

Analysis of the Relationship of the Learning Environment to the Learning Outcomes of Geography Students and Boarding Students of MTA Surakarta High School

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Abstract

This study was conducted in the city of Surakarta, Central Java which aimed to analyze the relationship and differences in the learning environment of boarding students and commuter students at MTA Surakarta High School. The type of research used is quantitative research with correlation analysis research methods. The population conducted in this study was the entire 10th grade at SMA MTA Surakarta. Sampling using saturated samples and data collection techniques in this study using questionnaires. The results of this study show that 1) there is no relationship between the learning environment of boarding students and geography learning outcomes shown by the results of the product moment correlation test of - 0.300.2) There is no relationship between the learning environment of the commuter and the learning outcomes of geography shown by the results of the product moment correlation test of -0.225.3) The results of the T test show -1.092 while t table with a level of significance of (1.981) then the variable of student geography learning outcomes dormitory and commuter students in MTA Surakarta High School have no significant difference.

Keywords: Learning Environment, Learning Outcomes, Relationships, Differences

Introduction

It is very important for everyone to get an education so that the next generation can compete. Education can be a solid foundation for the transformation that will occur due to the rapid advancement of science. Learning has an important role in education, as outlined in Law Number 20 of 2003. During the learning process, there are also results, namely the results of learning (Fadlilah, 2019).

High-quality success results from a successful learning process. Learning outcomes are defined as the achievement of one's abilities or capacities, and these changes can come from the learning process as well as changes in human attitudes Susanti et al. (2014) Hildayani et al. (2018) Nugraha et al. (2020). In achieving good and quality learning outcomes, there are factors that influence it. Learning outcomes can be influenced by both internal and external factors. Internal factors come from within students, such as their health, talents, interests, and the way they learn; External factors come from outside the student, such as their learning environment. Simamora et al. (2020).

The existence of learning environment conditions greatly determines how smooth the learning process is and how good the learning outcomes of students are. There are three types of student learning environments: family environment, which includes parental attention and the relationship between students and parents, parental attention and the relationship between students and parents; school environment, which includes the relationship between learners and educators and school facilities; and the community environment, which includes the community environment around where students live (Andri, 2012).

If the learning environment is not supportive, learners will find it unfocused and more difficult to understand what the teacher is teaching. Conversely, if the learning environment is comfortable, students will more easily understand what the teacher teaches. In addition to a comfortable learning environment, there are additional problems related to differences in facilities and infrastructure that support learning available in each school, such as incomplete practicum equipment and limited availability of learning book references. Not only infrastructure, a teacher's way of teaching that is less varied can also have an impact on student learning outcomes because an innovative and creative teacher is very necessary to arouse students' desire and interest in learning. (Susilawati et al., 2016)

Based on a survey conducted by MTA Surakarta High School students, it is inseparable from the factors that can affect these learning outcomes. One of the factors of learning outcomes is external factors, namely the learning environment factors where students live. Students of SMA MTA Surakarta consist of boarding students and speeding students. Boarding students are students who live in dormitories and are supervised by dormitory caregivers while commuter students who live in their own homes and attend MTA Surakarta High School and usually the distance between the student's house and the school is very close.

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Students who live in dormitories are certainly very different from students who live in their own homes such as the atmosphere of home and the way parents educate. Students of MTA Surakarta High School who live in dormitories that have learning facilities and infrastructure that are in accordance with the dormitory facilities. The school has 4 dormitories, namely 1 male dormitory and 3 female dormitories. The boys' dormitory has a capacity of 500 students and has 3 floors while the girls' dormitory has a capacity of 200 to 600 female students and each room has an area of 5x15 meters. In one room there are 14 to 16 students so that the room atmosphere is not conducive to learning in contrast to students who live in their own homes who can get the full attention of parents and more comfortable learning facilities. If at home the students in one room are only inhabited alone and of course the facilities at home are better so that they can support the learning process of students who are conducive without anyone disturbing in addition, parents can also monitor and educate students at home. The learning environment is different between boarding students and commuters, so it is estimated that there will be differences in geography learning outcomes in the school.

Based on the description above, the researcher is related to conduct a study entitled "Analysis of the Relationship of the Geography Learning Environment to the Learning Outcomes of Dormitory Students and Commuter Students at SMA MTA Surakarta".

Method

This research is a type of quantitative research that uses correlation analysis methods. Correlation analysis involves collecting data to determine whether or not there is a relationship or degree of relationship between two or more variables (Arsih et al., 2018). There are two variables studied in this study, namely the learning environment on the geography learning outcomes of dormitory students and commuter students at MTA Surakarta High School. The population used in this study was grade 10 consisting of boarding students and commuters. The respondents used in this study used a saturated sample of 126 respondents of all grade 10 students in MTA Surakarta High School. Data collection in this study used a questionnaire containing statements of a number of questions filled in by respondents both dormitories and commuters. The learning environment is divided into 3 indicators consisting of the family environment, school environment and community environment. Inside the indicator there are sub-indicators as follows:

Table 1 Data Collection Instruments

Variable	Indicators	Sub Indicators
Learning Environment	Family/dormitory environment	Home atmosphere, how to educate parents and pay attention to parents, dormitory atmosphere, dormitory nanny attention and how to educate dormitory nanny
	School Environment	School facilities, teacher-student relationships, student-student relations and teacher teaching methods
	Community Environment	The environment around the place of residence and the form of society

Source: Hasbullah

Result

This study aims to determine whether there is a relationship between the learning environment and differences in learning outcomes of dormitory students and commuter students at SMA MTA Surakarta. The sample in this study amounted to 126 respondents. The score of each variable will be calculated and explained using descriptive statistics. To determine the relationship between the two variables using the product moment correlation analysis test, while to determine the difference between the learning outcomes of boarding students and commuter students using T-test analysis.

The Relationship of The Learning Environment to The Learning Outcomes of Boarding Students and Commuter Students

Normality Test

The normality test is used to find out if the variables in the study have a normal distribution (Arsih et al., 2018). If the significance value of the normality test is above 0.05, the data is considered normal, the normality test used in this study uses the kolmogrov-smirnov test. The Kolmogrov Smirnov test is highly used for normality testing, especially since many statistical programs circulate according to Table 4 that show normality test results using the small Kolmogrov method. If the significance value is more than 0.05, the data is considered normal, and the residual values are distributed to normal variables. (Saifulloh & Darwis, 2020). The normality test that has been carried out shows that the significance value in this study is 0.200 so that the variables used in this study are normally distributed. We can see an example as in table 2.

Table 2 Normality test table
Kolmogorov-Smirnov test one sample

		Non-Standard Residues
N		116
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.03526452
The Most Extreme Differences	Absolute	.067
	Positive	.036
	Negative	-.067
Kolmogorov-Smirnov Z		.067
Asymp. signature. (2-tail)		.200

A. Normal test distribution.

B. Calculated from data.

Linearity Test

The linearity test is a test used to see if each variable data variable has a relationship (Ansori & Herdiman, 2019). A linearity test will be used to determine which Anareg is used. If the results are categorized as linear, the research data is solved with linear Anareg. In this study, the linearity test was used to determine whether the learning environment variable (X) formed a linear distribution and had a relationship with the learning outcome variable (Y).

Table 3 Summarize linearity test results

Relationship Variables	Df	Price F		P value	Alfa	Information
		Count	Table			
X1-Y1	1; 15	1,243	3,96	0,268	0,05	Linear
X2-Y2	1; 12	0,551	4,13	0,848	0,05	Linear

Based on the table above, the f- price calculation on the variable learning environment of boarding students against geography learning outcomes (1,243) is smaller than f-table (3.96) and the student learning environment rate on geography learning outcomes (0.551) is smaller than f-table (4.13). At the level of significance P- the value of the relationship between the variable learning environment of boarding students on geography learning outcomes (0.268) and the learning environment of students on geography learning outcomes (0.848) is greater than Alpha (0.05) so it can be concluded that in this study the relationship between the learning environment of boarding students and students of the pacemaker on geography learning outcomes in MTA Surakarta High School has a linear relationship.

Product moment correlation

The product moment correlation test is a test used to determine the strength of the relationship between two variables (Saifulloh & Darwis, 2020). If the variables x and y have a normal distribution with the same variance, this Pearson r correlation test can be used for inferential statistics. Otherwise, additional correlation coefficients such as rho and the relationship between the two variables are linear. Test the correlation in this study to determine whether there is a strong relationship between learning environment variables (X) and geography learning outcomes (Y).

Table 4 Summarize the results of the product moment correlation analysis

Variable		R		P value	a=5%	Ket
Variable Relationships	N	Count	Table a=5%			
X1-Y1	80	-0,300	0,339	0,007	0,05	Negative
X2-Y2	36	-0,225	0,220	0,187	0,05	Negative

Based on the table above, it shows the results of the correlation analysis of product moments between learning environments (X) and geography learning outcomes (Y). In the environmental group of boarding students, it can be seen that the correlation value r is calculated from as much as

(-0.300) of the table r coefficient (0.339) at the level of significance of the P value (0.007) is smaller than (0.05) while the student learning environment group of the r correlation value rate is calculated from (-0.225) of the table r coefficient (0.220) at the level of boarding students or the rate of geography learning outcomes at MTA Surakarta High School.

Differences in geography learning outcomes of boarding students and commuter students

T-Test Analysis (T-TEST paired sample test)

T-test analysis is a type of test used to determine whether there are differences between the two types of population groups used in research (Septiani et al. 2020). The independent sample test T-test is used to determine if there is an average difference between two paired or related samples, since both samples must have the same amount of data or come from the same source. If both samples are not interconnected or have the same amount of data, then this test can be used. This study was used to determine whether there was a significant difference between the learning outcomes of students in the dormitory learning environment and students who were in the driving learning environment.

Table 5. Summary of T test test results

Variable	N	Not counted	T tabe5%	Information
Y1-Y2	116	-1.092	1.981	Negative

Based on the table above, it is known that Df or $db = (N1 + N2) - 2 = (80 + 36) - 2 = 114$. With df 114 can be obtained t table with a significance level (1.981). T calculated in the learning outcomes of boarding students and commuter students of (-1.092) while t table with a significance level of (1.981) then the variable of geography learning outcomes of boarding students and commuter students in MTA Surakarta High School did not have a significant difference.

Discussion

The relationship between the learning environment of boarding students and geography learning outcomes

A reciprocal relationship exists between humans and the environment as they always circle each other from time to time. Just as the environment affects humans and humans affect their environment, activities related to the environment are an important component in the learning process. Based on the results of the analysis of the relationship between the learning environment of dormitory students and geography learning outcomes at SMA MTA Surakarta, it was shown that the R count (-0.300) was smaller than the R table (0.339), indicating that there was no positive relationship between the boarding learning environment and geography learning outcomes, leading to the rejection of the hypothesis in this study. This is in line with research conducted by Pranatawijaya et al. (2019) and Komariyah et al. (2018). The results of the study show that there is no positive relationship between the learning environment and learning outcomes because factors that affect learning outcomes are not only environmental but also influenced by factors that exist in students. Environmental factors alone will not determine geography learning outcomes. Learning outcomes are also influenced by factors that exist in these students such as ability, motivation to study habits owned by a student (Ariyanto, 2018). Learning outcomes are measured by several internal factors such as learning style factors and study habits while external factors such as learning environment such as family environment, school environment and community environment (Hapnita et al., 2017). Furthermore, to accurately measure learning outcomes, it is necessary to consider not only environmental factors but also student learning styles and habits, as demonstrated in research by Pratama & Ghofur (2021), indicating the need for improvements in measuring the relationship between the learning

environment and geography learning outcomes. So in measuring learning outcomes, it is necessary to add internal factors such as learning style, habits and motivation of these students.

The relationship between the learning environment of commuter students and the learning outcomes of geography

Based on the results of the analysis of the relationship between the learning environment of commuter students to the learning outcomes of geography at SMA MTA Surakarta showed that there was no positive relationship between the learning environment and learning outcomes so that the hypothesis in this study was rejected. The results of this study are shown by the R count (0.225), which is smaller than the R table (0.220) at the significance level. The P-value (0.187) is smaller than (0.05), indicating that it can be concluded that there is no positive relationship between the learning environment and geography learning outcomes. This is in line with research conducted by Sujana (2019) and Dewi Astiti et al. (2021), suggesting that the learning outcomes of a student are influenced not only by the learning environment but also by factors within students. The success of a student's learning is not only determined by external factors such as the learning environment, but internal factors also play a significant role, for example, the student's learning style and motivation. A person's learning style and interests vary, resulting in variations in the learning outcomes obtained by a student (Hasibuan, 2018). In measuring learning outcomes, internal factors are also needed, as demonstrated in research by Pratama & Ghofur (2021). Therefore, improvements are needed in this study, such as the inclusion of internal factors in measuring these students.

Differences in Learning Outcomes of Boarding Students and Commuter Students

Based on the results of the T-test (Paired sample T-test) conducted in this study, it was found that the T-count obtained from the learning outcomes of boarding students and commuter students was (-1.092), while the t-table with a significance level of (1.981) shows no significant difference between boarding students and commuters. This is because students who are in the dormitory environment also have good facilities such as the availability of computers that students can use to explore knowledge that is not teaching at school. However, students in the dormitory environment also receive attention, similar to that from parents, for example, providing designated study hours and motivation. Facilities and attention are one of the indicators of the learning environment (Sholihah & Kurniawan, 2016). With complete and attentive facilities serving as a form of motivational encouragement, it will positively affect the learning outcomes of students (Ginting & Azis, 2014; Abarca, 2021). Similarly, commuter students, whose facilities provided by parents are complete, have access to the internet and receive full attention and various forms of support or motivation from parents and other family members, resulting in commuter students having similar advantages to boarding students. With advantages in each of these environments, boarding students and commuter students do not have significant differences in geography learning outcomes.

Conclusion

Based on the results of the research that has been carried out, it can be concluded that there is no positive relationship between the learning environment of boarding students and the pace of geography learning outcomes in MTA Surakarta High School. The calculated r correlation value of (-0.300) was lower than the table r coefficient (0.339) at the significance level of the P-value (0.007), while the rate of the r correlation value for the student learning environment group was calculated from (-0.225) of the table r coefficient (0.220) at the level of boarding students or the rate of geography learning outcomes at MTA High School. While the results of the T-test (Paired sample T-test) also show that there is no significant difference between the learning outcomes of boarding students and commuter students. This is indicated by the result of the T test of (-1.092).

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