020). According to (Hidayati et al., 2021), learning outcomes are specific competencies or abilities achieved by students after participating in the teaching and learning process, which include cognitive, affective, and psychomotor skills as evidence of student success in understanding a subject (Nicolaou et al., 2019). At the Vocational High School (SMK) level, specifically the Accounting expertise competency, learning outcomes reflect not only theoretical mastery but also students' practical skills in preparing accurate financial reports (Nurhidayat et al., 2018).

However, in reality, achieving optimal learning outcomes is not easy. Based on initial observations conducted by researchers at SMK Negeri 1 Medan, a phenomenon of low

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learning outcomes of class XI AKL students was found, especially in the General Journal material. The general journal is a very crucial basic recording material because it requires a strong understanding of debit-credit logic for every financial transaction (El-Emadi et al., 2019). It is known that the daily test scores for the general journal subject obtained by students are less than optimal, there are still many students who have not reached the Minimum Completion Criteria (KKM) set by the school, which is 75. The percentage of completion of learning outcomes for trading company accounting can be seen in tablebelow.

Table 1. Percentage of Completion of Daily Accounting Values for Trading Company Accounting Class XI AKL SMK Negeri 1 Medan

No	Class	Amount student	Amount Students above KKM	Percentage of students above KKM	Number of Students Below Minimum Competency (KKM)	Percentage of Students Below Minimum Competency (KKM)
1	XI AKL 1	35	15	42.85%	20	57.15%
2	XI AKL 2	35	16	45.71%	19	54.29%
3	XI AKL 3	35	15	42.85%	20	57.15%
4	XI AKL 4	31	13	40.63%	19	59.37%
	Amount	**137**	**59**	**43.07%**	**78**	**56.93%**

Based on the data in the table seen that students who get 59 students (43.07%) out of a total of 137 students had scores above the KKM. Meanwhile, For students who get 78 students (56.93%) had scores below the KKM. This indicates existence enough obstacles big in the process of mastery material recording base the.

The low results Study This allegedly strong influenced by interactions various complex factors, both those originating from from in self students (internal factors) as well as from outside self students (factors external). In the context of learning accounting in schools, one of the factor external the main holding role crucial in determine success academic is the Teaching Style applied by the teacher inside class. The teacher does not Again just become center information (teacher- centered), but rather own role central as facilitator, director and manager climate Conducive learning. reveals that the teacher (Baqi et al., 2024) 's complex role as educator, trainer, and motivator requires the application of varied teaching methods and strategies. This variation is crucial to prevent classroom

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interaction patterns from becoming monotonous or rigid, and to prevent students from becoming bored or fed up, which can reduce their memory retention (Tahereh et al., 2021).

The reality in the field often shows that the use of conventional teaching styles, such as prolonged one-way lectures without any reciprocal interaction, tends to quickly reduce students' concentration (Suliyanah et al., 2021). This condition becomes even more critical when faced with Accounting subjects, especially the General Journal material. The General Journal material is one of the most fundamental foundations in the accounting cycle, demanding high-level analytical skills, mathematical precision, and a strong understanding of the logic of debits and credits for each financial transaction (Al-Amien et al., 2021). If teachers fail to present this material with an engaging approach, students will view accounting as a complicated, abstract, and boring subject. Therefore, an adaptive, communicative, innovative, and student-centered teaching style is essential to arouse intrinsic interest, stimulate critical thinking, and maintain students' focus and concentration in mastering the basics of journaling comprehensively.

The importance of the family environment is strongly supported by empirical findings in research (Susatyo & Wardhono, 2019), which concluded that a family environment that provides intensive tutoring and adequate facilities has a significant positive influence on students' achievement of cognitive competencies. A supportive family creates a stable psychological condition for children to conduct independent studies. In addition, studies from (Setiowati, 2019) revealed that parental attention in the form of monitoring study schedules and harmonious relationships between family members have been proven to be strong predictors of improving student learning outcomes in productive subjects that require a high level of concentration. Thus, if students are supported by a conducive family ecosystem, then obstacles and difficulties in practicing complex General Journal questions will be more easily overcome independently.

Based on the things that have been described, the author is interested in seeing the influence of learning styles and family environment on student learning outcomes, so the author is interested in conducting research entitled: "The Influence of Teaching Style and Family Environment on Student Learning Outcomes in General Journal Material XI AKL at SMK Negeri 1 Medan"

METHOD

This research was conducted at SMKN 1 Medan, located at Jl. Sindoro No. 1, Pusat Ps., Medan Kota District, Medan City, North Sumatra Province. The implementation time study This conducted in odd semester Year 2025/2026 Learning. According to (Qomari et al., 2022)

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" Population is overall subject research ". As for what becomes population in study This is all over student AKL major class XI SMKN 1 Medan totaling 137 people.

The sample is part from the number and characteristics of a population said. If size population relatively affordable and possible For investigated in a way comprehensive, then researchers can use all over member population as sample. In research this technique taking samples used is Total Sampling method. According to (Aguanda et al., 2023) total sampling is technique determination sample when all member population used as sample. This step taken Because amount population student class XI AKL at SMK Negeri 1 Medan which became object study amount to not enough from 100-200 people, namely as many as 137 students.

Implementation this total sampling method supported by the view Siyoto(Mokoginta & Arafah, 2022) stated that that if size population in study quantitative ranges above 100 but Still in limits that can be reached by researchers in a way time, cost and energy, then taking all over population as samples are highly recommended Because will minimize level error (sampling error) up to reach zero. In line with matter Hidayat (Fatih et al., 2019) emphasized that that use total sample or census capable increase degrees representative data in absolute, so that results analysis multiple linear regression obtained later own level validity and capability very high generalization. Based on the arguments of experts said, then all over population of 137 students class XI AKL in general overall adopted become sample in study This.

Data analysis is one of the research processes carried out after all necessary data use solve the problem being researched Already obtained in a way complete Slameto (2023). In research This technique data analysis used that is analysis descriptive, assumption test classical and hypothesis testing assisted by data processing software SPSS (Statistical Package Social Science).

In analysis regression there is a number of assumptions that must be made filled so that equality the resulting regression is valid if used For predict something problem Slameto (2023). Assumption test classic used For know There is whether or not residual normality, multicollinearity, autocollinearity, autocorrelation, and heteroscedasticity in the regression model (Budiya, 2021).

RESULTS AND DISCUSSION

Research result

This research conducted in class XI of the Department Accounting and Financial Institution (AKL) of SMK Negeri 1 Medan, located at Jl. Sindoro No. 1, Pusat Ps., Medan Kota

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District, Medan City, North Sumatra Province. Implementation time study This conducted in odd semester Year 2025/2026 Learning with population as many as 137 students and samples taken as many as 137 students. Researchers based on opinion Sugiyono (2022) who stated that "total sampling is technique determination sample when all member population used as sample," and supported by the view Siyoto (2021) stated that that if size population in study quantitative ranges above 100 but Still in limits that can be reached by researchers, then taking all over population as samples are highly recommended Because will minimize level error (*sampling error*). The data in the research This consists of from three variables, namely Teaching Style (X1), Environment Family (X $_2$), and Learning Outcomes (Y).

Description Research Instruments

Before starting the actual research data collection, conducting a trial of the research instrument is a crucial step that should not be overlooked. The location for the instrument trial in this study was SMK Negeri 7 Medan (Sari et al., 2021). The reason the researcher chose this school as the location for the instrument trial was because it had significant similarities in characteristics with the school where the research was conducted (SMK Negeri 1 Medan). These similar characteristics include both schools being State Vocational High Schools in Medan City that have an Accounting and Institutional Finance (AKL) expertise program with A Accreditation, implementing the same curriculum, and their students having received basic Accounting material.

Trials validity and reliability instrument For variables Environment Family (X $_2$) is also done to 30 respondents outside sample study with use technique Pearson Product Moment correlation and coefficient *Cronbach's* Alpha Testing validity done with compare mark r $_{count}$ each item statement with mark r $_{table.}$ r $_{table\ value}$ with level 5% significance (alpha = 0.05) for 30 respondents is of 0.361.

Description of Research Data

This research analyze influence variables independent consisting of from Teaching Style (X1) and Environment Family (X2) against variables dependent namely Learning Outcomes Students in the General Journal Material for Class XI AKL at State Vocational School 1 Medan (Y).

Before the data is interpreted, an interval distance is first created for the statement category, namely:

$$\text{Interval} = \frac{Nilai\ Tertinggi - Nilai\ Terendah}{Jarak\ Interval}$$

Based on the formula, we obtain:

$$\text{Interval} = \frac{4-1}{4} = 0.75$$

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Description Teaching Style Variables

Accounting teacher teaching style measured with observe perception student to appearance, performance, and strategies implemented by teachers in class For manage climate learning, directing interaction learning, as well as overcome boredom participant educate during discussion material General Journal in progress. Measurement This involving 18 grains statement that includes 5 indicators main, namely teacher relationship with participant educate, give motivation, giving variations, explaining lessons, and giving strengthening. After being implemented study to 137 respondents,

Based on all the empirical data obtained above, then can concluded that in a way Accumulative, the Teaching Style variable (X1) is in the "Good" category with total average score achievement overall of 2.85. Although accumulation the total classified as good, there is two points indicator valuable variations not enough Good become notes evaluation important for optimization of the learning process to front.

Classical Assumption Test Results

Normality Test

Normality test in the regression model multiple used For test whether the resulting residual value from interaction Teaching Style (X1) and Environment variables Family (X2) on Learning Outcomes General Journal (Y) distributed normally or no. A good and valid regression model for predict a parameter requires moving residual value follow distribution normal curve (Utari & Sukidjo., 2020). Testing normality in a way objective done using the One-Sample Kolmogorov-Smirnov statistical test with SPSS 25.0 computer program assistance. Criteria taking decision based on values significance, where if mark Asymp. Sig. (2-tailed) > 0.05, then the residual of the regression model stated distributed normally. On the other hand, if mark Asymp. Sig. (2-tailed) < 0.05, then the residual is stated No distributed normally. The results of the Kolmogorov-Smirnov test for the research data This presented in Table 4.12 below :

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		137
Normal Parameters [a,b]	Mean	.0000000
	Standard Deviation	5.12437510

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Most Differences	Extreme	Absolute	.062
		Positive	.035
		Negative	-.062
Test Statistics			.062
Asymp. Sig. (2-tailed)			.200 c,d

Based on the results of the Kolmogorov-Smirnov statistical test listed in Table 4.12 above, the Test Statistic value obtained was 0.062 with a significance coefficient of Asymp. Sig. (2-tailed) of 0.200. Because the significance value obtained was much greater than the specified standard significance level (0.200 > 0.05), then as the basis for decision making in the normality test, it can be concluded that the residual value in this regression model is normally distributed (Usman & Effendy, 2022).

In the normal probability plot graph above, the points are seen to be spread out and approaching the diagonal line and following the diagonal line so it can be concluded that the data is normally distributed.

Linearity Test

Linearity test used For know whether each variable free, namely Teaching Style (X_1) and Environment Family (X_2), has linear relationship or No in a way significant with variables bound, namely Learning Outcomes General Journal (Y). Testing linearity This is one of the prerequisite tests important mandatory filled before do analysis multiple linear regression.

Provision taking decision in testing This based on the value Based on the table summary results above test, analysis correlation linearity for each relationship variables can explained as following: Based on results obtained from SPSS calculations in Table 4.13, it is known Sig. Deviation from Linearity value for connection The variable of Teaching Style (X1) on Learning Outcomes (Y) is is 0.402. Since the value of 0.402 > 0.05, then in accordance with applicable criteria, can concluded that there is linear relationship significant between Teaching Styles towards Learning Outcomes Student General Journal class XI AKL at SMK Negeri 1 Medan. Similarly with variables previously, the results SPSS calculations show that Sig. Deviation from Linearity value for connection variables Environment Family (X2) on Learning Outcomes (Y) is of 0.713. Because the value significance the more big from level standard (0.713 > 0.05), then can withdrawn conclusion absolute that there is linear relationship significant between Environment Family towards Learning Outcomes Student General Journal class XI AKL at State Vocational School 1 Medan.

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With fulfillment principle linearity in both variables free this, then the regression model This stated fulfil condition For to be continued to stage analysis multiple linear regression.

Multicollinearity Test

The multicollinearity test aims to determine whether a strong or perfect correlation exists between the independent variables in a regression model. A good regression model should have no significant correlation between the independent variables, so that each variable can independently explain the dependent variable. By verifying these statistical parameters, it can be concluded that the two independent variables do not exhibit multicollinearity, thus declaring this regression model sound and valid for use in further analysis.

Heteroscedasticity Test

Heteroscedasticity test aim For test whether in the regression model happen inequality variance from residual value between One observation to other observations. A good regression model that meets the requirements prerequisite is a model that has residual variance which is still or constant from One observation to observation others, which are called as condition homoscedasticity (free from symptom heteroscedasticity).

For detect existence symptom This in a way accurate, objective, and measurable, researchers using the Glejser Test. Mechanism testing This done with method regress mark absolute residual (Absolute Residual or ABS_RES) as variables dependent against each variable independent research. In addition, the heteroscedasticity test in study this is also done with see pattern Scatterplot image. According to Ghozali (2011:139) does not happen heteroscedasticity, if No There is clear pattern (wavy, wide Then narrowing) in the image *Scatterplots,* as well as dot, dot, dot spread above and below number 0 on the Y axis. The results tests conducted like picture following. Referring to the picture the can known that data points are spread out above and below the number 0 on the Y axis and the data points are also not form clear pattern, so that can concluded No happen symptom heteroscedasticity (Pedersen, 2018). Therefore That can withdrawn conclusion that dot, dot, dot spread in graphics and not form something pattern certain, meaning No happen heteroscedasticity.

Data Analysis Techniques

Analysis multiple linear regression used in study This For knowing and measuring how much big direction as well as size influence variables independent *variable* consisting of from Teaching Style (X_1) and Environment Family (X_2) against variables dependent

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variable, namely learning outcomes Student General Journal (Y) class XI AKL at State Vocational School 1 Medan.

Functional model equality proposed multiple linear regression in study This is as following :

$$Y = a + b_1 X_1 + b_2 X_2$$

Based on the results of data processing using the SPSS 25 computer software program, a summary of the results of the calculation of the multiple linear regression coefficient values can be seen in Table 4.16 below:

Table 3. Calculation Results Multiple Linear Regression

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	27,654	4,962		5,573	.000
	Teaching Style	.426	.138	.334	3,100	.003
	Environment Family	1,244	.260	.514	4,781	.000

a. Dependent Variable: Accounting Learning Outcomes

Based on the statistical output results in Table 4.16 above, the function of the multiple linear regression equation model that is formed empirically is as follows:

$$Y = 27.654 + 0.426X_1 + 1.244X_2$$

Coefficient value regression For variables Environment Family (X_2) also shows direction positive that is of 1.244. Positive value This means that if condition Environment Family (X_2) experienced improvement or the more conducive as big as One unit, then predicted will raise Learning Outcomes Achievement Student General Journal (Y) in a way significant amounting to 1,244 units. On the other hand, if condition ecosystem environment family worsening or not enough conducive, then level acquisition results Study journal general student predicted will experience decline, with condition variables free other in the regression model This worth still or constant (Turner, 2022).

Statistical Test

t-Test (Partial Regression Coefficient)

The t-test (partial regression coefficient) in this study was used to test how far the influence of each independent variable individually or partially, namely Teaching Style (X1) and Family Environment (X2), in explaining the variation of the dependent variable, namely

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the General Journal Learning Outcomes (Y) of class XI AKL students at SMK Negeri 1 Medan (Darma et al., 2023).

Table 4. Proof T-Test Hypothesis

Hypothesis	t table	t count	Sig	Conclusion
H1: There is a significant influence of X1 and Y	2,001	3,100	.003	Accepted
H2: There is a significant influence of X2 and Y	2,001	4,781	.000	Accepted

Discussion of Research Results

This research aim For know and prove in a way empirical influence between Teaching Style (X_1) and Environment Family (X_2) is good in a way partial and simultaneous towards Learning Outcomes Student General Journal (Y) class XI AKL at SMK Negeri 1 Medan. Based on the results testing statistics that have been presented previously use technique analysis multiple linear regression, found proof empirical that Good in a way partial and simultaneously, the variables of Teaching Style (X_1) and Environment Family (X_2) has positive and significant influence towards Learning Outcomes General Journal (Y). The following discussion the role of each variable study (Wijaya et al., 2022).

The Influence of Teaching Style on Accounting Learning Outcomes

The results of partial hypothesis testing (t-test) in this study successfully proved that the Teaching Style variable (X1) has a positive and significant influence on the General Journal Learning Outcomes (Y) of class XI AKL students at SMK Negeri 1 Medan. This empirical evidence is shown by the acquisition of the t-count value} for the Teaching Style variable of 3.100, which is much greater than the critical limit of t-table, which is 2.001 (3.100 > 2.001). The significance of this influence is strengthened by the significance coefficient value (Sig.) which is far below the standard error threshold, which is 0.003 < 0.050. Thus, the test decision states that the First Hypothesis (H1) in this study is absolutely accepted.

Linear with the results of the regression analysis, the direction of the regression coefficient which is positive (b1 = 0.426) contains a theoretical meaning that the better, structured, varied, and professional teaching style displayed by accounting teachers when delivering material in class, it will be followed by an increase in the achievement of the General Journal Learning Outcomes (Y) of class XI AKL students of SMK Negeri 1 Medan

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significantly. Conversely, if the teaching style applied by the teacher tends to be monotonous, not accommodating, and passive, then the level of mastery and student learning outcomes in the accounting material are predicted to experience a significant decline (Agustian et al., 2022).

When associated with the descriptive data of the frequency distribution of questionnaire answers, cumulatively students' perceptions of the Teaching Style of accounting teachers are in the "Good" category with an average overall score of 2.85. This dominant achievement is contributed by the "Explaining Lessons" indicator (items 13, 14, 15) which recorded the highest value with an average of 3.14 in the "Good" category. This indicates that accounting teachers at SMK Negeri 1 Medan have mature pedagogical competence, characterized by clear articulation of sequential sounds, as well as skill in providing examples of real financial transaction cases that are close to students' daily lives, thus facilitating the internalization of the basic concepts of the debit-credit accounting mechanism (As, 2021).

However, on the other hand, the data tabulation results also recorded areas of teacher weakness, where the "Providing Variation" indicator recorded the lowest score, especially in item number 9 (variation of teaching methods) with an average of 2.01 ("Poor") and item number 11 (movement of the teacher's teaching position which tends to be static in front of the class) with an average of 2.00 ("Poor"). This finding indicates boredom or learning fatigue among students due to learning activities dominated by conventional lecture methods and the lack of physical mobility of teachers to visit students' benches in the back row when providing assistance with general journal exercises.

Theoretically, the findings of this study are highly linear and reinforce the main pillars of Social Learning Theory proposed by Albert Bandura. In Bandura's framework, the human learning process occurs through imitation (modeling) and observation of the environment. Accounting teachers are the primary live models within the classroom ecosystem. When a teacher is able to display an enthusiastic, communicative, expressive, and high-energy teaching style (as reflected in item number 8, which achieved a high score of 3.08), this positive stimulus will be captured by the students' cognitive systems through the processes of attention and retention. As a result, students will imitate the model's behavior by increasing learning attention, focusing, and developing intrinsic motivation to practice the accounting cycle meticulously, which ultimately leads to optimal achievement of mid-term learning outcomes (Pongkendek et al., 2019).

The practical implications of this research confirm that accounting teachers at SMK Negeri 1 Medan should not only focus on mastering the material (content mastery) alone, but must also continuously hone their performance and style of delivering the material in

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front of the class. Teachers are expected to consciously minimize static teaching habits and begin to adopt a variety of student-centered learning methods, such as Problem-Based Learning (PBL) or Project-Based Learning (PjBL) methods combined with interactive media based on modern accounting technology, in order to boost the focus and learning completeness of class XI AKL students in a sustainable manner.

The empirical findings in this thesis are strongly supported by previous research conducted by Devi (2021), who successfully demonstrated that teacher teaching style has a positive and significant influence on learning outcomes in financial accounting. Similarly, these findings align with research by Sobari (Nasution & Rasyidah, 2022), which confirmed that variations in teacher teaching performance and the creation of a democratic, two-way communication climate in the classroom act as strong predictors of increasing students' cognitive competency achievement in secondary accounting subjects in vocational schools.

Influence Environment Family On Learning Outcomes Accountancy

Test results hypothesis in a way partial through the t-test in study This succeed prove in a way empirical that variables Environment Family (X2) has positive and significant influence towards Learning Outcomes Student General Journal (Y) Class XI AKL at State Vocational School 1 Medan. Proof statistics This shown by the acquisition mark thitung For variables Environment Family amounting to 4,781, the value of which is Far beyond limit critical table distribution that is table of 2.001 (4.781 > 2.001). Significance strong influence This reinforced by the acquisition mark significance (Sig.) of 0.000, which is far below threshold tolerable standard error limit namely 0.05 (0.000 < 0.05). Based on the results number statistics said, can withdrawn conclusion absolute that Hypothesis Second (H2) in study This stated accepted.

In accordance with results testing hypothesis mentioned, the coefficient parameters regression For variables Environment Family worth positive that is of 1.244 (b2 = 1.244). In theoretical, value This contain meaning that the more conducive, harmonious, and supportive ecosystem environment family place student stay at home, then will followed with improvement achievements Learning Outcome Values Student General Journal (Y) class XI AKL at State Vocational School 1 Medan in general significant. On the other hand, if condition environment family not enough conducive and fulfilled with obstacle domestic, then level mastery competence cognitive student in finish cycle recording accountancy finance predicted will experience a real decline (Taylor et al., 2024).

If reviewed from results analysis descriptive table distribution frequency answer questionnaire per indicator, in accumulative variables Environment Family (X2) is in the range " Conducive " category with acquisition average value of 2.76. Success achievement

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This pushed strong by the indicator " Relationship between member family " (especially item number 7 regarding harmony connection fraternity) who recorded highest average score that is of 3.07 with " Conducive " category. A pleasant and full family climate moral support from you siblings at home proven act as system effective psychological support system. Atmosphere emotionally stable and free from conflict domestic This provide a sense of security for students, so that they own excellent mental readiness for repeat material lesson as well as focus concentration moment train analyze transaction finances at home.

The Influence of Teaching Style and Environment Family On Learning Outcomes Accountancy General ledger

Based on the results testing hypothesis in a way simultaneously (simultaneously) using the F Test, it was found proof valid empirical evidence that Teaching Style (X1) and Environment variables Family (X2) in general together own positive and significant influence towards Learning Outcomes Student General Journal (Y) Class XI AKL at State Vocational School 1 Medan (Oktarianto & Handayanto, 2021). Proof statistics This shown by the acquisition mark F count amounting to 41,761, the value of which is Far more big from mark Ftable of 3.153 (41.761 > 3.153). Significance influence simultaneous This reinforced by values coefficient significance (Sig.) of 0.000, which is far below threshold limit error standard a = 0.05 (0.000 < 0.05). With Thus, the decision testing state that Hypothesis Third (H3) in study This stated accepted.

In a way theoretical, findings latest in study This represent perfect convergence between Learning Theories Albert Bandura's Social and Exploration Theory Environment Slameto. Bandura emphasized importance factor environment external (teacher as modeling) in stimulate behavior and mastery cognitive individual. On the other hand, Slameto confirm that family is foundation the main thing that forms readiness emotional child before interact with environment outside. When performance interactive teacher teaching synergize with climate supportive family, second factor This Work in a way mutualistic (Sayaf, 2023). The teacher's teaching style acts as trigger interest academics at school (school-based trigger), whereas environment family act as caretaker stability focus Study children at home (home-based sustainer). Collaboration harmonious between ecosystem schools and ecosystems House this is what it is key the main thing behind optimally completeness UTS General Journal scores achieved by students (Agustina et al., 2020).

Implications practical from findings This demand existence reconstruction pattern Work the same integrated between from SMK Negeri 1 Medan with ranks of parents of students. Success academic students on competencies vocational accountancy No can

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charged in a way unilateral only on the shoulders of teachers at school, but need participation active from parents at home. The parties school through committee can hold a communication forum periodically use give education to parents about importance limit burden task domestic child moment season exams and provide facility essential (such as calculator and space quiet study), while the teacher continues increase variation method teach not to monotonous inside class (Joshi et al., 2020).

If a student own limitations fundamental in logic counting or numeric input, then intervention style teaching and comfort House need longer time to can jack up mark in a way instant. Linear with matter said, research in the International Journal of Instruction (Azis & Pertiwi, 2021) also stated that effectiveness support external it really depends on the characteristics personality independence Study each individual student. Findings alternative This No reduce validity of the regression model in thesis this, but rather precisely enrich treasury discussion that contribution of 57.6% was found is achievements very contextual and real empirical experiences that occur in students Class XI AKL at State Vocational School 1 Medan

CONCLUSION

Based on the results data analysis, testing hypothesis and discussion deep that has explained in the chapter previously about the influence of teaching style and environment Family towards Learning Outcomes Student General Journal class XI AKL at State Vocational School 1 Medan, then obtained a number of real conclusion as following :

1. Teaching Style (X1) in general partial influential positive and significant towards Learning Outcomes Student General Journal (Y) class XI AKL at State Vocational School 1 Medan. This proven by the value thitung > ttabel (3.100 > 2.001) with level significance 0.003 < 0.05. The direction of the relationship is positive show that the more good, communicative, and varied style teaching applied by accounting teachers in class, then will followed with improvement acquisition mark results Study journal general student in a way real.
2. Environment Family (X2) in general partial influential positive and significant towards Learning Outcomes Student General Journal (Y) class XI AKL at State Vocational School 1 Medan. This proven by the value thitung > ttabel (4.781 > 2.001) with level significance 0.000 < 0.05. The direction of the correlation is positive prove that the more conducive, harmonious, and supportive ecosystem environment family at home (especially supported by relations close brotherhood), then will give encouragement strong psychology for improvement results Study accountancy student.

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3. Teaching Style (X1) and Environment Family (X2) in general simultaneous (together) influence positive and significant towards Learning Outcomes Student General Journal (Y) class XI AKL at SMK Negeri 1 Medan. This conclusion based on acquisition mark Fcount > Ftable (41.761 > 3.153) and coefficient significance of 0.000 < 0.05

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