Effect of Learning Environment and Learning Motivation on Student Learning Outcomes at SD Negeri 1 Airmadidi

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Abstract: This research approach is a quantitative research. Quantitative research methods can be interpreted as methods used to examine certain populations or samples, data collection using research instruments, data analysis is statistical, with the aim of testing the hypotheses that have been set. The research objectives are more directed to show the relationship between variables, verify theories, make predictions, and generalize. This research was conducted at SD Negeri 1 Airmadidi which is located in Sarongsong II Village, Airmadidi District The choice of place for this research originated from a preliminary study that had been conducted, in this place the researcher realized that there were problems related to student learning outcomes that were not optimal. The facts that occur in the field the author finds that the learning outcomes of class V students in science subjects at SD Negeri 1 Airmadidi get many grades below the average (KKM). From the results of preliminary observations made by the author, there are still parents and teachers who pay less attention to the learning environment and learning motivation. While there are still many students who lack motivation. This causes the level of student learning achievement to be low, so that they experience difficulties in achieving the stated educational goals. From this description, the writer is interested in conducting research based on the background of the problems that occur at SD Negeri 1 Airmadidi.

Keywords: Student Motivation, learning environment.

INTRODUCTION

The role of education is very large in developing the potential of each individual regarding character, knowledge, and skills. Education plays an important role in realizing competitive and quality human resources. Education in elementary schools is an effort to educate and mold the life of a nation that is pious, loves and proud of the nation and country, is skilled, creative, has good manners and is able to solve problems in their environment. One way that can be done in guiding children is through the learning process. Learning is a deliberate effort, directed, and aims so that other people can gain meaningful experiences (BSNP, 2007). Dimyati and Mudjiono, (Sutikno 2013:31) define learning as an activity aimed at teaching students. Learning can also be interpreted as an effort made by the teacher to teach students so that the teaching and learning process occurs. Thus learning is a teaching and learning activity carried out by the teacher as an educator to teach students as learners. Hamalik (2010), argues that it is very important for every teacher to understand as well as possible about the student learning process so that they can provide guidance and provide an appropriate and harmonious learning environment for students.

The student learning environment that influences learning outcomes consists of the family environment, school environment, and community environment. The first environment is the family

environment. The family environment is very influential on students because it is the main environment for the development of a child. In the family, a child experiences the process of socialization for the first time. The second environment is the school environment. The school environment that influences learning includes teaching methods, curriculum, teacher-student relations, school discipline, lessons and school time, lesson standards, building conditions, learning methods and homework.

Schools always strive for the best through providing infrastructure in supporting learning to students, while teachers create conducive learning conditions during the teaching and learning process. A good learning environment and high learning motivation are expected to improve student learning outcomes in science subjects, thus encouraging students to apply the concept of natural science values in everyday life.

Even so, the facts that occur in the field, the authors find that the learning outcomes of class V students in science subjects at SD Negeri 1 Airmadidi are many who get scores below the average (KKM). From the results of preliminary observations what the author does is that there are still parents and teachers who pay less attention to the learning environment and learning motivation. While there are still many students who lack motivation. This causes the level of student learning achievement to be low, so that they experience difficulties in achieving the stated educational goals.

METHODS

Along with the results of observations made by previous researchers, an overview of the location of the research was obtained. This research was carried out at SD Negeri 1 Airmadidi, located in Sarongsong II Village, Airmadidi District. problems related to student learning outcomes that are less than optimal. This research approach is a quantitative research. Quantitative research methods can be interpreted as methods used to examine certain populations or samples, data collection using research instruments, data analysis is statistical, with the aim of testing the hypotheses that have been set. The research objectives are more directed to show the relationship between variables, verify theories, make predictions, and generalize. The theories put forward serve as a standard for stating whether a phenomenon is appropriate or not, and this is where the term ethical truth appears, a truth based on the theory put forward by the researcher. According to Tanzeh in his book, the quantitative approach aims to test theories and build facts, show combinations between variables, provide statistical descriptions, estimate and predict results.

While this type of research uses associative research. Associative research is research that aims to determine the relationship between two or more variables.

DISCUSSION

The data obtained comes from a questionnaire given to respondents. Based on the number of questionnaires given to students in class VA and 5 B of SD Negeri 1 Airmadidi as the population of this study. The questionnaires distributed to the respondents all returned and met the requirements for analysis.

The learning environment variable instrument consists of 10 items. The lowest possible score is 27 and the highest score is 40. From the data obtained for the minimum score achieved is 29 and the maximum score achieved is 37. From the calculation results, the Mean (M) price is 33.17, Median (Me) is 33.00, and Mode (Mo) of 33.

Statistics
Lingkungan Belajar

N	Valid	53
	Missing	0
Mean		33.17
Std. Error of Mean		.280
Median		33.00
Mode		33
Std. Deviation		2.036
Variance		4.144
Range		8
Minimum		29
Maximum		37
Sum		1758

Histogram

Mean = 33.17
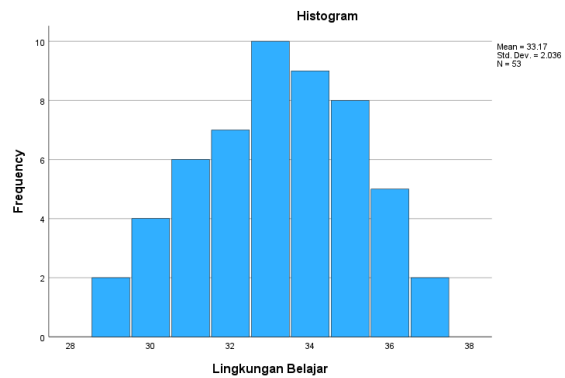Std. Dev. = 2.036
N = 53

Figure 4.1 Learning Environment Histogram   **Figure 4.1 Learning Environment Histogram**

The results of testing the hypothesis about the effect of the learning environment and learning motivation on science learning outcomes in fifth grade students at SD Negeri 1 Aimadidi, in the following discussion are the results of the hypothesis testing which are summarized.

The effect of the learning environment on the learning outcomes of fifth grade students at SD Negeri 1 Aimadidi has a significant effect based on the results of a questionnaire that has been distributed by researchers to all fifth grade students at SD Negeri 1 Airmadidi. It can be seen that the value of the learning environment on student learning outcomes at SD Negeri 1 Airmadidi, looking at the results of the regression calculations using SPSS performed, the value in the calculation table can be seen that t count (6.516) > t table (1.674) and the significance of t (0.001) <0.05, so the null hypothesis is rejected and the alternative hypothesis is accepted, thus there is an influence between learning environment variables on student learning outcomes.

The environment is a place where students interact. Students cannot be separated from the environment, because students are around them. The environment directly influences student behavior, attitudes, or personality. According to Mariyana (2010: 17) explains that the learning environment is a means for students to devote themselves to activities, to be creative, to manipulate many things to obtain changes in behavior from these activities. Based on this description, the learning environment is very important for the continuity of student learning activities. The learning environment has an impact on changes in student behavior. Thus, in order for the student learning process to be optimal, the elements in the learning environment must work well together. From the results of the questionnaire obtained there were many students who thought that the school learning atmosphere was not conducive. This is because the location of the school which is at the center of community activities triggers a lively atmosphere outside the school to be heard inside the classroom so that the learning atmosphere becomes less calm. The learning environment is very important and not only in the school environment but also the environment outside the school when students finish studying at school, namely the family and community environment that supports and can have a good impact on student learning activities so that they can get maximum learning results.

Uno (2016: 9) argues that motivation is an encouragement that arises from within a person to make changes in behavior that are better in meeting their needs. In learning activities, motivation can be said to be the overall driving force within students that causes learning activities, so that the desired goals are achieved (Sardiman, 2014: 75). This opinion states that students in obtaining good learning outcomes need motivation that can encourage student learning interest so that they can obtain good learning outcomes.

The effect of learning motivation on the learning outcomes of fifth grade students at SD Negeri 1 Aimadidi, work motivation on the learning outcomes of fifth grade students at SD Negeri 1 Airmadidi there is a significant effect based on the results of regression calculations using SPSS which was carried out on the learning motivation variable on learning outcomes obtained several values. In the calculation table, it can be seen that the results of tcount (8,773) > ttable (1,674) and the significance of t (0.001) <0.05, so that the null hypothesis is rejected and the alternative

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hypothesis is accepted, thus there is an influence between learning motivation variables on student learning outcomes.

The results of the research conducted by the researchers stated that simultaneously the learning environment and learning motivation of fifth grade students in science subjects at SD Negeri 1 Airmadidi simultaneously had an effect on student learning outcomes. Based on the calculations, it is proven that Fcount (56,796) > Ftable (3.17) and a significance value of F (0.001) <0.05, with this result H0 is rejected and Ha is accepted, which means that the independent research variables, namely the Learning Environment (X1) and Learning Motivation (X2) simultaneously has a significant effect on learning outcomes (Y). on these data it can be seen that the variables of the learning environment and learning motivation affect learning outcomes.

Based on these results, it can be concluded that the factors that influence learning outcomes generally consist of within, namely students' learning motivation and come from outside the student's self, namely the learning environment. Every factor must be considered carefully starting from the preparation of learning to the end of learning. In order to maximize the quality of learning and student learning outcomes, cooperation from various parties such as families, schools and the community is needed.

CONCLUSION

This research entitled "The Influence of the Learning Environment and Learning Motivation on Learning Outcomes of Class V Students of SD Negeri 1 Airmadidi" was carried out. Based on the results of research conducted by researchers, conclusions and suggestions can be compiled as follows:

1. Based on data analysis, hypothesis testing, and the results of the discussion that has been found in research on the influence of the learning environment and learning motivation on student learning outcomes with a population of 53 students in class V at SD Negeri 1 Airmadidi, it can be concluded as follows:

2. There is a significant influence of the learning environment on the learning outcomes of fifth grade students in science subjects at SD Negeri 1 Airmadidi. This can be proven from testing the first hypothesis which obtained a t count (6.516) > t table (1.674).

3. There is a significant influence of learning motivation on the learning outcomes of fifth grade students in science subjects at SD Negeri 1 Airmadidi. This can be proven from testing the first hypothesis which obtained t count (8,773) > t table (1,674).

4. There is a significant influence of the learning environment and motivation on the learning outcomes of fifth grade students in science subjects at SD Negeri 1 Airmadidi. This can be proven from testing the first hypothesis that gets a value F_{hitung} (56.796)> F_{tabel} (3.17).

SUGGESTION

Based on the results of the research that has been carried out, the researcher provides the following suggestions:

1. For student

The learning environment and learning motivation affect the results of learning to draw students. Therefore, in order for students to obtain optimal drawing learning outcomes, students should be able to create a comfortable and enjoyable environment both in the family, school and community environment. This is because the environment is always around students. In addition, students are also expected to increase their learning motivation by always thinking positively, believing that they will succeed, doing activities that can inspire, and joining in an environment that can increase learning motivation.

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2. For Teachers

Teachers are expected to maximize and improve the learning environment and learning motivation in students. Teachers should create a fun learning environment and support the process of learning fine arts, especially drawing, which can be done through building teacher-student intimacy, providing learning tools, and learning methods used. In addition, teachers also need to motivate students to learn by providing enthusiasm for learning, giving praise or punishment, providing interesting learning media, applying fun teaching methods, and creating a conducive environment. Thus, students will achieve the results of learning to draw according to the expected goals.

3. For Schools

Schools should establish good relationships between teachers, parents, and the community on an ongoing basis. Good communication can be useful for the continuity of the teaching and learning process in schools. In addition, communication within and outside the school can improve school quality in creating a quality school environment and high learning motivation.

4. For Further Researchers

The results of the study show that the results of learning to draw students can also be influenced by other factors besides the learning environment and learning motivation. Therefore, for further research, it is possible to examine what factors influence the learning outcomes of students' drawing.

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