



INFLUENCE OF SCHOOL ENVIRONMENT, LEARNING INTERESTS ON PRODUCTIVE LEARNING OUTCOMES OF STUDENTS IN VOCATIONAL SCHOOLS, SOUTH JAKARTA

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Abstract

This research aims to measure the school environment, and learning interest towards productive learning outcomes in accounting using survey methods. The population in this study is the vocational school of business management in the South Jakarta region, the outreach population is the vocational school 6 Jakarta, vocational school 18 Jakarta and vocational school 25 Jakarta, with a sample of 10th grade accounting and financial institutions students totaling 178 students. The sampling technique uses proportional random sampling so that the sample is obtained by 123 students. Based on the results of the study concluded that the school environment and learning interest have a stimulant effect on learning outcomes. The school environment partially influences learning outcomes, while interest in learning partially does not affect learning outcomes

Keywords:

School Environment, Learning Interest, Learning Outcomes

Abstrak

Penelitian ini bertujuan untuk mengukur lingkungan sekolah, dan minat belajar terhadap hasil belajar produktif akuntansi menggunakan metode survei. Populasi dalam penelitian ini adalah SMK manajemen bisnis yang ada di wilayah Jakarta Selatan, populasi penjangkauannya adalah SMKN 6 Jakarta, SMKN 18 Jakarta dan SMKN 25 Jakarta, dengan sampel^x siswa kelas Akuntansi dan Lembaga Keuangan. berjumlah 178 siswa. Teknik pengambilan sampel menggunakan proportional random sampling sehingga diperoleh sampel sebanyak 123 siswa. Berdasarkan hasil penelitian disimpulkan bahwa lingkungan sekolah dan minat belajar berpengaruh stimulan terhadap hasil belajar. Lingkungan sekolah secara parsial mempengaruhi hasil belajar, sedangkan minat belajar secara parsial tidak mempengaruhi hasil belajar.

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INTRODUCTION

A developed country can be seen from the reflection of a good level of education / intellectuality. If education is good, students are expected to become dignified human beings with high quality human resources and can maximize the potential in managing abundant natural resources. The quality of education in Indonesia is still low, based on the results of tests conducted by (PISA, 2018) showing that the ranking of learning outcomes in reading, mathematics, and science is below that of several ASEAN countries that have participated in OECD programs such as Brunei Darussalam, Malaysia, Thailand, Singapore. Furthermore, according to the report (The World Bank, 2019) shows a record of improvements such as student learning is low and the gap in learning outcomes increases. Based on the report, it can be concluded that the level of learning outcomes in Indonesia is still low, if the learning outcomes of Indonesian students are low then the quality of human resources in managing natural resources is not yet optimal. Therefore, this note needs to be improved by taking into account several important factors that can influence learning outcomes.

There are internal factors, and external factors that can affect student learning outcomes, in this study the factors that will be examined are the factors of the school environment and learning interest factors. According to (Djibril, 2013) showing that the low interest in student learning so that the potential development becomes less optimal, especially in managing natural resources. If the management of natural resources is not optimal then the country needs to import to meet its consumption requirements, this will not happen if the conditions of student interest are high so that they can develop their potential.

The condition of the school environment is also very instrumental and supportive regarding student learning outcomes. The school environment can be divided into the physical and social environment of the school. According to (Novellino, 2019), some of the physical conditions of schools in Indonesia are alarming, starting from the collapse of the classroom roof, which hinders learning activities or takes casualties and fatalities. Furthermore, according to (Sobri, 2012) problems of social relations in Indonesian schools often occur, social friction that occurs in students between schools causes brawls that can cause injuries and even fatalities. If the physical condition of a school that is concerned about students tends to be uncomfortable when studying, so does the social condition of the school which makes students unsafe when they want to study at school. The notes above must be improved in order to improve the quality of Indonesian education so as to improve the quality of human resources.

Some previous studies related to the school environment, learning interest towards learning outcomes according to (Barus, 2017) and (Setyawan, 2018) concluded that the school environment, learning interest stimulated simultaneously on student learning outcomes. While research conducted by (Guo, Klein, & Ro, 2019) concluded that learning interest in learning outcomes had no significant effect.

The formulation of the research problem is whether there is an influence of the school environment, interest in learning towards productive learning outcomes of student accounting. This study aims to determine the effect of the school environment, interest in learning towards productive accounting student learning outcomes

RESEARCH THEORITICAL

Learning Outcomes

(Sardiman, 2018) *explains the meaning of learning outcomes with changes that include elements of creativity, taste and intention, cognitive domain, affective domain, and*

psychomotor domains obtained from the teaching-learning process. Meanwhile according to Arikunto in (Nilasari, Djatmika, & Santoso, 2016) that learning outcomes are changes in student behavior after learning process that can be seen in terms of cognitive, affective, and psychomotor. The definition of learning outcomes is the impact of all processes that acquire knowledge and behavioral changes and can be measured in terms of cognitive, affective, psychomotor (Sukiyasa & Sukoco, 2013). Based on the theory above, it can be concluded that the definition of learning outcomes is the ability or behavior changes obtained from learning activities or processes that encompass cognitive, affective, and psychomotor domains. Related to the indicator of student learning outcomes, (Syah, 2010) explains how to measure or express student learning outcomes using a scale of numbers or letter symbols. Meanwhile according to (Yusuf & Amin, 2016) in measuring student learning outcomes can use a number or score scale after completing the learning process. Measurement of learning outcomes can be measured by providing an assessment of the activities carried out by students expressed in the form of numbers (Nababan & Tambunan, 2014). Based on the expert opinion above it can be seen that the indicator that will be used in measuring learning outcomes is the assessment obtained by students from a learning process expressed in the form of numbers or symbols.

The learning process can be operated according to the objectives due to many factors that influence it. Therefore, it is important for teachers or school officials to pay attention to several factors that can affect student learning outcomes. According to (Dalyono, 2015) (Syah, 2010) (Dalyono, 2015) there are internal factors, and external factors that can affect learning outcomes, one of the internal factors is learning interest and one of the external factors is the school environment

SCHOOL ENVIRONMENT

Related to the understanding of the school environment, according to (Suwarno, 2017) (Sabdulloh, Muharram, & Robandi, 2015) (Sukmadinata, 2016) the school environment is a formal educational institution that organizes learning activities with programs as outlined in the curriculum to achieve educational goals. To measure the school environment indicators are needed, (Sukmadinata, 2016) explaining related indicators of the school environment including the physical environment, social environment, and academic environment. Meanwhile according to (Yudha, Idris, & Evanita, 2015) that school environment indicators include the physical environment, social environment, and academic environment. In measuring the school environment one can use indicators of the physical environment, social environment, and academic environment (Sari, Utomo, & Wijaya, 2017). Based on these theories it can be concluded that indicators of the school environment consist of academic environment, social environment, physical environment.

LEARNING INTEREST

Related to the understanding of the learning interest, according to (Syah, 2010) (Slameto, 2010) (Suryabrata, 2018) learning interest is a tendency or high interest in an object or material to pay attention to it with their own volition and pleasure. Furthermore, to be able to measure learning interest, indicators are needed, according to (Djamarah & Zain, 2013) (Djaali, 2012) (John, 2018) (Slameto, 2010) indicators of interest in learning are a sense of interest in a thing / activity, accepting a relationship between oneself with something outside of oneself, paying constant or greater attention to something of interest, manifested through active participation in an activity.

The various opinions above reinforce the existence of a temporary suspicion, that school environment and learning interest can affect student learning outcomes. Thus, an alternative hypothesis can be made, namely:

1. *There is an influence of the school environment on student learning outcomes.*
2. *There is an influence of learning interest on student learning outcomes.*

RESEARCH METHODOLOGY

This research is classified as a quantitative approach, and uses survey methods. The independent variables in this study are the school environment and learning interest, while the dependent variable in this study is learning outcomes. According to Nawawi in (Iskandar, 2013) the population is the whole subject of research which can consist of humans, objects, animals, plants, symptoms, test scores or events as sources of data that have certain characteristics in a study. The population in this study are - students majoring in Financial & Institutional Accounting in State Vocational Schools in South Jakarta. Affordable population in this study were students majoring in accounting in class X at 6 Vocational High School Jakarta, 15 Vocational High School Jakarta, 18 Vocational High School Jakarta.

In this study the sampling technique used was proportional random sampling. The determination of the sample in this study was calculated by the Slovin formula, so that the number of samples obtained in this study amounted to 123 students. In collecting a school environment data, and learning interest to use primary data in the form of a questionnaire that has been tested and validated. As for the data collection of learning outcomes using secondary data in the form of documentation of student test scores. Data analysis techniques used were descriptive statistics, prerequisite tests and hypothesis testing.

RESEARCH RESULT

Learning Outcomes Data

The data used in this study are learning outcomes data from the cognitive realm. Data on cognitive aspects were obtained through daily tests of productive accounting subjects. Data on the value of learning outcomes can be seen in table 1 below.

Table 1
Frequency Distribution of Learning Outcomes

No.	Interval	Side		Frequency	
		Lower	Upper	Absolute	Relative (%)
1	71 – 73	70,5	73,5	3	2,44
2	74 – 76	73,5	76,5	3	2,44
3	77 – 79	76,5	79,5	10	8,13
4	80 – 82	79,5	82,5	24	19,51
5	83 – 85	82,5	85,5	35	28,46
6	86 – 88	85,5	88,5	29	23,58
7	89 – 91	88,5	91,5	13	10,57
8	92 - 94	91,5	94,5	6	4,88
Total				123	100

Based on the research it can be seen the value of minimum completeness criteria for productive accounting subjects in each school, in 6 VHS Jakarta with criteria minimum value 78, in 18 VHS Jakarta with criteria minimum value 78, in 25 VHS Jakarta with criteria minimum value 75, and if combined it will produce an average criteria minimum value of 77. Based on the above data it can be concluded that the learning outcomes of

class X accounting and financial institutions students in vocational schools South Jakarta Region can be categorized very well. This can be seen from the results of the daily test scores of productive accounting subjects which include basic accounting, basic banking, professional ethics, and spreadsheets. With a criteria minimum learning outcome of 77, there are 117 students who get learning outcomes above criteria minimum and there are 6 students who get learning outcomes under criteria minimum.

SCHOOL ENVIRONMENT'S DATA

School environment data was collected using a questionnaire, data collection using a Likert scale questionnaire. The following table is a mean score of indicators of school environment variables.

Table 2
Average Calculate School Environment Indicator Score

Indicator	Items	Score	Total Score	N	Mean	Percentage (%)
Academic Environment	1	439	3.868	8	483,5	34,27
	2	488				
	3	473				
	5	505				
	6	520				
	9	479				
	29	461				
	30	503				
Social Environment	13	432	2.397	5	479,4	33,98
	14	513				
	15	483				
	16	474				
	17	495				
Physical Environment	19	479	3.582	8	447,75	31,74
	20	314				
	21	473				
	22	501				
	23	494				
	24	473				
	25	423				
	26	425				
Total			9.847	21	1.410,65	100

From the table above it can be seen that the biggest indicator in the school environment is the academic environment of 34.27% in statement number 6, namely "Subject teachers give good attention to students in class" with a total score of 520. This shows that the environment schools have a big influence on learning outcomes. While the lowest school environment indicator is the physical environment of 31.74%. The lowest score is in statement number 20 with a total score of 314, which is "During the lesson, I was disturbed by traffic noise outside of school".

The other lowest score is in statement number 25 with a score of 423, which is "The school building is located in a strategic place". This shows that in general the location of schools is not yet strategic so there are no other recommendations besides moving strategic locations. For that reason, the writer takes another recommendation that can be seen from the lowest score found in number 26 with a score of 425, which is "I can easily access the internet at school". Based on these statements indicate that in general

students still complain about the ease of accessing the internet at school, students are still difficult to access the internet at school.

LEARNING INTEREST'S DATA

Learning interest data was collected using a questionnaire, data collection using a Likert scale questionnaire. The following table is an average score indicator of interest in learning.

Table 3
Average Calculate Learning Interest Indicator Score

Indicator	Items	Score	Total Score	N	Mean	Percentage (%)
A feeling of interest in a thing / activity	1	436	2.209	5	441,8	25,20
	2	451				
	3	483				
	4	430				
	6	409				
Accepting a relationship between oneself and something outside oneself	8	516	1.710	4	427,5	24,39
	9	416				
	10	370				
	11	408				
Pay attention to an activity	12	475	2.745	6	457,5	26,10
	13	429				
	14	464				
	15	392				
	17	474				
	18	511				
Active participation in an activity	20	391	2.984	7	426,29	24,32
	21	421				
	22	428				
	23	451				
	25	413				
	26	448				
Total			9.648	22	1.753,09	100

From the table above it can be seen that the biggest indicator of learning interest is paying attention to an activity of 26.10% in statement number 18, namely "I try to come to school diligently and be present in every subject" with a total score of 511. This shows that interest in learning has a big influence on learning outcomes. While the lowest learning interest indicator is active participation in an activity of 24.32%. And for the lowest score contained in statement number 10, namely "I postponed the assignment given by the teacher". With a total score of 370. This shows that in general students feel relaxed in completing assignments given by the teacher.

NORMALITY TEST

The normality test is carried out using SPSS version 26. The following normality test results are in table 4.

Table 4
Normality Test

		Unstandardized Residual
N		123
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	4,25794212
Most Extreme Differences	Absolute	,067
	Positive	,033
	Negative	-,067
Test Statistic		,067
Asymp. Sig. (2-tailed)		,200 ^{c,d}

Based on the table, the results of the analysis show that the overall significant value of the Kolmogorov Smirnov calculation is higher than 0.05. This means that the data is normally distributed.

LINEARITY TEST

The linearity test was carried out using SPSS version 26. Following the linearity test results in table 5.

Table 5
Linearity Test

Variable	Significance Value
$X_1 \rightarrow Y$	0,000
$X_2 \rightarrow Y$	0,008

Based on the table, the results of the analysis show that the overall significance value of linearity is less than 0.05. This shows that the data is linear.

HYPOTHESIS TEST

Hypothesis testing is carried out using SPSS version 26. Following the results of the hypothesis test in table 6.

Table 6
t Test

Variable	Df	Significance Value
$X_1 \rightarrow Y$	120	0,001
$X_2 \rightarrow Y$	120	0,075

Based on the results of the hypothesis shows that the school environment variables partially significant effect on learning outcomes can be seen from the significance value smaller than 0.05. While partial learning interest variables do not significantly influence learning outcomes can be seen from the

significance value greater than 0.05. Next will be an F test.

Table 7
F Test

Variable	Df₁	Df₂	Significance Value
X ₁ and X ₂ → Y	2	120	0,0010

Based on the results of the F test shows that the variables of the school environment, and interest in learning stimulant have a significant effect on learning outcomes can be seen from the significance value of less than 0.05.

DISCUSSION

T test results indicate that the school environment variables significantly influence accounting productive learning outcomes. This proves that if the condition of the school environment is conducive and positive it will improve student learning outcomes, but conversely if the condition of the school environment is not conducive it will also negatively affect student learning outcomes.

T test results indicate that the variable interest in learning has no significant effect on productive learning outcomes in accounting. This proves that the conditions of interest in learning do not significantly affect student learning outcomes.

CONCLUSION

1. There is a partial effect of the school environment significant accounting productive learning outcomes
2. There is a partial effect of learning interest that is not significant to the productive learning outcomes of accounting
3. There is a simultaneous influence of the school environment, the learning interest of significant accounting productive learning outcomes

ADVICE

Based on the results of this study, the suggestions put forward are the stakeholders in the school both teachers, students, staff and school staff to continuously strive to improve student learning outcomes by evaluating shortcomings and especially utilizing the school environment and learning interest to the fullest in teaching and learning activities.

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