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Determinants Of Academic Achievement: Exploring The Impact Of School Environment And Study Time On Students' Learning Outcomes At MA As-Sa'adah Lampah Kedamean Gresik

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Info Artikel

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Abstract

Learning outcomes include indicators of student achievement in understanding, mastering and applying the lesson material provided. This research investigates the influence of the school environment and study time on student learning outcomes. This study is a quantitative study. The population of this research is all 65 students of MA As-Sa'adah Lampah Kedamean Gresik. All students will be respondents so that the sampling technique was carried out using total sampling. By focusing on cognitive, affective and psychomotor aspects, student learning outcomes are positioned as indicators of assessing student learning success. The school environment and learning time are identified as time at school, time doing assignments at home, and activities outside of school which are important elements in the learning process. This quantitative research aims to analyse and understand the impact of these two variables separately and together on student learning outcomes. By considering the research results, it is hoped that recommendations will be made to increase the effectiveness of education through optimal management of the school environment and effective study time management.

Abstrak

Hasil belajar meliputi indikator prestasi belajar siswa dalam memahami, menguasai dan menerapkan materi pelajaran yang diberikan. Penelitian ini menyelidiki pengaruh lingkungan sekolah dan waktu belajar terhadap hasil belajar siswa. Penelitian ini merupakan studi kuantitatif. Populasi penelitian ini adalah seluruh 65 mahasiswa MA As-Sa'adah Lampah Kedamean Gresik. Seluruh siswa akan menjadi responden sehingga teknik pengambilan sampel dilakukan dengan menggunakan total sampling. Dengan berfokus pada aspek kognitif, afektif dan psikomotorik, hasil belajar siswa diposisikan sebagai indikator penilaian keberhasilan belajar siswa. Lingkungan sekolah dan waktu belajar diidentifikasi sebagai waktu di sekolah, waktu mengerjakan tugas di rumah, dan kegiatan di luar sekolah yang merupakan elemen penting dalam proses pembelajaran. Penelitian kuantitatif ini bertujuan untuk menganalisis dan memahami dampak kedua variabel tersebut secara terpisah dan bersama-sama terhadap hasil belajar siswa. Dengan mempertimbangkan hasil-hasil penelitian tersebut, diharapkan akan dibuat rekomendasi untuk meningkatkan efektivitas pendidikan melalui pengelolaan lingkungan sekolah yang optimal dan pengelolaan waktu belajar yang efektif.

INTRODUCTION

Education as an important element in shaping a person's character and abilities has a strong relationship with student learning achievement. In essence, education acts as the main foundation that helps individuals develop character and important skills to face various life challenges. The influence of student learning outcomes cannot be separated from teacher competence (Mardikaningsih & Hariani, 2016; Kurniawan et al., 2020). Where teacher competence is closely

related to student academic achievement which will shape personal character, including the teacher's ability to design and present learning materials, classroom management, and the ability to motivate students (Kunter et al., 2013; Ummat & Retnowati, 2022; Firmansyah & Darmawan, 2023; Masnawati & Masfufah, 2023). Teachers who are able to create a positive and supportive learning environment also contribute to the formation of student learning achievement (Lavrijsen et al., 2022; Mudzakkir & Darmawan, 2024). In this case teachers have knowledge in the subject being taught, skills in delivering material effectively, and the ability to motivate and support students tend to produce higher academic results in their students (Moşteanu, 2021; Putra & Darmawan, 2024).

With learning, student learning outcomes can be formed. The student learning process aims to acquire knowledge, skills, attitudes and understanding through various learning activities (Andayani & Darmawan, 2004; Baartman & De Bruijn, 2011). This involves interaction between teachers, students, and the learning environment (Rafiuddin & Darmawan, 2023). Student learning can improve the development of students' critical skills that can be implemented in real life. With this basis, learning effectiveness can be created which will provide optimal student learning outcomes.

Student learning outcomes are a crucial aspect in the world of education which reflects the extent of students' ability to understand subject matter and apply it in various contexts. Achieving learning outcomes is not only limited to getting the highest score in exams, but also involves awareness and application of concepts in everyday life, as well as students' ability to overcome learning challenges (Sinambela & Mauliyah, 2014). Student learning outcomes, which demonstrate the practical application of concepts and the capacity to navigate through learning obstacles, are fundamentally tied to the educational journey within the school setting (Darmanto et al., 2014; Darmawan & Mardikaningsih, 2022). This process is an integral part of a series of learning activities which is influenced by a number of factors that influence the way a person learns and behaves during the learning process (Hussey & Smith, 2008; Mardikaningsih & Darmawan, 2018; Burch, 2019; Al Mursyidi & Darmawan, 2023). Recognizing the correlation between the schooling process and student learning outcomes underscores the pivotal role of the educational setting in molding both the academic progress and personal growth of students (Sutarjo et al., 2007; Dena & Darmawan, 2024). The teaching and learning process in schools is the basis for imparting knowledge, skills and values to students (Saroinsong & Sinambela, 2014). Nonetheless, the effectiveness of this progression hinges on the caliber of teaching and learning engagements within the classroom, as well as external elements like the school environment and the time students devote to learning.

The school environment stands as a significant factor capable of impacting student learning results (Martina, et al., 2019; Umroh & Darmawan, 2024). With opinions from Dörnyei and Muir (2019); Irawan and Darmawan (2023) stated that a conducive environment can provide positive support, create motivation, and build a comfortable learning atmosphere. On the other hand, a school environment that is less supportive can be an obstacle for students to reach their maximum potential. Therefore, it is important to understand how the school environment influences student learning outcomes. A supportive environment creates an atmosphere that is conducive to the learning process (Darmawan et al., 2021; Piana, 2021). A comfortable atmosphere, adequate facilities, and good relationships between students and teachers can motivate students to learn better (Latif & Darmawan, 2024). Physical factors in the school environment such as cleanliness, classroom arrangement and availability of learning support facilities can have an impact on student comfort. A clean and well-organized classroom can create an atmosphere that motivates students (Memari & Gholamshahi, 2020; HD & Darmawan, 2023). On the other hand, inadequate facilities can disrupt students' concentration and reduce their learning outcomes. Furthermore, the interpersonal dynamics between students and teachers, along with interactions among peers, hold substantial significance in fostering a nurturing atmosphere. Teachers who can motivate and provide support to students can increase interest in learning, self-confidence and motivation to

learn (Kurniawan, 2022; Safitri & Darmawan, 2023; Pečiuliauskienė, 2023; Laili & Darmawan, 2024). Likewise with social relationships between students, which can create a positive social climate at school. However, not all school environments have a positive impact (Slameto, 2010). There are several environmental factors that may hinder student learning outcomes, such as class discomfort, incompatibility with teachers, or even security problems at school. Therefore, understanding the impact of the school environment on student learning outcomes serves as a foundation for enhancing and cultivating an improved educational setting (Saraswati et al., 2014).

Apart from that, study time is also an important factor in the educational process (Lestari, 2013; Kariadi & Sunarso, 2016; Kirana, 2019). Learning is a process that students go through to get a positive learning impression from the teacher (Mardikaningsih, 2015). The success of the learning process is also determined by study time. How do they use time effectively to study (Djazilan & Darmawan, 2021). Good use of time can improve student learning outcomes. However, many factors can influence students' study time management, such as extracurricular activities, homework, and activities outside of school. Therefore, this research will explore the relationship between study time and student learning outcomes. Study time is also an important aspect to achieve student learning outcomes. Good time management can help students focus on learning and complete their assignments with enthusiasm which results in effectiveness in their learning (Siagian, 2012; Ya'lu & Darmawan, 2024). They are more likely to face the learning process at school (Mulyani, 2013). However, external factors such as extracurricular activities, a lot of homework, or limited free time can become obstacles for students to optimize their study time (Masnawati et al., 2023). Some students may have good time management skills, while others may have difficulty managing their time effectively (Darmawan et al., 2024). This research will involve students' study time patterns, the factors that influence them, and their impact on their learning outcomes.

This study aims to investigate the interconnected influence of the school environment and study time on student learning outcomes at MA As-Sa'adah Lampah Kedamean Gresik. By delving into this intricate relationship, the research seeks to uncover solutions and suggestions for enhancing student learning outcomes by addressing factors within the school environment and optimizing study time. It is anticipated that these enhancements will yield positive effects on students' academic achievements and their overall educational journey.

RESEARCH METHODS

This research will use a quantitative approach to determine the relationship between the school environment, study time, and student learning outcomes. By collecting data through surveys and observations, a quantitative approach allows researchers to measurably analyze the extent of the influence of the school environment and study time on academic achievement as represented by student learning outcomes.

The research population consisted of 65 students of MA As-Sa'adah Lampah Kedamean Gresik, with all students becoming respondents using total sampling techniques. Each respondent will receive a questionnaire which is filled in according to their conditions and learning experience. The total sampling approach ensures comprehensive representation of the student population, allowing researchers to gain comprehensive insight into the factors that influence learning outcomes in schools. The questionnaire is structured based on research variable indicators with a Likert scale-based grid. The variables involved in this research are as follows:

Korir and Kipkemboi (2014) define the school environment (X1) as situations and conditions around the school that have a certain meaning and influence on students in the learning process. The school environment can be understood as a comprehensive context involving physical, psychological and social elements that surround the educational environment. According to Darmanto et al. (2014), school environment indicators involve elements such as interactions between teachers and students, interpersonal relationships between students, learning facilities,

curriculum structure, school discipline arrangements, and the physical condition of school buildings.

Study time (X2) is the use of study time by an individual to carry out learning activities. Study time can also be interpreted as setting hours or schedules intended for learning activities (Kember et al., 1999). This involves discipline and time management by students to ensure that they have enough time to understand course material and complete academic assignments. The study time variable can be measured through several indicators, including time spent in the school environment, length of time doing schoolwork at home, and learning activities outside the school and home environment, this was stated by Gunawan et al. (2016).

Student learning outcomes (Y) are targets for student success which are measured by the extent to which students succeed in understanding and mastering the concepts taught by the teacher (Paolini, 2015). In addition, learning outcomes involve students' ability to apply the knowledge they have in real life situations. Student success targets are set by the teacher by detailing the expected level of achievement in the form of numerical grades or other assessment criteria. There are three indicators which include cognitive, affective and psychomotor aspects (Muhibbin, 2011).

Based on the clarification of operational definitions and research indicators, the next step is to collect data through surveys and observations. Information collection regarding the school environment and study time will be carried out using a questionnaire distributed to students at MA As-Sa'adah Lampah Kedamean Gresik. This data collection process will involve active participation of students in filling out questionnaires in the school environment. Data analysis will involve statistical methods, such as regression analysis, to evaluate the influence of the school environment and study time on student learning outcomes. This analysis is expected to provide an understanding of the significance and direction of the relationship between variables. SPSS version 26 will be used as a statistical tool to carry out multiple linear regression analysis. Before the regression analysis is carried out, validity and reliability tests will be carried out to ensure the quality and reliability of the data collected is in accordance with the research objectives.

RESULTS AND DISCUSSION

Of the 65 students who were the targets for distributing the questionnaire at MA As-Sa'adah Lampah Kedamean Gresik, 40 students responded, creating a response rate of (40 / 65) X 100% = 61.54%. Although this response can be considered good, there were 15 students (65 - 40) who did not respond or did not respond to the questionnaire that had been distributed. If calculated in percentage, the 15 students who did not respond include (15 / 65) X 100% = 23.08% of the total expected respondents. This percentage reflects the proportion of students who are not active in responding to the questionnaire.

The validity assessment involved two distinct independent variables: the conditions of the school environment and study duration, alongside one dependent variable: student learning outcomes. Throughout the validity testing, no statement item was eliminated as all maintained a corrected item correlation value exceeding 0.3. Such correlation values signify a sufficient relationship between each statement item and the variable under scrutiny. Hence, it can be inferred that the instrument employed exhibits strong validity in evaluating both school environmental conditions, study time, and student learning outcomes.

The next test involves measuring reliability using Cronbach's alpha. For the school environment, Cronbach's alpha value is 0.786, while for learning time it reaches 0.895. In the learning outcome variable, Cronbach's alpha value reached 0.982. All research variables show Cronbach's alpha values that exceed 0.6. All research variables show Cronbach's alpha values that exceed the minimum limit of 0.6. These figures indicate an adequate level of internal consistency in the instruments used. As a measure of reliability, a high Cronbach's alpha value indicates that the questions or statements in the instrument are related to each other well and consistently. Thus,

it can be concluded that this research instrument can be considered as a reliable measurement tool for measuring school environmental conditions, study time, and student learning outcomes.

Table 1. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.823	3.041		5.532	.000
	X1	2.130	.510	.394	4.174	.000
	X2	3.034	.456	.628	6.658	.000

The results of this research produce a regression model with the equation Y = 16.823 + 2.130X1 + 3.034X2. It can be explained that the constant value of 16.823 shows the value of student learning outcomes if the two independent variables, school environment (X1) and study time (X2), have a value of zero. This can be considered a baseline or starting point for predictions for student learning outcomes. Furthermore, the regression coefficient of 2.130 for X1 (school environment) and 3.034 for X2 (study time) indicates the relative contribution of each variable to student learning outcomes. In this case, it can be concluded that each unit of increase in the school environment will be followed by an increase of 2,130 units in student learning outcomes, while each unit increase in learning time will be followed by an increase of 3,034 units in student learning outcomes. This means that positive changes in the school environment and study time can be expected to have a positive impact on student academic achievement.

Likewise, based on the data in Table 1, there is a very high level of significance for the school environment variable with a value of 0.000. Likewise, the student study time variable at MA As-Sa'adah Lampah Kedamean Gresik also shows a high level of significance, namely 0.000. Attaining such a degree of significance elucidates the substantial impact of the school environment and study duration on the attainment of student learning outcomes at MA As-Sa'adah Lampah Kedamean Gresik. The importance of this role is strengthened by the fact that the significance value is below the 0.05 limit. Further analysis of the coefficients of each independent variable shows that between the school environment and study time, study time has a more dominant influence. The learning time coefficient is 3.034, while the school environment coefficient is 2.130. This indicates that study time is a variable that has a greater influence on the formation of student learning outcomes compared to the school environment.

Table 2. ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1297.553	2	648.776	43.691	.000[b]
	Residual	549.422	37	14.849		
	Total	1846.975	39			

The results of the F test depicted in Table 2 reveal that the calculated F-value amounted to 43.691, with a significance level of 0.000. The significance of a probability value below 0.05

signifies that the regression equation holds considerable significance. This means that the relationship between school environment variables (X.1), study time (X.2), and learning outcomes (Y) in the context of MA As-Sa'adah Lampah Kedamean Gresik students is indeed statistically significant. Furthermore, the analysis shows that the school environment variables (X.1) and study time (X.2) have a significant impact simultaneously on student learning outcomes (Y). This means that not only do each of these variables independently contribute to variations in learning outcomes, but when combined, they also together have a significant effect. These discoveries validate the pivotal role of the school environment and study duration in shaping student learning outcomes at MA As-Sa'adah Lampah Kedamean Gresik.

Table 3. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.838[a]	.703	.686	3.85347

The subsequent phase of the analysis entails utilizing the coefficient of determination to examine the correlation among the variables under investigation, namely the school environment (X.1), study duration (X.2), and learning outcomes (Y). From the results listed in Table 1, it can be concluded that there is a significant correlation between the three research variables. R Square, which is a measure of how well the model can explain variations in learning outcomes, shows a value of 0.703. This means that around 70.3% of the variation in student learning outcomes at MA As-Sa'adah Lampah Kedamean Gresik can be explained by factors such as the school environment (X.1) and study time (X.2). This value reflects the extent to which variability in these two factors can predict changes in student learning outcomes. However, the remaining 29.7% is part of the variation that cannot be explained by the school environment and learning time in the context of this study. Other factors not within the scope of this study may contribute to this variation.

Referring to the results of data analysis, it can be said that the school environment has a measurable influence on the learning outcomes of MA As-Sa'adah Lampah Kedamean Gresik students, both in cognitive and non-cognitive aspects. The findings of Van der Kleij et al. (2015); Kyriakides and Creemers (2016); Martina et al. (2019); Haqiqi and Darmawan (2024) also stated that the school environment determines student learning outcomes. Factors involved in this influence include physical facilities, learning atmosphere, social interaction, and support from educators.

From a cognitive perspective, adequate facilities, such as a complete library and a good laboratory, have been proven to improve students' ability to understand and apply lesson material. These facilities provide students with more effective access to educational resources necessary for the development of their knowledge and skills (Masnawati & Darmawan, 2022; Hanaysha et al., 2023; Imanuddin & Darmawan, 2024). On the other hand, non-cognitive aspects, such as safety and emotional support from classmates and teaching staff, also play a significant role. A positive school atmosphere can motivate students to learn more effectively, because they feel supported and safe in their learning environment (Rusticus et al., 2023; Fitriyah & Darmawan, 2024).

Further research could examine the relationship between specific components of the school environment and student academic achievement in more detail. For example, is there a direct relationship between complete library facilities and increased student literacy, or does positive social interaction directly influence student learning activity (Rahmawati & Darmawan, 2024). With a more profound comprehension of how each aspect of the school environment impacts student learning outcomes, policymakers and educational practitioners can devise more efficacious strategies aimed at enhancing the educational quality within schools (Darmawan, 2007; Ismaya et al., 2023). Thus, a better understanding of the influence of the school environment can provide a basis for the development of more targeted educational approaches.

The results of the hypothesis further state that there is a partial influence of study time on the learning outcomes of MA As-Sa'adah Lampah Kedamean Gresik students, which shows that the duration and intensity of time invested in learning activities can influence learning outcomes. This is in accordance with the findings of Lestasri (2015); Teteh (2017); Kirana (2019) also underlines the importance of study time in increasing student academic achievement. Optimal study time has a positive correlation with increased understanding of the material, mastery of skills, and students' ability to apply the knowledge gained in real contexts. In other words, the more time invested in studying effectively, the greater the likelihood of achieving high academic achievement. Therefore, an effective time management strategy becomes very important. Structured study scheduling and wise distribution of time between various subjects are steps that can make a significant contribution to increasing student academic achievement (Lestari, 2013).

By understanding and recognizing the influence of study time, educators and policy makers can design educational programs that support effective time management for students. This includes creating a conducive learning environment, providing support for independent learning, and providing the necessary resources to increase learning productivity (Nengseh & Darmawan, 2024). By increasing awareness of the importance of time management in the educational context, schools can create a learning culture that is oriented towards achieving optimal achievement, as well as improving the quality of learning.

CONCLUSIONS

The research outcomes indicate that both the school environment and study duration exert influence on the learning outcomes of MA As-Sa'adah Lampah Kedamean Gresik students, both individually and collectively. Individually, the school environment demonstrates a discernible effect on student achievement, while study duration also proves to be pivotal in attaining favorable learning outcomes. Moreover, the analysis reveals a simultaneous impact of these two factors, wherein they mutually bolster and interact to shape student learning achievements.

Based on the research results, there are several suggestions that can be given as follows:

1. Ensure school facilities and infrastructure support an effective learning process. Pay attention to the cleanliness, safety and comfort of the school environment and optimize the use of classrooms, libraries and laboratories to improve the student learning experience.
2. Optimize study time by planning a structured and efficient study schedule to provide adequate time for each subject. Providing additional time for extracurricular activities can increase student interest and motivation to learn.
3. Regularly assess the impact of the school environment and study duration on student learning outcomes through periodic evaluations. Remain receptive to feedback from students, teachers, and parents to consistently enhance the quality of the learning environment.

These recommendations are anticipated to assist schools in maximizing the impact of the school environment and study duration on student learning outcomes, fostering conditions conducive to their advancement and progress.

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