HOW LIVING ENVIRONMENT AND LEARNING FACILITIES CAN INFLUENCE STUDENT LEARNING OUTCOMES?

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ABSTRAK

Keluarga sebagai lembaga sosial pertama yang dikenal anak yang berpengaruh pada penanaman sikap dalam perkembangan anak. Tujuan dari penelitian adalah untuk mengetahui pengaruh lingkungan tempat tinggal dan fasilitas belajar siswa terhadap hasil belajar siswa. Adapun jenis penelitian yang digunakan adalah penelitian lapangan dengan pendekatan kuantitatif. Berdasarkan dari hasil uji persamaan regresi linier berganda yang dilakukan oleh peneliti dapat disimpulkan bahwa lingkungan tempat tinggal dan fasilitas belajar siswa terdapat pengaruh yang signifikan terhadap hasil belajar siswa. Hal ini dibuktikan dengan perolehan nilai F hitung 8.793>F tabel 1,46.

Kata Kunci: lingkungan tempat tinggal, fasilitas belajar, hasil belajar

ABSTRACT

Family is the first social institution known to children which influences the cultivation of attitudes in children's development. Purpose of the study was to determine the effect of the living environment and student learning facilities on student learning outcomes. The type of research used is field research with a quantitative approach. Based on the results of the multiple linear regression equation test conducted by the researcher, it can be concluded that the living environment and student learning facilities have a significant influence on student learning outcomes. This is evidenced by the acquisition of the calculated F value of 8,793>F table 1,46.

***Keywords** : living environment, learning facilities, learning outcomes*

INTRODUCTION

Education is an effort of every nation and country to pass on knowledge from generation to generation. Education is also expected to create quality and highly competitive students to face competition in today's era of

globalization. Improving the quality of human resources is one of the emphases of educational goals, as stated in Law No. 20 of 2003 concerning the national education system. Education functions to create a learning atmosphere and learning process so that students actively develop their potential spiritually, religiously, self-control, personality, intelligence, noble character, and skills, as well as the maturity needed by themselves and society (Verdianingsih & Istiqomah, 2021) (La Abute et al., 2022). Learning is defined as a positive attitude change to form new skills, skills and knowledge from experience and learning (Andhita Windy Priastuti & Slamet HW, 2016).

In activities learning the teacher acts as a facilitator and motivator to create a conducive learning environment so that students can learn more effectively, because a conducive learning environment is needed for students to be able to concentrate more in the teaching and learning process (Abida Ferindistika Putri et al., 2019). The teacher as a motivator here implies that a teacher is required to be able to creatively

generate student learning motivation. Because the learning process will be successful if a student has high motivation in following the learning process. Thus, learning can be achieved properly and is marked by changes in behavior and an increase in student learning outcomes. So that learning outcomes are the results achieved by students after carrying out the learning process (Fadhilah, N., 2016).

The success of education is a shared responsibility of the family (parents), community members and the government (Taufikin, N. Z., Falah, A., Wijayanti, R., Manijo, M. E. M., Fadhilah, N., Zamroni, A. Z., & Nabawiyah, H., 2021). The government as a provider of schools for learning that accommodates students from various backgrounds and socio-economic conditions of different parents. In general, children who come from upper middleclass families get more direction and attention, direction and guidance in learning from their parents, in contrast to those who come from low socioeconomic families, parents are more focused on how to find sufficient needs. The daily life

family as the first social institution known to the child which influences the inculcation of attitudes in the subsequent development of the child. Families are also responsible for providing children's educational needs, families with low socioeconomic status greatly affect the process of supporting learning facilities which will ultimately hinder learning (Yunita, Ira Rahayu; Wanjat Kastolani, 2020).

In a pandemic condition, the learning process is hampered, seen from the delay in students learning the material and the delay in collecting assignments given by the teacher (Fadhilah, N., Sophya, I. V., Muthohar, A., & Mufid, A., 2021). In this case, the facilities are inadequate due to the condition of parents who cannot buy android phones for their children and often wait for cellphone loans from their siblings. In addition to the limited facilities, the lack of parental attention causes online learning to be not smooth.

Therefore, the limitation of learning facilities is one of the reasons for the decline in student learning outcomes, although not significantly.

Based on the above background, the researcher is interested in proving whether the living environment and learning facilities have an influence on student learning outcomes. Therefore, the main purpose of this study was to determine the effect of the living environment and student learning facilities on student learning outcomes.

The type of research used in this research is research that involves calculations or numbers or quantities. This research is included in the type of quantitative research, namely processing data and obtaining numbers to describe the influence of the living environment, learning facilities, on student learning outcomes. Based on the level of explanation, this research is classified as causal associative research. Causal associative research is research that seeks a causal relationship or effect, namely the effect of the independent variable (X) on the dependent variable (Y). This research is also classified as population research after taking all

the population to be used as research samples.

This research was carried out in elementary school in Pekalongan residence. Population are all students at this school. Sample was taken using Slovin data, amounting to 67 students. The sampling technique used in this research is probability sampling with the technique taken is simple random sampling. Simple random sampling is a way of taking samples from members of the population using random regardless of the levels in the members of the population. In this study, the instrument was used in the form of statement items in the form of a questionnaire which was validated by 2 lecturers and 2 teachers. The test results of the instrument were analyzed using validity and reliability tests. The results of the data collection were then tested using the normality test and the classical assumption test. Technical analysis of the data using multiple linear regression analysis and then tested the hypothesis.

Testing of the instrument is needed with the aim of knowing whether each item meets the criteria for good quality questions or not. As for the test questions for the instrument, there are 40 statement questions, namely 20 questions about the living environment, 20 questions about learning facilities. Then the next step is to analyze the items from the test results of the instrument. Based on the results of the validity test, it is found that the living environment variable is known to have 1 statement that is declared invalid, namely number 18. Variable learning facilities there are 4 items that are declared invalid, namely numbers 2, 4, 7, 11. Items that are declared invalid because they have $r_{count} < r_{table}$. Valid items were used as a data collection instrument, while invalid items were omitted as living environment of 0.675. Based on the value of the reliability coefficient, it can be stated that the questionnaire of the living environment and learning facilities has very high reliability. data collection instrument. Based on the results of the reliability test, the reliability coefficient value of the questionnaire was obtained.

Instrument reliability is the consistency of an approximate measuring instrument for its value,

so that the time point of view does not accept the influence of the results.

Table 1. Residential Environmental Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.675	15

From the table above, it can be seen that there are N of items (the number of items or items in the questionnaire statement) there are 20 statement items with a Cronbach Alpha value of 0.675 > 0.60, it can be concluded that the 20 questionnaire statements for the variable "Living Environment" are reliable and consistent.

After the instrument was tested for validity and reliability, the results of data collection were then tested using the normality test and the classical assumption test. Technical analysis of data using multiple linear regression analysis and then testing the hypothesis.

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		15
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	7.50940598
Most Extreme Differences	Absolute	.220
	Positive	.178
	Negative	-.220
Kolmogorov-Smirnov Z		.851
Asymp. Sig. (2-tailed)		.464
a. Test distribution is Normal.		

Based on the table above, it is known that the significance value of asymp.sig (2-tailed) is 0.464 which is greater than 0.05. So according to the basis of decision making in the normality test above, it can be concluded that the data is normally distributed, therefore the assumptions or requirements for normality in the regression model have been met. Then after the test instrument is tested for normality and classical assumption test, the next stage is the hypothesis testing stage. In this case using the t test f test and the determinant of the coefficient.

Hypothesis test or influence test serves to determine whether the multiple linear regression coefficient or not. For multiple linear regression analysis, namely:

H1 there is no effect on Y

H2 has an effect on Y

H3 There is an effect of X and Y

With a 95% confidence level, a = 0.05

In this case the basis for making decisions using the t test, f test, and the determinant of the coefficient:

a. t test

1) If the value of sig < 0.05, or t count > t table, then there is an effect of variable X on variable Y.

2) If the value of sig > 0.05 or t arithmetic < t table, then there is no effect of variable X on Y.

b. F Uji test

1) If the value of sig < 0.05 or F arithmetic > F table then there is an effect of variableX simultaneously on variable Y.

2) If the value of sig > 0.05 or F count < F atbel then there is a simultaneous effect of the X variable on the Y . variable

			. Err or			
1	(Cons tant)	319. 479	27. 442		11. 642	.0 0 0
	Lingk ungan tempa t tingga l	- .053	.36 5	-.027	- .14 5	.8 8 7
	Fasilit as Belaja r	1.01 9	.24 2	.777	4.2 19	.0 0 1
a. Dependent Variabel: Learning Outcomes						

Picture 1(Value Coefficient Result)

Based on the output above, it can be seen that it is known that the significance value for the effect of X1 on Y is 0.887 > 0.05 and the t count value is -0.145 < 1.30 so it can be concluded that H1 is rejected, which means that there is no influence of the living environment (X1) on learning outcomes (Y). Second, it is known that the significance value for the effect of X2 on Y is 0.001 < 0.05 and the t-count is 4.219 > 1.99 so that it can be concluded that learning facilities have an influence on learning outcomes.

Coefficients[a]				
Model	Unstandar dized Coefficient s	Standa rdized Coeffic ients	t	Si g.
	B	Std	Beta		

ANOVA[b]					
Model	Sum of Squares	D f	Me an Sq	F	Si g.

				uar e		
1	Regres sion	678.139	2	339 .06 9	8. 97 3	.0 0 4ª
	Residu al	453.461	1 2	37. 788		
	Total	1131.60 0	1 4			
a. Predictors: (Constant), Fasilitas Belajar, Lingkungan tempat tinggal						
a. Predictors:(Con stant)Learni ng Facilites, leaving enviroment b. Dependent Variabel: Learning Outcomes						

Picture 2 (Coeficcient results sig value)

Third hypothesis testing, based on the output above, it is known that the significance value for the effect of X1 and X2 simultaneously on Y is 0.004 < 0.05 and the calculated F value is 8,793 > 1, 46, so it can be concluded that H3 is accepted which means that there is an effect of X1 and X2 simultaneously on Y.

Model Summary				
Mode	R	R	Adjuste	Std.

l		Squar e	d R Square	Error of the Estimat e
1	.774 ª	.599	.532	6.14723
a.Predictors: (Constant), Learning Facilites , Living Environment				

Picture 3 (Results of the Coefficient of Determination)

The coefficient of determination based on Summary's model is 0,559. This means that the influence of X1 and X2 variables simultaneously on Y is 56%.

DISCUSSION

1. Living environment on student learning outcomes

Based on the results of research conducted on the effect of living environment and learning facilities on student learning outcomes. There is no influence of the living environment on student learning outcomes. It is proven by based on the results of multiple regression analysis that has been carried out through the SPSS 16 program, the results in the coefficient table are known that the T count of the residential environment is greater than the T table is 0.887 > 0.05 and

the t count is -0.145 < 1.30 so that it can be concluded that H1 is rejected, which means that there is no influence of the living environment (X1) on learning outcomes (Y). Agree with Handayani, 2019) that the environment is part of the students. It is in the environment that students live and interact in the chain of life called the ecosystem. There are various kinds of things that exist in an environment where humans live. Starting from behaviour how to dress, building houses, to diverse lifestyles. These things are very real and easily seen by our senses. However, at that elementary school, the environment in which they live has no effect due to the lack of parental attention and does not demand good learning outcomes for their children.

2. Learning Facilities

There is an influence of Learning Facilities on student learning outcomes. Proven by based on the results of multiple regression analysis that has been carried out through the SPSS 16 program, the results in the coefficient table are known that T count is greater than T table, it is known the significance value for the influence of learning facilities (X2) on learning outcomes (Y) is equal to 0.001 < 0.05 and t count 4.219 > 1.99 so it can be concluded that learning facilities have an influence on learning outcomes. This result is in accordance with research which resulted in the conclusion that the student outcomes (as measured by various standard achievement tests and exams) related to the condition of school's facilities (Nepal, 2018). Study facilities are complete, teachers are provided, and the building is made with the hope that students are enthusiastic (Lestari, 2016). But all will be in vain if there is no motivation to learn. The better and complete the facilities provided, it will increase the motivation of students in carrying out teaching and learning activities, on the contrary if the facilities are only what they are. Facilities are non-social environmental factors, namely the school building and its location, the student's residence and its location, learning tools, weather conditions and the study time used by students. Completeness of learning facilities is indeed an important thing and cannot

be ignored. Whether or not complete learning facilities in supporting the learning process will determine the quality of the learning. Thus, in the explanation described, it can be concluded that learning facilities have a significant effect on student learning outcomes at that elementary school.

3. Living environment and learning facilities on student learning outcomes

There is an influence of living environment and facilities on student learning outcomes. It is proven by Based on the results of multiple regression analysis that has been carried out through the SPSS 16 program. It is known that the significance value for the influence of the living environment (X1) and learning facilities (X2) simultaneously on learning outcomes (Y) is 0.004 <0.05 and the calculated F value is 8793 > 1.46, so it can be concluded that H3 is accepted which means there is the influence of the living environment (X1) and (X2) simultaneously on learning outcomes (Y). Student learning outcomes are changes in behaviour that include the cognitive, affective and psychomotor fields possessed by students after

receiving the learning experience (Rahayu & Trisnawati, 2021). Student learning outcomes are influenced by two factors, namely internal factors and student external factors. Internal factors of students include health problems, disability and readiness of students), and fatigue factors. While external factors that affect the process and student learning outcomes include family, school and community factors. Based on the statement above, it can be concluded that student learning outcomes can be influenced by factors from outside the student or from within the student. The factors referred to in this study are the living environment and learning facilities at elementary school.

CONLUSION

Based on the results of the multiple linear regression test conducted by the researchers, it was explained that the residential environment had no effect on student learning outcomes. This was obtained based on the results of the analysis using SPSS 16, it is known that the T count of the residential

environment is known that the T count of the living environment is greater than T table is of 0.887 > 0.05 and the value of t arithmetic - 0.145 < 1.30 so it can be concluded that H1 is rejected which means that there is no influence of the environment (X1) on learning outcomes (Y).

Learning Facilities have a significant and significant impact on student learning outcomes. This is obtained based on the results of the analysis using SPSS 16, it is known that T count is greater than T table. learning facilities have an influence on learning outcomes. Living environment and learning facilities have a significant influence on student learning outcomes. This is obtained based on the results of the analysis using SPSS 16. It is known that the significance value for the influence of the living environment (X1) and learning facilities (X2) simultaneously on learning outcomes (Y) is 0.004 < 0.05 and the F value is 8.793 > 1.46, so it can be concluded that H3 is accepted, which means that there is an effect of X1 and X2 simultaneously on Y. It is mean that this research can make

recommendation teacher to preparation the student learning facilities better. Because based on this research the student learning facilities influence on student learning outcomes.

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