

The influence of learning environment and learning motivation on student achievement in Social Studies at Adiwiyata School

by

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<p>Article History Submitted: 05 September 2024 Revised: 04 March 2025 Accepted: 05 March 2025</p> <p>Keywords: <i>Learning environment; learning motivation; and learning achievement</i></p>	<p>Abstract</p> <p>This study aims to determine the influence of the learning environment and learning motivation on student achievement at SMP Negeri 1 Tumpang. The population of eighth-grade students is 294, and a sample of 169 students was obtained using cluster random sampling. The data collection techniques used are questionnaires and documentation. The distributed data was processed using a Likert scale. The data analysis techniques used are multiple linear regression analysis, classical assumption tests, t-tests, F-tests, and the coefficient of determination. The analysis results show that the environment has a positive partial effect on learning achievement, t calculated $> t$ table ($2.242 > 1.974$), learning motivation has a positive partial effect on learning achievement, t calculated $> t$ table ($4.258 > 1.974$), and both the learning environment and learning motivation simultaneously have a positive effect on learning achievement, F calculated $> F$ table ($22.690 > 3.05$). Research findings indicate that the learning environment has a greater influence than motivation. This is supported by the school environment, which is an Adiwiyata-certified school. The environment created through the integration of learning based on environmental themes, the development of green areas, and the management of natural resources contributes significantly more than motivation. The advantages of the Adiwiyata program enable the school to enhance the quality of learning. It means that with a good environment, students feel comfortable to learn.</p>
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Introduction

Education is an effort to consciously carry out the learning process to develop student's potential especially in Social Studies. It needs integrated value to teach such as religion, social and environment (Azharotunnafi, 2020). To support, it needs several ways for the educational

process, starting from the community, parents, and the government. The government functions as the policymaker and evaluator, while the community and parents are the direct elements that support the daily learning process of the students. Parents and the community are examples of learning environments. The learning environment is one of the factors that influences the learning process. A learning environment helps educational activities to take place efficiently, optimally, and effectively. A comfortable learning environment certainly supports students' performance and learning activities. (Bistari, 2017). The learning environment has a significant impact on learning activities, both physical and social environments. The learning environment refers to the state, conditions, and opportunities available within the educational setting that assist individuals in acquiring knowledge through educational activities, which directly and indirectly influence the behavior and participation of teachers in school learning activities and students (Wahyuningsih & Djazari, 2013). If the learning environment is poor, it will hinder students from reaching their maximum potential because, inevitably, it leads to boredom compared to a supportive environment (Maryana & Rachmawati, 2013).

Three components of the learning environment are the family environment, school, and community, which influence and contribute to students' academic achievement (Halim & Rahma, 2020). As a form of the government's attention to appreciate a good school environment, the government has implemented a program related to the environment, namely the Adiwiyata school category. Through the context of the Adiwiyata school program, the three environments contribute an important role in creating a culture of environmental care that can support student success (Aini et al., 2021). In the family environment, besides being the primary place of education, the support and involvement of the family in educational activities, one of which is maintaining environmental sustainability, will influence students' academic performance. Meanwhile, at school, in addition to the use of teaching methods and strategies, the Adiwiyata school program encourages the internalization of environmentally friendly attitudes and behaviors through creating comfortable, clean classrooms with adequate lighting to foster a pleasant learning environment. In the community, active participation of citizens in the Adiwiyata school program can strengthen the collective commitment to create a clean and sustainable environment (Halimah et al., 2024). If these three components of the environment synergize and support the program, it will create a conducive learning atmosphere that positively impacts students' overall academic performance.

In addition to the learning environment, motivation also play roles in influencing learning. A good learning motivation is a good start for development learning becomes more

productive (Pamungkas et al., 2023). Sardiman believes that learning motivation is a driving factor that creates enthusiasm and excitement, playing a role in activating a person's ability to engage in activities aimed at achieving success (Sardiman, 2011). Learning motivation is a non-intellectual psychological factor that fosters curiosity and interest in learning. Therefore, greater effort and a student's ability to improve academic outcomes will influence that individual's condition. Humans are also naturally motivated to achieve accomplishments (Sobur, 2003). Moreover, the social motivation that arises from the community environment. Motivation within students is reflected in their interest and attention towards lessons, their high enthusiasm in completing learning tasks, their sense of responsibility in finishing assignments, their reactions to stimuli provided by teachers, as well as their feelings of joy and satisfaction in completing the tasks assigned by teachers. On the other hand, students who lack motivation will not be enthusiastic and will not take responsibility for the tasks given, as there is no internal drive to engage in the learning activities (Sudjana, 2011).

Previous study on the learning environment and learning motivation that affects academic performance has been conducted. Some of them include research conducted by Sartina and Indartono (2019), which explains motivation can influence factors in the environment that can strengthen learning behavior. The quality of a healthy, harmonious, and orderly environment in social interactions needs to be improved so that students' enthusiasm and motivation to learn can progressively improve. Other research with the same variables shows that the learning environment and motivation influence students' achievements in the good category (Wardani, 2021). Next, the research conducted by Suranto (2015) indicates that there is a simultaneous influence between the variables of learning motivation, the environment, and the facilities on academic achievement. The environment in this research includes student involvement in the classroom, the freedom for students to express themselves freely and openly, the interaction between students and teachers, cohesion, satisfaction, personal development, changes and improvements in the system, as well as the physical environment which encompasses completeness, comfort, safety, and orderliness of the surroundings. The next research by Widiastuty et al. (2021) shows that the environment and motivation have a positive relationship in supporting learning activities to achieve student academic performance. The learning environment and motivation here are conducive to helping students easily understand the material, making it easier to achieve or realize learning goals.

From the previous studies mentioned, the researcher aims to fill the research gap by conducting a study in schools that have been awarded the Adiwiyata predicate. Thus, the

researcher intends to provide information on the impact of having the Adiwiyata predicate in schools, so that the results of this study are expected to have implications for schools that do not yet have the Adiwiyata predicate, to create a supportive environment.

Method

This research uses a quantitative approach with a correlational research type conducted at SMP Negeri 1 Tumpang. The school used for the research was SMP N 1 Tumpang. Nowadays, the issue of environmental sustainability is important (Afifah & Rofiah, 2020; Putra, 2020). This school was chosen because it has achievements in Adiwiyata which has the principle of environmental sustainability. According to the Ministry of Environment (2013) Adiwiyata has an understanding or meaning as a good and ideal place where all knowledge and various norms and ethics are obtained that can be the basis of humans towards achieving our well-being and towards the ideals of sustainable development (Mahendrartha et al., 2020). Researchers see whether the learning environment that comes from this school influences learning achievement.

The population includes all eighth-grade students, totaling 294 students. The sampling technique used is cluster random sampling, which includes 5 classes from VIII A to VIII E. The sample of respondents consists of 169 students, obtained using Slovin's formula. Measurement using a Likert scale with a range of 1-4 is justified by the following reasons: 1) the middle answer has an ambiguous meaning, 2) the middle answer may prompt respondents to choose the central option; 3) the use of that categories serves to observe the direction of respondents' answers, whether they lean towards agreeing or disagreeing. (Umar, 2003). Questionnaires and documentation were used for data collection, as well as data analysis using multiple linear regression analysis.

The data results of the validity test of the learning environment instrument using SPSS version 25, out of a total of 33 statements, 15 statements were deemed valid and 18 statements were invalid. Therefore, the invalid statements will be removed. Meanwhile, the data shows that the validity of the learning motivation instrument indicates that out of 28 statements, there are 13 valid statements and 15 invalid statements. Invalid statements will be eliminated or not used.

Table 1.
Learning Environment Questionnaire Blueprint

Variable	Aspect	Indicator
Learning Environment	Family environment	Parents nurture
		Financial condition
		Relationships among family members
		Parental attention
	School environment	Teacher instruction
		Classroom conditions
		Teacher-student relationships
		Relationships among students
	Societal Environment	Community conditions
		Community behavior
		Community activities

Table 2.
Learning Motivation Questionnaire

Variable	Aspect	Indicator
Learning motivation	Intrinsic	Interest
		Having the passion and desire to succeed
		Tenacity
	Extrinsic	Price
		Advice
		Gift/punishment
		Interesting activities in learning

Result and Discussion

Respondents in this study were 169 students out of a total of 294 obtained based on the Slovin formula. The analysis in this research uses multiple regression, which serves to determine, that there is an influence among the three variables: environment (X₁), motivation (X₂), and academic achievement (Y).

Tabel 3. Multiple Regression Analysis

	Unstandardized E	Koefisien Beta	t	Sig.
(constant)	78,822		12,301	,000
LB	,460	,460	2,242	,000
MB	,303	,303	4,258	,001

Based on the processed data, it can be concluded that the F test result in this study is $0.000 < 0.05$, thus H₀ is rejected and H_a is accepted. Furthermore, the calculated F value is $22.690 > 3.05$. It can be concluded that there is a positive and significant influence between the

learning environment and learning motivation simultaneously on the learning achievement of eighth-grade students in social studies at SMP Negeri 1 Tumpang.

Table 4. Coefficient of Determination (Adjusted R square)

Model	R	R Square	Adjusted R Sq	Std. Error of the Estimate
1	,579 ^a	,286	,336	1.044

a. Predictors: (Constant), MB, LB

The magnitude of the influence of the learning environment and learning motivation simultaneously on student learning achievement can be seen from table 4. The Coefficient of Determination (Adjusted R Square) shows a value of 33.6%, which shows that social studies student learning achievement is influenced by the learning environment and learning motivation, whereas the remaining 66.4% was influenced by other factors not examined in this study.

Table 5. Summary of Hypothesis Testing H1 and H2 with T Test

	Unstandardized	Koefisien l	Beta	t	Sig.	R square
(constant)	78,822			12,301	,000	
LB	,111	0,509	,303	2,242	,000	0,286
MB	,421	0,370	,097	4,258	,001	

Furthermore, partial testing of learning environment variables and learning motivation can be seen in Table 5 above, the results obtained are as follows:

1. Variable X1 learning environment has a significance of $0.000 < 0.05$, and the calculated t value ($2.242 > t$ table (1.974)). So it can be concluded that there is a positive and significant influence between the learning environment on the learning achievement of class VIII students in social studies subjects at SMP Negeri 1 Tumpang.
2. The variable X2, motivation to learn, has a significance level of $0.001 < 0.05$, and the calculated t value ($4.258 > t$ table (1.974)). Therefore, it can be concluded that there is a positive and significant influence of the learning environment on the academic achievement of eighth-grade students in social studies at SMP Negeri 1 Tumpang.

The influence of the learning environment on student achievement in social studies subjects Based on the research and data analysis, it was found that the learning environment had a positive and significant influence on student achievement at SMP Negeri 1 Tumpang. The learning environment at SMP Negeri 1 Tumpang is an environment that represents the Adiwiyata program that has been implemented at the school. This school provides environmentally friendly facilities and amenities, such as a beautiful school garden, a good waste management system, and a wastewater treatment plant. Apart from that, the school community is also actively involved in various environmental care activities, such as clean Fridays, tree planting, and waste recycling. Environmental issues are also integrated into learning in various subjects, and supported by the development of environmentally based learning modules and media (Bahrudin, 2017). Good school environmental management, including maintaining green areas, efficient water and energy management, as well as the formation of the Adiwiyata team shows SMPN 1 Tumpang's commitment to implementing the Adiwiyata program and forming a culture of environmental care among its school members.

The findings of this research show that the learning environment has a significant and positive effect on student learning achievement, as the results of previous research concluded that the learning environment influences student achievement (Damanik, 2019). The findings of this study are further reinforced by earlier research, which shows that the learning environment has a significant and positive impact on student performance (Rustiana, 2012). The learning environment is something that exists in the natural surroundings that is meaningful and has an influence on everyone. In the context of education, the environment is a factor whose relationship cannot be separated from the process of learning. According to this research, the school learning environment influences student achievement. Family environment indicators consist of the family environment including parental upbringing, finances, relationships between family members, and parental support. The school environment includes teacher teaching, class conditions, student-teacher relationships, relationships between students, and the community environment including behavior and community activities that take place in the community (Hamalik, 2011).

Regarding this research, each of the indicators above, it shows that the factor that has a high value is the learning environment at school. This can be seen from the results of the partial test (t) which shows a calculated t value of 2.242, which is greater than the t table value (1.974), and a significance value (sig) of 0.000 which is smaller than 0.05. These results indicate that the learning environment has a significant and positive influence on student learning achievement.

The findings show that if the learning environment is good, then student learning achievement also tends to increase, and vice versa (Sugiyanto et al., 2018). Researchers observed that the interaction between students and teachers was quite good. Apart from that, interactions between students are not individualistic and focus on group interests when discussing. Even though student behavior tends to annoy the teacher, this ultimately impacts students' understanding of the learning material, but students are still willing to ask questions. Apart from this, the existence of the independent Adiwiyata program at SMP Negeri 1 Tumpang also influences the student learning environment, especially through social studies learning which emphasizes social aspects and cooperation between students. By increasing environmental awareness, this program helps students understand the importance of preserving nature and environmental cleanliness, which is an integral part of social studies material on the environment and sustainable development. Implementation of activities such as planting trees, creating school gardens, and good waste management creates a more comfortable and green learning atmosphere, in line with the Social Studies theme of ecosystems and human responsibility towards the environment.

Apart from the above, the Adiwiyata program encourages social values and cooperation, which is the core of social studies learning. Through practical activities such as farming, waste management, and recycling, students are encouraged to work together in groups, strengthen social relationships, and promote teamwork. Active involvement in these activities allows students to develop social skills, such as effective communication, leadership, and empathy, all of which are relevant to the social aspects studied in social studies. Participation in the Adiwiyata program also strengthens a culture of cooperation, where students help each other and work together to achieve common goals. This is to the IPS concepts of togetherness, solidarity and social responsibility. This interesting and useful outdoor activity makes the social studies learning process more fun and contextual, allowing students to see direct applications of the theories learned in class.

Overall, the Adiwiyata program not only creates a more positive and sustainable learning environment at SMP Negeri 1 Tumpang, but also enriches social studies learning with real experiences that emphasize social aspects and cooperation between students, so that students can understand and internalize these important values in everyday life. A good situation and supportive environment can increase students' learning motivation. High motivation will also encourage students to be actively involved in the learning process so that they can improve their learning achievement. Therefore, it is important to establish a good learning environment, such

as through the implementation of the Adiwiyata Mandiri program, which will have a positive influence on students as recipients of education to support every objective of study.

The influence of learning motivation on student achievement in social studies subjects according to the research findings and data analysis indicates that learning motivation positively affects the academic performance of 8th-grade social studies students at SMP Negeri 1 Tumpang. This implies that as learning motivation improves, student achievement will also improve, whereas low motivation leads to poor academic performance.

The research findings indicate that learning motivation significantly and positively affects student achievement. This aligns with earlier studies, such as Basuki (2015), which found that learning motivation significantly impacts student performance. Additionally, the results are consistent with research by Halmuniati (2020) and Yatmoko (2021), both of which demonstrated that learning motivation influences student achievement.

The results of this study on learning motivation explain that all indicators starting from intrinsic factors which include interest, desire to succeed, and tenacity, and extrinsic factors including praise, advice, gift/punishment, and the presence of interesting activities in learning have a big influence on student academic performance. This analysis is in line with previous study from Sardiman in Novalinda, et al (2017) which states that strong motivation in learning will produce good achievements. Likewise, with diligent effort and awareness of motivation, someone who is studying will be able to achieve good results.

Students who have high motivation in studying social studies will be seen in the way they study. They will seriously study the material provided, be actively involved in learning, complete the tasks assigned by the teacher, and always have a broad curiosity. Mc Clelland (Sartina & Indartono, 2019), who known the need-to-achieve theory achievement or Need for Achievement (N.Ach) believes that achievement and motivation have a very important role in reaching success an individual achieves established goals. When facing difficulties, students with high learning motivation will try as hard as possible to find a solution. Therefore, motivation plays a significant role in influencing student achievement. Conversely, students with low motivation tend to take assigned tasks lightly and become passive listeners during lessons, do not ask questions when experiencing difficulties, or do not try to seek further understanding. Even though they may receive special attention, guidance, or direction from parents, teachers, or peers, the chances of their behavior changing for the better are very small. Therefore, the influence of motivation in

learning activities is quite large, especially in efforts to improve student learning achievement (Nurmala, 2014).

The above is also in line with a previous study by Herzberg in Yatmoko (2021) that extrinsic (hygiene) and intrinsic (motivation) motivation influence increasing student achievement. Extrinsic motivation such as learning, and environmental conditions, while motivational factors include achievement, persistence, achieving achievement goals and good academic achievement, and so on. When students feel the existence of these two factors, students will be more motivated to study seriously, be actively involved in learning, and try to achieve better achievements (Novrizal, 2024). So, it is necessary for schools, communities and parents to pay attention to these two factors. Fulfilling hygiene factors alone is not enough, but you must also ensure that motivational factors are met so that students can be motivated and satisfied in their learning activities.

The influence of learning environment and learning motivation on student achievement according to the results obtained show that statistically it can be concluded that there is a positive influence of the learning environment and learning motivation on the social studies learning achievement of class VIII students at SMP Negeri 1 Tumpang. The magnitude of the simultaneous influence of the learning environment and student learning motivation can be seen through the Adjusted R Square.

The findings of this study demonstrate that the learning environment has a significant and positive effect on student academic performance, consistent with previous research by Kurniawan (2016) and Sukaya et al. (2015). This suggests that both learning motivation and the learning environment influence learning outcomes. As students' motivation and the quality of the learning environment improve, their academic performance will also increase.

The results of research on the learning environment and learning motivation explain that the two are closely related in providing a positive influence on student learning achievement. The environment can include the natural environment, family, school, and community environment. Environmental conditions that are healthy, harmonious, and orderly in social interactions need to be improved so that students' enthusiasm and motivation for learning can easily be increased.

The advantage of the Adiwiyata program is that it promotes an environmental perspective by incorporating environmental management into the school's vision and mission, supported by allocated funds for the program. It integrates eco-friendly practices into the

curriculum by including environmental topics in various subjects. The program also encourages participatory environmental activities through actions organized by schools and agencies, while environmentally friendly facilities are managed using resources like greenhouses and Compost Houses (Tikho & Gunansyah, 2021). In addition, the school seeks to engage students in the Adiwiyata program by organizing various activities, such as involving students in environmental initiatives and participating in environmental workshops (Magfiroh, 2019).

One way to improve the quality of the environment is to maintain the classroom atmosphere so that students avoid conflict and frustration because this can reduce students' enthusiasm for learning. If the teacher can maintain the class atmosphere and avoid conflict, then students' attention will be fully focused on learning activities. As a result, children's learning motivation will increase and their learning outcomes will also improve.

Conclusion

There is a partial positive influence between the learning environment and motivation on student learning achievement in class VIII social studies at SMP Negeri 1 Tumpang. It can be said that learning achievement can be influenced by the learning environment and learning motivation. There is a simultaneous positive influence between the learning environment and learning motivation on the social studies learning achievement of class VIII students at SMP Negeri 1 Tumpang. Data shows that the learning environment has a higher influence than motivation. This is supported because the school has the Adiwiyata predicate which supports the creation of a good learning environment. A suggestion for further research, if you have the same variables, is to look at the school predicate.

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