Reflection: Education and Pedagogical Insights

The Influence of the Learning Environment on Student Achievement with Learning Motivation as a Mediating Variable for Students in Class XI SMKN 48 JAKARTA

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ABSTRACT

This study aims to determine the effect of Learning Environment on Learning Achievement with Learning Motivation as a mediating variable in class XI students of SMKN 38 Jakarta. The population in this study amounted to 286 students in grade XI of SMKN 48 Jakarta. In this study, researchers used research instruments with quantitative methods with a total of 167 respondents. Data collection was carried out by distributing questionnaires with random sampling. The results of this study indicate that 1) Learning Environment has a positive and significant direct influence on Learning Motivation; 2) Learning Environment has a positive and significant direct influence on Learning Achievement; 3) There is no indirect effect between Learning Environment and Learning Achievement through Learning Motivation. The variables used in this study can be said to be few, so it can still be added with other variables such as interest, discipline, learning methods, and learning facilities. The sample in this study can also be said not to represent all students of SMKN 48 Jakarta because it only examines class XI.

Keywords: Learning Environment, Learning Achievement, Learning Motivation

INTRODUCTION

Education is one of the basic human needs that must be fulfilled, with the aim of getting a better life. The goal itself makes someone who is educated will be more respected and have a better future than someone who is not educated. Education is also an important part of humans. A child experiences the process of education from parents, society and the environment.

Education must be continuously improved because of its important role in the progress of a country. Education is an essential need that must be fulfilled throughout human life. Education is very important because without it, it is impossible for a human being to develop in accordance with their aspirations for progress, prosperity and happiness (Ihsan, 2010: 2).

In reality, the quality of education in Indonesia is still considered low and lags behind countries in the OECD (The Organization for Economic Co-operation and Development) region. The OECD is an international organization that adheres to a free market economy. The OECD survey results are based on test results in 76 countries that show the relationship between education and economic growth. The analysis used by the OECD is based on math and science test results, using a broader global standard using the PISA (Program for International Student Assessment) test. Internationally, the quality of education in Indonesian is ranked 64th out of 120 countries worldwide based on the 2012 UNESCO Education for All Global Monitoring Report. Meanwhile, based on the Education for All Development Index (EDI), Indonesia ranked 57th out of 115 countries in 2015. In the latest report of the UN development program in 2015, Indonesia ranked 110 out of 187 countries in the Human Development Index (HDI) with 0.684. With this figure, Indonesia still lags behind two neighboring ASEAN countries, Malaysia (ranked 62nd) and Singapore (11th). The low ranking of Indonesian education shows that Indonesian education is still said to be unsuccessful. Therefore, the government and all education providers must focus more on improving the quality of education.

One factor that is a problem in learning achievement is the learning environment (Adriansyah et al., 2023; Anggreani et al., 2023; Strong et al., 2012). The student learning environment is very important in terms of student learning achievement. Students (Renaldo et al., 2023) must be given guidance and direction in learning, in order to encourage them to adjust to their environment, learn well, and have ways to solve learning difficulties if they

want to develop. Guidance is assistance given to someone to develop their own potential, overcome problems, and take responsibility for themselves without depending on others (Purwotrisarto, 1985: 17).

One of the factors that is a problem for learning achievement is the lack of optimal student motivation (Eom & Ashill, 2018; Isik et al., 2018; Rafa'i et al., 2023). According to Sumadi Suryabrata in (Djaali, 2008: 101) motivation is a condition contained in a person that encourages him to carry out certain activities to achieve goals. Students who do not know about their purpose of learning at school will certainly affect their learning motivation. Those who do not know about learning goals will have low motivation to learn. (Sardiman, 2008: 83) states that someone who has high motivation has characteristics: persevering in facing tasks, resilient in facing difficulties, does not need external encouragement to perform as well as possible, shows interest in success, likes to learn independently, can defend his opinion, likes to find and solve problems, does not easily let go of what is believed, and has an orientation to the future to come.

LITERATURE REVIEW

Learning Achievement

Assessment in the context of learning outcomes is defined as the activity of interpreting measurement data about the skills possessed by students after participating in learning activities. Thus, the essence of measurement is the quantification or determination of numbers about the characteristics or state of individuals according to certain rules. This individual state can be in the form of cognitive, affective, and psychomotor abilities (Widoyoko, 2009: 30-31). According to Syah Muhibbin (2015: 217) suggests that aspects of learning achievement, namely: 1) The creative (cognitive) domain, namely: observation, memory, understanding application / application, analysis, synthesis, 2) The realm of taste (affective), namely: acceptance, welcome, appreciation, internalization, characterization, 3) Psychomotor domain, namely: movement and action skills, verbal and non-verbal expression skills. Helmawati (2018: 37) states that the aspects of learning achievement are: affective domain (taste / attitude / behavior / morals) and psychomotor domain (skills). This is in line with the opinion of Tohirin (2011: 151), which states that the achievement of learning achievements or learning outcomes, refers to aspects: a) Cognitive is a mental activity (brain), namely: knowledge, understanding, application, and assessment. b) Affective is the realm related to attitudes and values, including behavioral traits such as feelings, interests, attitudes, emotions and values. c.) Psychomotor is the realm related to skills (skills) or the ability to act after someone receives certain learning experiences.

Learning Environment

The student learning environment is something that is around the student that contributes to student learning activities. Learning environment indicators that can be used are: 1) The social environment between people, 2) The association between educators and students and other people involved in student learning interactions. Learning interactions are influenced by the personal characteristics and patterns of association between the people involved in these interactions, both the learners (students) and the educators (teachers), parents, and associations with friends. Each person has their own personal characteristics, as an individual and as a member of a group, 3) The intellectual environment includes software such as a system of teaching programs, media, and learning resources (Sukmadinata, 2005: 5). According to (Syah, 2011: 137) states that the learning environment can be measured in two ways: 1) The social environment consists of interactions and associations that exist between students both with teachers, friends, and parents. 2) The non-social environment concerns the school building and its location, the house where the student's family lives and its location, learning tools, learning resources, weather conditions, lighting, and the study time used by students. (Suryabrata, 2006: 233-234) suggests that the learning environment is divided into two, namely the non-social environment and the social environment. The division is as follows: 1) The social environment includes interactions between humans (fellow humans), whether humans are present (there) or not directly present. The interaction in question is the relationship and association that exists with parents, educators, and peers, 2) The non-social environment is like the state of the air, temperature, weather, time (morning, noon, night), place (location, building) or place of study, tools for learning such as: stationery, books, and props, all of this can affect the learning process.

Learning Motivation

Learning motivation is defined by external and internal encouragement within students who are learning in changing and improving behavior and behavior, with various elements or indicators that support it. Learning motivation has a fundamental role for the success of an individual in carrying out learning activities. (Uno, 2007: 23) states that indicators of learning motivation include factors that show learning motivation: 1) Desire and will to succeed, 2) Needs and encouragement in the learning process, 3) Goals and future expectations, 4) Rewards and recognition in the learning process, 5) Interesting learning activities, and 6) A supportive learning

environment for student learning progress. Wigfield & Eccles in (Gredler, 2011: 479), said that the value expectation model of learning motivation consists of achievement value, intrinsic value, usefulness value, and cost, where: 1) Achievement value is the importance that learners feel in doing their best in a particular lesson, 2) Intrinsic value is the pleasure of learners in determining tasks well or students' subjective interests. 3) Usefulness value is the perceived usefulness of a particular lesson or area of study. 4) Cost is the extent to which learners' choice to engage in an activity, such as doing schoolwork, limits opportunities to participate in other activities. According to (Sadirman, 2010: 83-84) explains the indicators that can be used to see motivation in a person. These indicators include: 1) persevere in facing tasks 2) tenacious in facing difficulties 3) show interest 4) happy, diligent and enthusiastic in learning 5) can defend his opinion 6) happy to find and solve problem problems.

METHODOLOGY

This research uses a quantitative approach with a survey method. Researchers used primary data and secondary data to examine all variables. The reason researchers use this method is to measure how much influence the Learning Environment (X) can affect Learning Achievement (Y) with Learning Motivation (Z) as a mediating variable. This research was conducted in August 2023 at SMKN 48 Jakarta. The population reached in this study were all grade XI students of SMKN 48 Jakarta, the total population was 286 students with a sample size based on calculations using the Slovin formula obtained a sample of 167 students. Data collection in this study using a questionnaire. This study uses path analysis, so it will be divided into two paths, namely sub-structural 1 (the relationship of X to Z) and sub-structural 2 (the relationship of X and Z to Y). The following is an illustration of the path analysis:

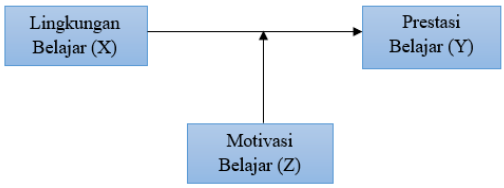

Figure 1. Path Analysis

The following are the characteristics of respondents who are divided by major:

Table 1. Characteristics of the Respondents

No	Major	Male	Female	Amount
1	AKL 1	5	31	36
2	AKL 2	2	34	36
3	OTKP	4	32	36
4	BDP 1	4	31	35
5	BDP 2	6	29	35
6	MM 1	15	21	36
7	MM 2	10	26	36
8	PSPT	11	25	36
Amount		**57**	**229**	**286**

Source: Data processed by researches, 2023

The data analysis technique in this study starts from descriptive statistics to find out how much the average score, median, mode, standard deviation and frequency distribution of the data that has been collected. Then the validity test and reliability test were carried out. Furthermore, the analysis carried out is multiple regression analysis and to test the hypothesis, the F test, T test, Sobel test, multiple correlation analysis and the coefficient of determination test are carried out. But before the analysis is carried out, first the requirements test is carried out, namely the data normality and data linearity test. data normality and data linearity.

RESULTS AND DISCUSSION

Multiple Regression Test

Multiple regression analysis aims to predict the situation or the ups and downs of the dependent variable, if two or more independent variables as predictors change in value. This following are the results of multiple regression analysis using SPSS version 25:

Table 2. Multiple Regression Analysis Sub-Structural 1

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	**49.281**	4.690		10.507	.000
	Learning Environment	**.708**	.065	.649	10.946	.000

a. Dependent Variable: Learning Motivation

Source: Data processed by researchers, 2023

Based on the table 2, it can be seen that the multiple regression of sub-structural 1 is as follows:

$$\mathbf{Z = \alpha_1 + b_1 X}$$

$$\mathbf{Z = 49{,}281 + 0{,}708X}$$

From this equation, it can be seen that the constant value α is 49.281 so that it can be interpreted that if the independent variable (X) is 0 (constant) then the mediating variable (Z) is 49.281. The regression coefficient value of the Learning Environment variable of 0.708 is positive, it means that if the Learning Environment variable increases, the Learning Motivation variable will also increase.

Table 3. Multiple Regression Analysis Sub-Structural 2

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	**81.806**	1.773		46.148	.000
	Learning Environment	**.100**	.025	.394	4.024	.000
	Laearning Motivation	**-.059**	.023	-.252	-2.579	.011

a. Dependent Variable: Learning Achievement

Source: Data processed by researchers, 2023

Based on the table 3, it can be seen that the multiple regression of sub-structural 2 is as follows:

$$\mathbf{\hat{Y} = \alpha_2 + b_1 X + b_2 Z}$$

$$\mathbf{\hat{Y} = 81{,}806 + 0{,}100X - 0{,}59Z}$$

From this equation, it can be seen that the constant value α is 81.806 so that it can be interpreted that if the independent variable (X) is 0 (constant) then the dependent variable (Y) will be 82.105. The regression coefficient value of the Learning Environment variable is positive, it means that if the Learning Environment variable increases, the Learning Achievement variable will also increase. While the Learning Motivation variable is negative, it has the opposite direction to the Learning Achievement variable.

Normality test

The normality test is used to determine whether the data taken comes from a normally distributed population or not. The normality test in this study used the Kolmogorov-Smirnov test with a significance level of 0,05. If the significance level is above 0.05, the data is said to be normal.

Table 4. Normality Test Sub-Structural 1

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		167
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	15.28711464
Most Extreme Differences	Absolute	.051
	Positive	.025
	Negative	-.051
Test Statistic		.051
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source: Data processed by researchers, 2023

From this table 4, it can be seen that the variable data used is normally distributed because the Asymptotic Significance value is 0.200 > 0.05, which means that the research data is normally distributed.

Table 5. Normality Test Sub-Structural 2

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		167
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.45867294
Most Extreme Differences	Absolute	.053
	Positive	.044
	Negative	-.053
Test Statistic		.053
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source: Data processed by researchers, 2023

From this table 5, it can be seen that the variable data used is normally distributed because the Asymptotic Significance value is 0.200 > 0.05, which means that the research data is normally distributed.

Linearity Test

The purpose of doing linearity testing is to find out whether the two variables that will be subjected to statistical analysis procedures show a linear relationship or not. The linearity test can be seen from the value of Linearity in the ANOVA table using the SPSS version 25 application as follows:

Table 6. Linearity Test

Model	Sig	Description
X to Z	0,782	Linear
X to Y	0,816	Linear
Z to Y	0,703	Linear

Source: Data processed by researchers, 2023

From this table 6, in the linearity test results above, it can be seen that the Deviation from Linearity value is > 0.05. So, it can be interpreted that the relationship between X and Z has a linear effect, the relationship between X and Y has a linear effect, and the relationship between Z and Y has a linear effect.

F Tests

The F test is used to determine whether the independent variables simultaneously have a significant influence on the dependent variable. Following are the results of the F test using SPSS version 25:

Table 7. F Test Sub-Structural 1

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28172.102	1	28172.102	**119.824**	.000[b]
	Residual	38793.515	165	235.112		
	Total	66965.617	166			

a. Dependent Variable: Learning Motivation
b. Predictors: (Constant), Learning Achievement

Source: Data processed by researchers, 2023

From this table 7, the F test can be done by comparing the fcount value with the ftable at the 0.05 significance level. The ftable value with df1 (number of variables – 1) = 2 -1 = 1 and df2 (n – k -1) = 165 is 3.898. The Fcount value of 119.824 > Ftable, namely 3.898, means that the Learning Environment variable simultaneously affects the Learning Motivation variable.

Table 8. F Test Sub-Structural 2

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	325.935	2	162.968	**8.099**	.000[b]
	Residual	3300.041	164	20.122		
	Total	3625.976	166			

a. Dependent Variable: Learning Achievement
b. Predictors: (Constant), Learning Motivation, Learning Environment
Source: Data processed by researchers, 2023

From this table 8, the F test can be done by comparing the Fcount value with the ftable at the 0.05 significance level. The ftable value with df1 (number of variables 3 – 1) = 2 and df2 (n – k – 1) = 164 is 3.0511. The Fcount value of 8.099 > Ftable, namely 3.0511, means that the Learning Environment and Learning Motivation variables simultaneously affect learning achievement.

T Test

The t-test is used to determine whether one independent variable partially or individually has a significant effect on the dependent variable.

Table 9. T Test Sub-Structural 1

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	49.281	4.690		10.507	.000
	Learning Environment	.708	.065	.649	**10.946**	.000

a. Dependent Variable: Learning Motivation
Source: Data processed by researchers, 2023

The T test value can be done by comparing the value of Tcount with Ttable at the significance level of 0.05 and df (n - 2) = 167 - 2 = 165 is 1.654. The Tcount value of the Learning Environment variable is 10.946 > Ttable of 1.654, which means that there is an influence between the Learning Environment variable on Learning Achievement partially.

Table 10. T Test Sub-Structural 2

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	81.806	1.773		46.148	.000
	Learning Environment	.100	.025	.394	**4.024**	.000
	Learning Motivation	-.059	.023	-.252	**-2.579**	.011

a. Dependent Variable: Learning Achievement
Source: Data processed by researchers, 2023

The Tcount value of the Learning Environment variable is 4.024 > Ttable of 1.654, which means that there is an influence between the Learning Environment variable on Learning Achievement partially. Furthermore, the Tcount value of the Learning Motivation variable is -2.579 < Ttable of 1.645, which means that there is an opposite effect between the Learning Motivation variable on Learning Achievement partially.

Sobel Test

The sobel test was conducted to find out whether the mediating variable has an indirect effect on the relationship between the independent variables and the dependent variable. To carry out the Sobel test, the results of the regression analysis are needed which have previously been processed in the SPSS version 25 application by looking at the unstandardized coefficient beta and standard error values. The following below is the formula to calculate sobel test:

$$S_{\alpha b} = \sqrt{b^2 S_\alpha{}^2 + \alpha^2 S_b{}^2 + S_\alpha{}^2 S_b{}^2}$$

$$Z = \frac{\alpha b}{S_{\alpha b}}$$

Following are the results of the Sobel test calculations performed with Microsoft Excel:

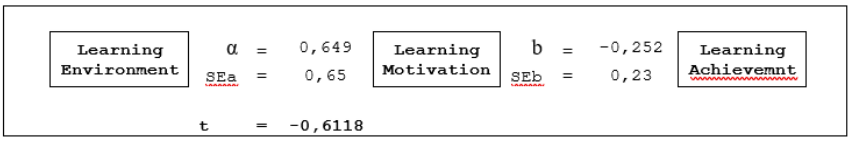

Figure 2. Sobel Test X1 to Y through Z as Mediating Variable

Source: Data processed by researchers, 2023

From the results of the above calculations, it can be seen that the Tcount value is -0.6118 > Ttable of 1.9742. This shows that there is no indirect effect between the Learning Environment variable and the Learning Achievement variable through the Learning Motivation variable, or it can be said that the Learning Motivation variable is unable to act as a variable that mediates the relationship between the Learning Environment variable and the Learning Achievement variable.

Multiple Correlation Test

Multiple correlation analysis (multiple correlation) is a number that shows the direction and strength of the relationship between two or more variables. Following are the results of multiple correlation analysis using SPSS version 25:

Table 11. Multiple Correlation Test Sub-Structural 1

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2	Sig. F Change
1	**.649[a]**	.421	.417	15.333	.421	119.824	1	165	**.000**

a. Predictors: (Constant), Learning Environment
b. Dependent Variable: Learning Motivation

Source: Data processed by researchers, 2023

From the table above, it can be seen that the significance value of F change < 0.05 which indicates that there is a significant relationship between the Learning Environment variable and the Learning Motivation variable simultaneously. The R value (correlation coefficient) of 0.649 indicates that the level of relationship between the Learning Environment variable and the Learning Motivation variable simultaneously has a strong relationship.

Table 12. Multiple Correlation Test Sub-Structural 2

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	**.300[a]**	.090	.079	4.486	.090	8.099	2	164	**.000**

a. Predictors: (Constant), Learning Motivation, Learning Environment
b. Dependent Variable: Learning Achievement

Source: Data processed by researchers, 2023

From the table above, it can be seen that the significance value of F change <0.05 which indicates that there is a simultaneous and significant relationship between the Learning Environment variable, Learning Motivation to the Learning Achievement variable. The R value (correlation coefficient) of 0.300 indicates that the level of relationship between the Learning Environment variable, Learning Motivation to the Learning Achievement variable simultaneously has a weak relationship.

Determination Coefficient Test

The coefficient of determination test is used to determine how much the variance of the dependent variable Y is affected by the variance of the variable X. The following is the result of the coefficient of determination test using SPSS 25:

Table 13. Determination Coefficient Test Sub-Structural 1

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.649[a]	.421	**.417**	15.333

a. Predictors: (Constant), Learning Environment
b. Dependent Variable: Learning Motivation

Source: Data processed by researchers, 2023

The table above shows that the adjusted r square value is 0.417 so it can be concluded that the amount of influence of the Learning Environment variable on the Learning Achievement variable is 41.7%.

Table 14. Determination Coefficient Test Sub-Structural 2

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.300[a]	.090	**.079**	4.486

a. Predictors: (Constant), Learning Motivation, Learning Environment
b. Dependent Variable: Learning Achievement

Source: Data processed by researchers, 2023

The table above shows that the adjusted r square value is 0.079 so it can be concluded that the amount of influence of the Learning Environment and Learning Motivation variables on the Learning Achievement variable is 7.9%.

The Effect of Learning Environment on Learning Motivation

The results of this study support the first hypothesis, namely the Learning Environment variable has a positive and significant effect on Learning Motivation. This can be seen from the multiple regression analysis coefficient value of 0.608 with a significance value of 0.000. Then the linearity test that has been carried out shows that this research data is linear. Furthermore, based on the results of the T test calculation, the Tcount value is 10.946> Ttable of 1.654 which means H0 is rejected.

The Effect of Learning Environment on Learning Achievement

The results of this study support the second hypothesis, namely that the Learning Environment variable has a positive and significant effect on the Learning Achievement variable. This can be seen from the coefficient value of multiple regression analysis of 0.100 with a significance value of 0.000. Then from the linearity test that has been carried out shows that this research data is linear. Furthermore, based on the results of the T test calculation, the Tcount value is 4.024> Ttable of 1.654 which means H0 is rejected.

The indirect effect of Learning Environment on Learning Achievement through Learning Motivation

The results of this study support the third hypothesis, namely that there is no indirect effect between the Learning Environment on Learning Achievement through Learning Motivation. This can be seen from the results of the Sobel test tally of -0.6118> Ttable value of 1.9742, meaning that H0 is accepted.

CONCLUSION

Conclusion

Based on the results of research and discussion, it can be concluded as follows:

1. There is a positive and significant influence between the Learning Environment on Learning Motivation. This means that by increasing the Learning Environment, it can increase students' Learning Motivation. Conversely, with a decrease or low Learning Environment, it will make students' Learning Motivation decrease.
2. There is a positive and significant influence between the Learning Environment on student Learning Achievement. This shows that by increasing the Learning Environment, it can increase student Learning Achievement, whereas if the student's Learning Environment decreases, Learning Achievement will also decrease.
3. There is no indirect effect between the Learning Environment and Learning Achievement through student achievement. Learning Motivation is unable to act as a mediating relationship between the Learning Environment and Learning Achievement.

Implication

Based on the results of research that has been conducted on the Learning Achievement variable, it is known that the lowest average score of the Learning Achievement variable is in the 90-91 score range with a percentage of 10%. This shows that there are still few students who get the perfect score range. This can be caused by subject matter that students find difficult, are not familiar with the teaching method, or it can also be due to the different learning motivation of each student and with results that are not necessarily as desired.

Based on the results of research that has been conducted on the Learning Environment variable, it is known that the lowest average score of the Learning Environment variable is on the indicator of the non-social environment, which is related to the availability of learning resources. The low indicator indicates that the learning resources available to students are still lacking, this can be caused by the lack of variety of learning resources provided.

Based on the results of research that has been conducted on the Learning Motivation variable, it is known that the lowest average score of the Learning Motivation variable is on indicators related to independence in learning. The low indicator of independence in learning shows that students are less able to carry out learning activities with full confidence and confidence in their ability to complete their learning activities without the help of other people.

Recommendation

Students should be expected to avoid things that cause low learning achievement, by setting effective learning strategies, motivating themselves to improve learning achievement, and creating a comfortable learning environment so that they can get better results.

It is recommended that all parties involved in the student learning process, both educators, parents and friends, can provide a diversity of learning resources that do not only focus on textbooks that have been provided. Other learning resources can be in the form of all types of media, objects, data, facts, ideas, people, and others that can facilitate the learning process for students.

Students should be more independent in learning by being more creative and taking the initiative, being able to take responsibility, and being able to make their own decisions, and being able to solve problems without any influence from others.

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