

# The Economic Learning Achievement Influenced by the School Environment and Learning Motivation

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**Abstract.** Learning achievement is part of an outcome of the learning process carried out by a student at school. This study analyzes the influence of the educational environment and learning motivation on economic learning achievement. This form of research is retrospective and quantitative. This study utilized as many as 83 respondents from Bengkulu Utara's class X Social Science State High School 8 using a technique of saturation sampling. This study's method of analysis is regression analysis. 1) There is a strong correlation between economic learning achievement and student motivation in school, and these findings are further supported by research showing that both student motivation and school environment have a significant impact on economic learning achievement (63.7% and 37.3%, respectively).

**Keywords:** Economics Learning Achievement; Learning Motivation; School Environment.

## 1 Introduction

Education is a very imperative thing in a nation, there are no countries except Indonesia, Education is an activity carried out in a controlled manner in learning activities to increase the intellectual development and skills of a student where he is somewhere [1]. Education is generally divided into various types, namely formal learning, informal learning, non-formal learning[2]. The education process has a close relationship, namely formal and informal education [3]. Formal learning is the scope of education that is structured from basic to tertiary education. Informal learning comes from learning provided by the family and the surrounding environment. Non-formal learning is a type of education that is not always bound by the level and structure of the school but is continuous [4].

In conducting education, someone performs out learning process activities, the learning process is an element that must be treated as an activity to increase quality [5]. A good education will develop graduates with good quality. Success in the learning process may be evident through satisfying student achievement. Learning accomplishment is what has been attained by pupils after conducting learning activities. By knowing the learning success, it may be known the place of the child in the class. A student's learning achievement can be affected by motivational and contextual variables [6]. Student motivation has an impact on student achievement [7]. Where learning motivation can contribute to efficiency in the execution of education and have an influence on accomplishment [8]. Students' educational success is

favorably impacted by motivation [9]. The second factor is the educational setting, which has a direct impact on students' performance [10]. A student's progress in school is directly related to the school environment [11].

The educational atmosphere and learning motivation can have an influence on a student's academic progress, in addition to their prior experiences. To find out how school atmosphere and learning motivation affect economic accomplishment is the purpose of this research. If used in this manner, the findings of our study might be useful to many stakeholders, including those working in the education sector, in order to improve learning outcomes around the globe.

## **2 Literature Review**

### **2.1 Learning Achievement**

Achievement in the learning process is the ability possessed by a student in processing a lesson that is taught during the educational process [12]. Achievement in learning is something that is achieved by a person in processing thoughts so as to produce an output called achievement, which in achievement must meet several aspects of knowledge, skills, attitudes, where things that are not complete can not be said with achievements in the world of education [13]; or is an indicator of student's learning success through every educational process he takes in an agency [14]. In other words, it is a person's success in an effort that is carried out in earnest in the process or activities of learning. Student learning achievement is influenced by internal factors (health, intelligence, interest, and motivation to learn, learning methods) and external factors [10].

### **2.2 Learning Motivation**

When it comes to learning motivation, it's a psychological process that helps people focus their efforts on achieving certain goals, such as getting the greatest grades possible or achieving the best potential learning outcomes. [15] A person's spirit or performance might be bolstered by receiving external motivation [17]. Thus, learning motivation is a form of energy/encouragement from within students that is able to become a driving force for students in the continuity of learning activities so that changes will occur in themselves, both knowledge, skills, and aspects of attitudes and behavior.

Student's high motivation in learning will make him or her have passion, enthusiasm, and feel happy to learn. Moreover, he or she will be diligent in doing assignments, not like to give up, show interest, and enjoy learning [18]. The important functions and roles of learning motivation are: determining things that are used as learning reinforcements, clarifying goals, determining learning persistence [19].

### **2.3 School Environment**

"Educational environment" is a catch-all word for everything that happens in and around the classroom. a student's learning environment comprises his or her family, school, and neighborhood. The school setting serves as an important instructional setting not only for the children and teachers, but also for the counselors, principals, guards, and others that share the campus with them [22]. As a result, it can be said that the school environment encompasses all

of the conditions found in establishments of higher learning that are dedicated to helping students reach their full potential. The social and non-social aspects of a student's surroundings have a considerable impact on their progress as they study in school.

Growth of intellectual ability, personal development, specialization, efficiency, socialization, and conservation are all aspects of schooling that are outlined by Birch et al. [23]. According to [22], instructors, facilities and infrastructure, and building conditions are critical markers of the school environment.

### 3 Method

As a part of this investigation, it is used to analyze past events and then trace back to identify the causes that could have led to these events. Multiple regression was used to analyze the data gathered. In this study, 83 students from Bengkulu Utara's Class X Social Science State High School 8 participated.

### 4 Result and Discussion

A multiple regression analysis of study data has yielded the following results in Table 1 below:

**Table 1.** Results of Regression Analysis

Variable	Koef. Regression (B)	T-Statistic	Sig.
Learning Motivation	0.740	10.808	0.000
School Environment	0.988	7.771	0.000
Constant.	9.567		
R.	0.792		
R <sup>2</sup> .	0.627		
F.Statistic	67.321		
Sig.	0.000		

#### 4.1 The Effect of Learning Motivation on Economic Learning Achievement

Data analysis showed that learning motivation had an influence on economic learning accomplishment, with a calculated value of 0.740, according to the findings. The t-statistic was 10,808 with a 0.000 significance level at the 5% level of significance. Learning motivation has a favorable and considerable impact on economic accomplishment, according to the first hypothesis. This conclusion is in line with [7], [8], [9], [24], [25], [26], [27] and [28].

## 4.2 The Effect of School Environment on Economic Learning Achievement

t-observed was 7,771 with a significance of 0,000. The regression coefficient value of 0.988, at the 5% significance level, revealed that the school environment had an impact on economic learning achievement. Because of this, a hypothesis that the school environment has a favorable and substantial impact upon economic learning achievement was adopted. In line with [10], [11], [29], and [30], this makes sense.

## 4.3 Coefficient of Determination R Square

There were 67,321 observations with an F-test, F-calculated value of 00.000 or  $F_{0.05}$ . R-squared is a measure of how much learning desire and school climate interact to affect students' ability to accomplish academically.

According to the results of multiple regression analysis, 62.7 percent of learning motivation and school environment have an impact on economic learning accomplishment. Factors not studied in this study account for 37.3 percent. It is more likely that a kid who has a higher grade point average will graduate from high school [33].

## 5 Conclusion

According to this study, students' motivation to learn and their school's environment both have a large impact on economic learning accomplishment, with the latter accounting for 62.7 percent of the total effect. However, other variables outside of this study account for the remaining 37.3%. This work, with its limitations, can serve as a reference for future research.

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