

THE IMPACT OF LEARNING ENVIRONMENT AND LEARNING FACILITIES ON STUDENTS' ACADEMIC ACHIEVEMENT IN ECONOMICS AT MA MAN'BAUL ULUM SERPONG

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ABSTRACT

This research is designed to find out: 1) How the learning environment affects the learning result of economics subjects; 2) How do learning facilities impact the learning result of economics subjects; and 3) How does the learning facilities and learning environment simultaneously affect the learning result of economics subjects at MA Man'baul Ulum. The method used is quantitative, with an association research design. The sample used was 81 students through a simple random sampling method. The research gathers data through a survey form with a likert scale, documentation and observation. The findings of the study reveal that: 1) The learning environment significantly and positively influences students' outcomes in economics. This is demonstrated that the t-count value is greater than the t-table, which is $64.938 > 1.664$ and the significant level of t is $0.000 < 0.05$; 2) Learning facilities have a notable and positive impact on students' performance in economics. This is evident that the t-count value is greater than the t-table, which is $66.988 > 1.664$ and the significant level of t is $0.000 < 0.05$; and 3) The learning environment and learning facilities have a positive effect and simultaneously significant to the learning outcomes of economics subjects at MA Man'baul Ulum Serpong. This was strengthened by the level of relationship between the two variables which was strong, and the large contribution of peer environment and emotional intelligence was 86.5% and the remaining 13.5% was influenced by other. It can be inferred that the learning environment and learning facilities are able to increase student learning outcomes if the two support each other.

Keywords: Learning Achievement, Learning Facilities, Learning Environment.

INTRODUCTION

Basically, every human being in life engages in learning activities, and within these activities lies the concept of education. Education involves acquiring knowledge, skills, and habits that are transmitted from one generation to the next through instruction, training, and research. As stated in Law Number 2 of 1985, the function of education is to nurture students'

potential, enabling them to become individuals who show devotion and faith in God Almighty, uphold strong moral values, maintain good health, expand their knowledge, develop competence, think creatively, act independently, and contribute as responsible and democratic citizens.

To achieve this goal, society and the government collaborate diligently. One of the efforts made is establishing educational institutions in Indonesia. As formal institutions, schools play a vital part in enhancing the value of human resources and serve as the primary place for teaching and learning activities. Learning, according to Slameto (2013), is an activity carried out by individuals to achieve overall behavioral changes because of their experiences in interacting with the environment.

Ramadhani (2018) states, "Schools, as formal educational institutions, must create and provide a conducive learning environment that meets students' needs, so that the learning process can run smoothly and ultimately increase students' learning interest." Thus, the school environment is the place where education takes place. Teachers need a green and conducive environment to facilitate a smooth learning process and enhance students' enthusiasm for learning.

Geographically, MA Man'baul Ulum Serpong is located on Jalan Raya Puspitek, South Tangerang, right next to a busy main road. Initial observations showed that the school environment was not well maintained, with trash scattered around both inside and outside the classrooms. Additionally, desk drawers were filled with paper waste and food wrappers.

The problem extended beyond the classrooms, as trash was also scattered in the bathrooms, leading to students developing skin irritation. Despite the presence of numerous cleanliness slogans, such as "Maintain Cleanliness and Dispose of Trash Properly," many students ignored them. These slogans became mere decorations without being followed, highlighting a lack of environmental awareness. This issue prompted the researcher to select this school as the research site, hoping that students would improve and maintain school cleanliness.

The researcher believes that a positive and conducive learning environment helps students stay focused and engaged in the learning process, ultimately improving their academic performance. A good learning environment also enhances students' comfort and security, boosting their confidence and motivation to learn.

In line with this, Abdullah (2018) defines facilities as resources that directly support the smooth running of the learning process, helping achieve educational goals effectively and

efficiently. Facilities, also referred to as educational infrastructure, include school buildings, classrooms, art rooms, prayer rooms, sports fields, and sports equipment. Meanwhile, learning materials consist of textbooks, reading materials, laboratory equipment, and various other educational media.

However, when learning facilities are not optimally utilized by teachers and students, they fail to positively impact student learning outcomes. The more complete the learning facilities, the easier it becomes to conduct learning activities. Therefore, having comprehensive learning facilities is expected to lead to positive changes—when a school provides complete learning facilities, students are likely to be more motivated because they can complete their tasks independently with the available resources.

The learning process in schools is a crucial aspect of education, with one indicator of success being the achievement of educational goals, which is reflected in students' academic performance. This means that the outcome of the education process may be observed through students' learning outcomes.

One measure of success in teaching and learning is students achieving satisfactory academic performance. Academic performance, according to Dimyati and Mudjiono (2013), is the level of success a student attains after participating in a learning activity, which is then represented by grades in the form of letters, words, or symbols.

Every student naturally hopes to achieve the desired academic success. Therefore, students must make various efforts based on their individual abilities. To create an enjoyable learning atmosphere, teachers must be observant and find ways to ensure that lessons are engaging and understandable. One way to do this is by maximizing the use of existing educational facilities and infrastructure. Students who achieve outstanding academic performance are often recognized as capable and hardworking by both teachers and peers. Conversely, students who fail to meet expectations are often perceived as lacking ability or effort.

The researcher believes that students' academic performance is impacted by multiple aspects, for instance individual characteristics, the learning atmosphere, learning facilities, and teaching methods. The researcher also found that student performance can be improved by enhancing learning motivation, strengthening students' understanding of the subject matter, and increasing student engagement in the learning experience. Furthermore, academic performance can be improved by providing adequate learning resources tailored to students' needs and employing teaching methods that align with their individual characteristics.

Table 1. Final Scores of the Odd Semester Midterm Examination for Economics Subject in Grades X, XI, and XII at MA Man'baul Ulum Serpong

No	Class	Passing Score	Number of Students	Completeness		Completion Percentage
				Not Completed	Complete	
1	X	75	40 students	13	27	67,50%
2	XI	75	43 students	14	29	67,44%
3	XII	75	18 students	5	13	72,22%
Total			101 students	32 students	69 students	68,31%

Source: Carried out by researchers (2024)

The assessment in the table above is based on attendance, assignments, academic performance, and mid-term exam scores. Based on the initial observations conducted at MA Man'baul Ulum Serpong, the researcher found that student achievement in the Economics subject is still not optimal. This issue was identified through documentation data on students' academic performance in Economics for Semester 1 of the 2022/2023 academic year.

The data above shows that the pass rate for Grade X is 67.50%, for Grade XI is 67.44%, and for Grade XII is 72.22%. Observations revealed that some students still scored below the minimum competency criteria, which is set at 75. Among all students at MA Man'baul Ulum Serpong, only 68.31% met the passing criteria, while 31.69% did not pass the Economics subject. This indicates that a significant number of students have yet to achieve satisfactory results in Economics.

METHODS

This study uses a correlational type and quantitative procedure. Sugiyono (2017) argues that correlational research examines the relationship between one or more variables with other variables. The aim is to assess whether a connection among the variables and to determine the strength of the relationship. Meanwhile, the population in this study consists of all students of MA Man'baul Ulum Serpong, totaling 101 students.

Table 2. Research Population

Class	Population	Male	Female
Class X	40	18	22

Class XI	43	21	22
Class XII	18	12	6
Amount	101	51	50

Source: Administrative data of MA Man'baul Ulum Serpong

The tolerance level for descriptive research is 5%, so the sample size calculation resulted in $n = 80.63$ (rounded to 81). Thus, the number of participants in the study is 81 due to rounding.

RESULTS AND DISCUSSION

Simple Linear Regression Analysis Outcomes and Partial T-Test Among the Learning Environment Variable and Academic Achievement (X_1 and Y)

Table 3. Outcomes of the t-Test for Variable X_1 in relation to Y

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	101.470	.150		513.908	.000
	Learning Environment	1.000	.057	.788	64.938	.000

a. Dependent Variable: Learning achievement

Source: Carried out by researchers (2024)

Based on the output of the coefficients, the linear equation is $\hat{Y} = 101.470 + 1.000 X_1$, which means that the average score of criterion Y will change by 1.000 for each change that occurs. The t-count value is greater than the t-table value, which is $64.938 > 1.664$, and the significance level is $t = 0.000 < 0.05$. Therefore, the results of the partial t-test between X_1 and Y indicate that H_0 is rejected and H_1 is accepted. This shows that there is a positive and significant influence of the learning environment variable (X_1) on academic achievement (Y).

Simple Linear Regression Analysis Outcomes and Partial t-Test Among the Learning Facilities Variable and Academic Achievement (X₂ and Y)

Table 4. Outcomes of the t-Test for Variable X₂ in relation to Y

Coefficientsa						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	101.470	.150		526.790	.000
	Learning Facilities	1.000	.015	.789	66.988	.000

a. Dependent Variable: Learning achievement

Source: Carried out by researchers (2024)

Based on the output of the coefficients, the linear equation is $\hat{Y} = 101.470 + 1.000 X_2$, which means that the average score of criterion Y will change by 1.000 for each change that occurs. The t-count value is greater than the t-table value, which is $66.988 > 1.664$, and the significance level is $t = 0.000 < 0.05$. Therefore, the results of the partial t-test between X_2 and Y indicate that H_0 is rejected and H_1 is accepted. This shows that there is a positive and significant influence of the learning facilities variable (X_2) on academic achievement (Y).

Multiple Linear Regression Analysis Outcomes and Simultaneous F-Test Between the Learning Environment and Learning Facilities Variables on Academic Achievement (X₁-X₂ = Y)

Table 5. Multiple Linear Regression Output for X₁, X₂ Against Y

Coefficientsa						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	101.470	.150		532.921	.000
	Learning Environment	.980	.000	.991	7140.864	.000
	Learning Facilities	.760	.000	.027	194.597	.000

a. Dependent Variable: Learning achievement

Source: Carried out by researchers (2024)

Based on the output of the coefficients, the linear equation is $\hat{Y} = 101.470 + 0.980 X_1 + 0.760 X_2$. This means that if the learning environment variable (X_1) increases by one unit,

assuming other variables remain constant, academic achievement (Y) will increase by 0.980. The learning facilities variable (X_2) also has a positive and significant influence on academic achievement, with a coefficient value of 0.760. This means that if the learning facilities variable increases by one unit, assuming other variables remain constant, academic achievement will increase by 0.760.

Table 6. The Output of the Simultaneous Test (F-Test)

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1164.747	2	708.387	394.945	.000a
	Residual	202.361	78	2.026		
	Total	1969.045	80			

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

Source: Carried out by researchers (2024)

Based on the output data in the table above, the results show that the calculated F-value is greater than the F-table value, with an F-statistic of 394.945 and a significance level of $F = 0.000 < 0.05$. From the simultaneous (F) test results above, it can be concluded that $H_0(3)$ is rejected and $H_1(3)$ is accepted. This indicates that the learning environment and learning facilities variables, together, have a positive and significant influence on academic achievement. Through this multiple linear regression analysis, it is possible to determine whether there is an effect of the learning environment and learning facilities on academic achievement. This analysis was conducted to test the validity of the hypothesis formulated by the researcher.

Table 7. The Multiple Linear Regression Model Summary Output

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.945a	.865	.862	1.433

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

Source: Carried out by researchers (2024)

Based on the Model Summary output table, the R value is 0.945, which indicates a strong connection to the independent variable (learning environment and learning facilities)

and the dependent variable (students' academic achievement). The coefficient of determination (R^2) is 0.865, meaning that the contribution or impact of the learning environment and learning facilities on students' academic performance in Economics at MA Man'baul Ulum is 86.5%. The remaining 13.5% is influenced by other factors that were not examined in the study.

Discussion

The Influence of the Learning Environment on Students' Academic Achievement in Economics at MA Man'baul Ulum Serpong

The statistical test results above reveal that the learning environment has a positive influence on students' academic achievement in Economics. This is evidenced by an R value of 0.945 and an R^2 value of 0.865, meaning there is a strong relationship among the learning environment and academic achievement, contributing 86.5%, while 13.5% is influenced by other factors, with a significance value of $0.00 < 0.05$ (5%). The linear regression equation is $\hat{Y} = 101.470 + 0.980 X_1$, which means that the average score of the criterion Y (academic achievement) will change by 0.980 for every change in X_1 (learning environment).

The findings of this study align with Aqib's theory (2018:65), where the learning environment that affects students' academic success is shaped by the family, school, and community environments. The environment has always surrounded humans from the time they are born until they leave, creating a reciprocal relationship where the environment influences humans and humans influence the environment.

Similarly, in the educational process, the environment is a significant source of learning that affects both the learning progression and children's growth. A conducive environment, whether it be family, school, or community, creates a sense of calm and comfort for students while learning, thus supporting learning activities and helping students to achieve maximum academic results.

Additionally, another study conducted by Nureza (2023) titled "The Influence of the Learning Environment on Academic Achievement in Fiqh Subject for Class VIII at MTs Modern Al Azhary Ajibarang for the 2022/2023 Academic Year" found that the learning environment significantly contributes to academic success. This means that when learning environments such as the school, family, and communities supports one another, students' achievement in Fiqh will improve.

The Influence of Learning Facilities on Students' Academic Performance in Economics at MA Man'baul Ulum Serpong

The statistical test results above reveal that learning facilities have a positive influence on students' academic achievement in Economics. This is evidenced by an R value of 0.945 and an R^2 value of 0.865, suggesting a significant connection among learning facilities and academic performance, contributing 86.5%, while 13.5% is influenced by other factors, with a significance value of $0.00 < 0.05$ (5%). The simple linear regression equation is $\hat{Y} = 101.470 + 0.760 X_2$, which means that the average score of the criterion Y (academic achievement) will change by 0.760 for every change in X_2 (learning facilities).

This study's findings are in accordance with the theory of learning facilities, which essentially refers to everything that facilitates the learning process. It includes everything needed for teaching and learning, both movable and immovable, with the aim of achieving educational goals, ensuring that the process is carried out systematically, efficiently, smoothly, and effectively. Learning facilities are an inseparable part of the educational process, whether directly related to education or not.

De Hei et al. (2016) suggest that this involves factors such as learning objectives and outcomes, assessment, guidance, task characteristics, interaction, group structure, organization, and facilities. Besides being crucial as support for the continuation of the educational process, school facilities are also a factor that parents consider when enrolling their children in a particular school, as previously found by Kong (2018).

This study is also supported by research from Iis Torisa Utami (2020) titled "The Influence of Learning Facilities on Academic Achievement in the Indonesian Correspondence Course." According to the t-test results, learning facilities significantly affected academic achievement, with a significance level of $0.024 < \alpha 0.05$, indicating a relationship between learning facilities and academic achievement. The F-test revealed that learning facilities, including infrastructure and resources, significantly impacted academic achievement with $\alpha = 0.05 >$ significance of 0.024.

This means that learning facilities, such as course materials (modules, handouts, ppt), reference books, teaching media, classrooms, laboratories, and library services, affect the academic achievement gained through the learning process. However, the correlation coefficient between the learning facilities and academic achievement variables, at -0.332, shows a low and opposite relationship. This means that complete learning facilities do not entirely determine academic achievement, whereas inadequate learning facilities negatively

impact academic achievement. The R Square value of 11.0% represents the contribution of learning facilities, with the remaining 89.0% influenced by other unexamined variables such as student motivation and learning interest.

This differs from the study by Novitasari, Sida, and Madani (2022), titled "The Influence of Learning Facilities and Learning Motivation on Student Achievement in Social Studies at UPTD SDN Wilayah I Bontoa Subdistrict, Maros Regency," which found that the influence of learning facilities on academic achievement was less significant.

The Impact of Learning Environment and Learning Facilities on Students' Academic Achievement in Economics at MA Man'baul Ulum Serpong

The statistical test results above indicate that both the learning environment and learning facilities positively affect students' academic achievement in Economics. This is proven by the obtained R value of 0.945 and an R2 value of 0.865, which implies that the variables of learning environment and responsibility toward academic achievement have a strong relationship, contributing 86.5%, while 13.5% is influenced by other factors with a significant value of $0.00 < \text{significance value } 0.05 (5\%)$. The multiple linear regression equation is $\hat{Y} = 101.470 + 0.980 X_1 + 0.760 X_2$. This means that the average score of criterion Y (academic achievement) will change by 0.980 for each change in X_1 (learning environment) and 0.760 for each change in X_2 (learning facilities).

This study's results are supported by the theory of Sanjaya (2018), which states that the provision and management of good learning facilities and environments are essential for the smooth running of the learning process and need to be considered by every school. Therefore, fulfilling good facilities and environment can minimize learning difficulties experienced by students. The use of learning facilities can accelerate understanding and mastery of the subjects being studied. A lower level of learning difficulty creates a smooth learning process, leading to improved academic achievement.

Additionally, the findings of this study support the research of Sholihah (2020) titled "The Influence of Learning Environment and Learning Facilities on Students' Academic Achievement in Social Studies," which found: (1) a significant impact among the learning environment and students' academic outcomes with a percentage of 24.1%, (2) a significant impact among learning facilities and academic outcomes with a percentage of 15.9%, and (3) a significant impact among both the learning environment and learning facilities on students'

academic outcomes in Social Studies for grade VIII at SMPN 1 Sambit Ponorogo with a percentage of 29.2%.

CONCLUSION

Several conclusions related to the study on the impact of the learning facilities and learning environment on students' academic outcomes in economics at MA Man'baul Ulum Serpong are as follows:

1. The data processing results show that the learning environment variable contributes positively and significantly on academic outcomes in economics at MA Man'baul Ulum Serpong. This is indicated by a t-count value of $64.938 > t\text{-table } 1.664$, and a significance value of $0.000 < 0.05$. From the partial test outcomes of the learning environment on academic achievement, the conclusion is that $H_0(1)$ is dismissed and $H_1(1)$ is confirmed. This indicates that there is an impact among the learning environment and academic achievement.
2. The data processing results reveal that the learning facilities variable contributes positively and significantly on academic achievement in economics at MA Man'baul Ulum Serpong. This is indicated by a t-count value of $66.988 > t\text{-table } 1.664$, and a significance value of $0.000 < 0.05$. From the partial test outcomes of learning facilities on academic achievement, the conclusion is that $H_0(1)$ is dismissed and $H_1(1)$ is confirmed. This indicates that there is an impact among learning facilities and academic achievement.
3. The data processing results show that the learning environment and learning facilities variables together contributes positively and significantly on academic achievement in economics at MA Man'baul Ulum Serpong. This is indicated by an F-count value of $394.945 > F\text{-table } 3.11$, a significance value of $0.000 < 0.05$, and a determination coefficient (R-square) value of 0.865. This indicates that the contribution of the learning environment and learning facilities to academic achievement is 86.5%, while the other 13.5% is influenced by factors not explored in this research. This indicates that the learning environment and learning facilities have a key role in academic achievement in economics. The higher the quality of the learning environment and learning facilities available to students, the greater the impact on their academic performance.

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