DETERMINATION OF LEARNING ACHIEVEMENT APPROACH SCHOOL ENVIRONMENT AND LEARNING MOTIVATION IN VOCATIONAL HIGH SCHOOL

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ABSTRACT

The main problem in this study is the decline in student achievement, which according to the researcher's observations, the school environment and student motivation both have an impact. Based on these views and thoughts, the researcher desires to do more study the impact of the school environment and learning motivation on student accomplishment, focusing on Accounting and Institutional Finance. This study's questionnaire was 156 respondents. The descriptive and verification approaches with a quantitative approach were conducted for data analysis. Path analysis is the analytical technique used, and it is used to showcase a relationship that reveals how much effect an indicated variable has, either directly or indirectly, on many other variables. The results of this research show that partially and simultaneously, Student achievement in Accounting and Institutional Finance is favorably and strongly influenced by the school environment and learning motivation. The school environment and learning motivation variables both have an impact on student performance. This research only focuses on one vocational school and includes the school environment and motivation in measuring student achievement; many other variables have not been studied.

Keywords: School Environment, Motivation, Learning Achievement, Vocational School.

A. INTRODUCTION

Education is a planned activity to support and facilitate students' learning processes to maximize their human resource potential (Garavan, 1997). Learning is the key to any educational endeavor, so without learning, there is no education (Biesta, 2015). By learning, they will be able to understand the lesson so that learning achievement increases. In essence, academic success is a product of academic work. A student's academic success increases with the quality of his learning effort. Learning attainment is one sign that the learning process was successful. Learning achievement results from measurement in numbers or statements that reflect students' mastery of the subject matter (Chng et al., 2011; Smale-Jacobse et al., 2019).

Two factors influence children's learning achievement: internal and external elements (Núñez & León, 2015). Intelligence, interests, abilities, and motivation are examples of internal variables. A more profound curiosity about the subject can increase students' interest in understanding and exploring the lesson. Then, students are motivated to master each class to increase learning achievement. External factors include school environment, family environment, and community environment (Wang & Degol, 2016). A conducive school environment and the availability of a library with complete books, complete facilities, and infrastructure in the

classroom can affect student achievement. In a family environment, parental attention in terms of their child's learning achievement is significant to monitor student learning activities at home so that there is an increase. The state of the community environment consisting of educated people still in school and good morals can encourage children to study harder (Tokan & Imakulata, 2019).

Because the school environment provides a location for students to take out educational activities to obtain information and alter attitudes and life skills both in and out of the classroom, it plays a role in the student learning process by following and obeying the rules that have been set. An excellent school to support student achievement is seen from its luxurious building and how the school environment feels comfortable to students so that it positively influences student learning at school.

Concerning student achievement, learning motivation is essential (Doménech-Betoret et al., 2017). It is suspected that learning achievement will increase if students have strong learning motivation. Push can encourage students to be active in learning and improve learning achievement in class. Learning motivation plays a vital role in student achievement because high learning motivation will be seen from perseverance that does not give up easily despite several obstacles. Motivation is closely related to attention and attitude, and the teacher plays a vital role in encouraging students to learn with full attention (Ng & Ng, 2015). Thus, the teacher is one of the most important sources and an essential component of the school environment.

In addition to the school environment, researchers take student motivation as an internal factor because learning motivation is one factor in measuring student achievement. When students' learning motivation is high, student achievement will also increase. Furthermore, conversely, when students' motivation is low, learning achievement will decrease. Motivation to learn is very necessary, because the learning process can be effective if the learning process involves two interactions between the teacher and students, on the contrary if the interaction is only from the teacher, the learning process cannot be said to be productive (Suherman & Nur, 2021) .

Students learning motivation can be seen in the presence of students who come to school late, the lack of attention to the teacher in the classroom during the teaching and learning process, homework assignments that are often ignored, and the lack of student interest in exploring the lessons taught further (Apriana et al., 2019). It can happen because of the low motivation in students who, incidentally, at that age, are still said to be unstable in the learning process.

Students' intelligence level is undoubtedly different because not all students can catch lessons well, such as receiving lesson materials. Not all students can immediately master the lesson materials because of the catchment power, such as different student concentrations. Students' interest in learning is still low, seen from the lack of student interest in exploring the material being studied further due to incomplete reference books in the library, which are one of the supporting students' learning. The talent of students who have not been seen in school facilities supports and explores other students' abilities. Student motivation fluctuates in learning, and this can be seen from still students coming late to school. The teacher's lack of attention when giving class lessons, homework often neglected, and students' lack of interest in exploring the subject matter indicate weak motivation. Families or parents who pay less attention to or monitor their children's learning activities at home tend to ignore their learning time. The school environment is still not good, and it can be seen from the school facilities are still not complete. The relationship between teachers and students and students with students is not good, interfering in the learning process. The community environment is lacking in education, where the community environment is a place to hang out and interact, thus affecting the active learning of students and student learning motivation.

Human resource management (HRM) refers to the operations carried out by an organization in order to achieve certain goals efficiently (Rahmat & Hadian, 2019). Human resource management is an integrated collection of labor relations choices that impact the effectiveness of people and the organization. Human resource management has its planning, which is crucial because human resources are the drivers of other resources (Rahmat & Ardiansyah, 2021). In addition, human resources, as living beings, have feelings, needs, and goals that differ.

Organizational management includes human resource management, which stresses this component (Cascio, 2015). Human resource management is now responsible for effectively managing the human element to recruit the ideal workforce following professional responsibilities so that they may perform at their best to meet organizational or corporate targets (Bollinger & Smith, 2001). Human resource management is also a process of utilizing humans, which includes acceptance, use, development, and maintenance of existing human resources (Hronová & Špaček, 2021). The main objective of human resource management is to increase employees' contribution to the organization to achieve the productivity of the organization concerned (Chams & García-Blandón, 2019). It is understandable because all organizational activities depend on the organization's humans. Therefore, human resources must be efficient and effective in achieving organizational goals.

Schools play an essential role in improving children's mindsets because they can learn various knowledge at school. The learning environment in schools shapes the student's personality, both positive and negative, because, in everyday life, a student constantly adapts to the surrounding environment (Dörnyei & Muir, 2019). Therefore, if a student is in an atmosphere of friends who are diligent in studying, it is likely that this will affect him so that he learns to like his friends who are engaged.

Learning motivation is the encouragement of each individual to do something related to learning in the form of behavioral changes in learning activities. The motivation can come from external and internal factors to achieve the students' goals. Learning and motivation are two factors that interact. Learning is a somewhat long-lasting change in behavior that may arise through repetition or reinforcement depending on accomplishing key objectives (Gopalan et al., 2017). Motivation to learn in students can come from within (intrinsic motivation) and outside (extrinsic motivation). Motivation factors come from within; not all students have it. However, this can be helped by parents/teachers providing encouragement/spirit from the outside.

Learning habits in students will create to achieve learning objectives (Puspitarini & Hanif, 2019). The existence of a positive atmosphere among students can help facilitate his learning. It is like the role of parents at home who constantly support, encourage, and pay attention to their children not to give up. The same thing in schools also needs to be done by teachers to help their students in learning. The combination of the school and the parents at home will make the atmosphere of the student's mind fun. It will lead to motivation in him because of the encouragement from the outside given by teachers and parents. The encouragement of inspiration from teachers as facilitators in the learning process and parents as mentors at home is expected to increase students' desire to learn (Lopes et al., 2019).

The high learning motivation of students can minimize the tendency of students to be passive during teaching and learning activities. It allows for an increase in learning outcomes. The increase in learning outcomes is also inseparable from the encouragement of teachers and parents at home. Full support from the teacher during the teaching and learning interaction process makes the atmosphere dynamic. Teachers and students will interact with each other on the teaching materials delivered. The learning atmosphere in the classroom

will also be fun so that student behavior such as playing truant during lessons, being late for class after recess, and being noisy in class when an increase can reduce learning motivation (Lopes et al., 2019). Thus, it is assumed that learning motivation has a favorable impact on learning accomplishment, which will develop student achievement comprehensiveness, and student learning achievement is anticipated to increase substantially.

Two key elements affect how well a student learns: internal (student-specific characteristics, such as motivation) and external (outside ones) (factors that come from outside or environmental factors). Both internal and external influences have an impact on how well students learn (Riswanto & Aryani, 2017). Internal factors include psychological characteristics such as intelligence, attention, interests, talents, motivation, maturity, and fatigue. Physical traits include health and impairment. In contrast, outside variables like family, school, and community are considered. Both the learning motivation of students and the educational environment have an impact on how well students do.

B. METHODS

This study uses quantitative methods, namely the research results, which are then processed and conclusions drawn. It will be established that there is a substantial correlation between the variables considered to create findings that will help clarify the description of the item under research (Rahmat et al., 2022). This research included 156 class XI students specializing in Accounting and Institutional Finance. As a result, the quantity can be utilized immediately as a sample. The data used by the researcher is qualitative data obtained from the questionnaire and then converted into quantitative. The author examined the ordinal data for this quantitative data, appointed as a suspension for each statement using a Likert scale score.

Furthermore, the instrument validity test was carried out using the correlation formula based on Pearson Product Moment. The formula for measuring instrument reliability is the Alpha formula because the instrument is a Likert scale (Joshi et al., 2015). The tool is trustworthy if someone's answer to a question is constant or stable from time to time. A variable is dependable if its Cronbach's Alpha value exceeds 0,60. Route analysis is a type of multi-regression analysis in which path diagrams aid in conceptualizing issues or testing complicated hypotheses by explicitly linking the independent factors to the dependent variables (Rahmat & Resmiati, 2021). The study hypothesis was examined using basic linear regression analysis and the T-test to assess the effect partially. Multiple linear regression analysis was used to measure the impact (Xie et al., 2020), along with the F test and the coefficient of determination.
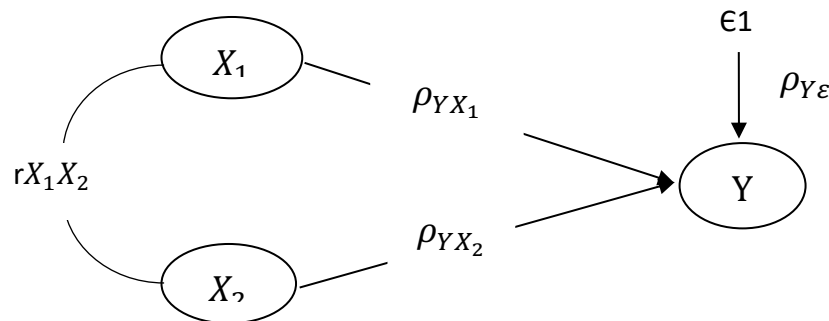

Figure 1
Research Paradigm (Author, 2022)

C. RESULTS AND DISCUSSION

Validity and Reliability Test

A validity test is used by testing the correlation between item scores and the total score of each variable. Statistically, it must compare correlation in the r-person correlation table. If the value of r $_{arithmetic}$ > r $_{table,}$ then the instrument is valid. R table is determined by finding the magnitude of df, and the formula N-2 can calculate the magnitude of df. N = number of samples: 156-2 = 154 obtained r table 0.157.

Table 1
Validity Test

Results r Count. School Environment Variables							
Ques. 1-10		Ques. 11-20		Ques. 21-30		Ques. 31-40	
0.395		0.625		0.630		0.345	
0.355		0.441		0.786		0.786	
0.698		0.423		0.410		0.625	
0.786		0.786		0.786		0.433	
0.456	Valid	0.765	Valid	0.341	Valid	0.423	Valid
0.625		0.383		0.786		0.786	
0.786		0.350		0.669		0.625	
0.663		0.516		0.786		0.383	
0.633		0.432		0.383		0.453	
0.689		0.375		0.441		0.513	
Results r Count. Learning Motivation Variables							
Ques. 1-3		Ques. 4-6		Ques. 7-9		Ques. 10-12	
0.494		0.405		0.591		0.772	
0.543	Valid	0.456	Valid	0.772	Valid	0.483	Valid
0.577		0.517		0.498		0.591	
Results r Count. Learning Achievement Variables							
Ques. 1-5		Ques. 6-10		Ques. 11-14			
0.468		0.371		0.563			
0.360		0.279		0.414			
0.485	Valid	0.502	Valid	0.482	Valid		
0.501		0.407		0.449			
0.372		0.547					

The table above shows that all question items on the school environment variable, learning motivation, and learning achievement variable meet the requirements because the correlation value is above 0.157. So the statement deserves to be included in the analysis.

The instrument is reliable if someone's answer to the question is consistent or stable from time to time. A variable is declared reliable if it gives a value to the Cronbach's Alpha formula > 0.60.

Table 2
Reliability Test

Variable	cronbach's alpha	Standard	Items	Information
School Environment	0.953	0.60	40	Reliable
Learning Motivation	0.875	0.60	12	Reliable
Learning Achievement	0.828	0.60	14	Reliable

Based on the results of instrument reliability testing, all variables have good reliability because they have Cronbach's alpha more significant than the standard of 0,60.

Analysis of Correlation Between Variables

Using Pearson's product-moment correlation, determine the close link between the variables School Environment (X_1), Learning Motivation (X_2), and Learning Achievement (Y). The following are the findings of the correlation analysis calculation between variables:

Table 3
Coefficient Correlation Test Results Between
Variables X and Y

No	Variable	R count	Sig	Information	Category
1	$X_1 X_2$	0.321	0.000	Significant	Low
2	$X_1 Y$	0.730	0.000	Significant	Strong
3	$X_2 Y$	0.559	0.000	significant	Strong enough

A parallel (unidirectional) correlation existed between the school environment (X1) and learning success (Y), and this association is rated as high. The correlation coefficient between X1 and Y is positive at 0.730. The value of 0.559 is considered a strong enough association between learning motivation (X2) and learning achievement (Y). Furthermore, the association between learning motivation (X_2) and the school environment (X_1) is 0.321, which is considered weak.

To determine the extent to which the school environment and learning motivation, the independent variables (X), impact learning achievement, the data will be tested using the coefficient of determination (Y).

Table 4
Test of Determination

Model	R	R Square	Adjusted R Square	Std. An error in the Estimate
1	0,806 [a]	0,650	0,645	4.12865

a. Predictors: (Constant), learning motivation, school environment

From table 4 above, the influence of the independent variable (X), namely the school environment, and learning motivation on the dependent variable, namely learning achievement (Y), is 0.650, while the external influence or error is 0.35.

Table 5
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	5,714	2,293		2,492	0.014
School environment	0,198	0.016	0,614	12,152	0,000
Motivation	0,369	0.052	0,362	7,162	0,000

a. Dependent Variable: Learning Achievement

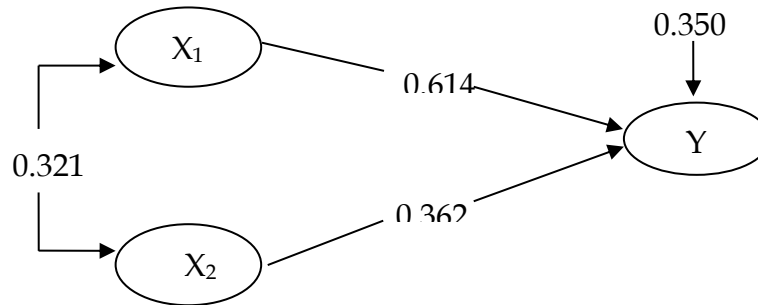The quantities depicted in diagram below: calculated are a path as shown

Figure 1
The path coefficient of the school environment and learning motivation for learning achievement

The structural model of the school environment and learning motivation for learning achievement are:
$Y = 0.614 X_1 + 0.362 X_2$

In the picture above, the coefficient of the school environment variable path and learning motivation on learning achievement is positive, meaning that the variable positively influences learning achievement. From the results of this path analysis, the magnitude of the path coefficient of the school environment variable on learning achievement is 0.614, while learning motivation to learning achievement is 0.362.

The Influence of School Environment and Learning Motivation on Learning Achievement

Table 6
Direct and Indirect Effect of X1, X2, and Y

Description	Effect	Calculation	percentage
School Environment on Learning	Direct	$(0.614)^2$	37.7%
Achievement	Indirect	0.614 x0.321x0.362	7.1%
Total X$_1$			44.8%
Learning Motivation on Learning	Direct	$(0.362)^2$	13.1%
Achievement	Indirect	0.362 x0.321x0.614	7.1%

Total X_2	20.2%

The school environment has a direct influence on student achievement, while 7.1% of it has an indirect impact on students' motivation to learn. The results of testing this variable are significant at the 95% confidence level, indicating that the real influence of the school environment on learning achievement is 44.8%. Including the school environment variable in the structural model will increase learning achievement by 44.8%. 13.1% of motivation directly affects learning accomplishment, whereas 7.1% of the educational environment indirectly affects learning achievement. Resulting in a 20.2% overall impact of learning desire on student progress; this means that considering the learning motivation variable in the structural model, it will increase learning achievement by 20.2%, and the test results of this variable are significant at 95% confidence level.

A strong positive impact of school environment characteristics and learning motivation on learning accomplishment can be shown at 95% in the study findings to determine the causal link between the learning environment and student achievement for accounting and institutional finance departments. The school environment variable has a 44.8% overall significance score, whereas the learning desire variable has a 20.2% overall significance scoring rate.

The size of the coefficient of determination, $r^2 = 0.650$ or 65%, indicates the significant impact of the school environment and learning motivation on student achievement. The model form is included in the strong group even if the external effect or error is 0.35 or 35%, ensuring that the factors of the school environment and learning motivation are utilized to assess student achievement for students majoring in the vocational school in this study.

D. CONCLUSION

The school environment positively and significantly impacts learning achievement. That increases learning success by including school environment factors into the structural model. Learning achievement will rise due to the structural model's influence of learning motivation on learning outcomes. The significance of the coefficient of determination $r^2 = 0.650$ or 65% exemplifies how all factors affect overall learning motivation and the school environment. The external impact or mistake, in comparison, is 35%. So the model formed is categorized as good enough. In this study, the school environment and learning motivation are appropriate for measuring student achievement majoring in Accounting. This study has a significant role between the school environment and learning motivation on student achievement.

The current school environment contains a curriculum that follows the educational program; thus, students can learn optimally and carry out the learning provided to lead to exemplary achievements. Students learning motivation desire to achieve goals by continuing to excel, then student potential and enthusiasm will increase with optimal results. Student achievement with high motivation can produce optimal learning achievement.

The school environment should pay attention to students' comfort when studying in the library because the library is one of the supports to assist students in learning activities. Motivation to learn should be increased by enthusiasm for learning because learning is one of the keys to improving student achievement. Improve the level of family harmony because the family environment affects the learning comfort of students.

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