Research Article

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The Effect of Learning Environment, Learning Motivation, and Family Economics on Student Learning Achievement

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Abstract: *Education is an element that cannot be separated from humans, through education humans have the responsibility of fostering humans to have good quality, intelligent, and responsible for themselves, society, nation, and country, even spiritual responsibility so that humans as learners can carry out their religious teachings properly This study uses cross-sectional quantitative research techniques. The population in this study was 357 students. researchers used the slovin formula in determining the number of research samples so that 191 samples were obtained in this study The learning environment, learning motivation and family economy have an influence on learning achievement by 37.9%The learning environment variable has no effect on learning achievement partially The learning motivation variable affects learning achievement partially The family economy variable affects learning achievement partially The learning environment, learning motivation and family economy on learning achievement simultaneously.*

Keywords*: Leaning environment, learning motivation, family economy, and learning achievement.*

Introduction

Education is an element that cannot be separated from humans. Through human education humans have the responsibility of fostering humans to have good quality, intelligent, and responsible for themselves, society, nation, and country, even spiritual responsibility so that humans as learners can carry out their religious teachings properly (Masrudin et al, 2023). Likewise, (Mulyan 2018) explains that education is a conscious and planned effort in creating a learning atmosphere and also a learning process so that students can develop their potential in having religious spiritual strength, self-control, intelligence and good personality.

Education is a process in realizing quality human resources. In accordance with Indonesian Law No. 20 of 2003 concerning the National Education System explains the definition of education, education is a plan in order to create a learning and creation of student attitudes that play an active role and can develop noble and intelligent abilities and skills. With education will realize good achievements, good learning and obtaining achievements can be a measure of success to improve the quality of education (Wati & Muhsin, 2019). Education is expected to produce qualified and responsible human beings who are able to welcome progress in the future. Education also functions to develop abilities and shape the character and civilization of a dignified nation because the progress of a nation can also be seen from how advanced its education is (Damanik, 2019).

Unlike the previous year, in 2020 Indonesia was faced with the covid-19 pandemic. The phenomenon that is currently taking place has presented various changes and requires a transition in the learning process by implementing a learning process from home which was previously a face-to-face learning process. Through Circular Letter Number 15 of 2020, the implementation of face-to-face

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(conventional) learning is switched online which aims to protect students from the influence of covid-19, to prevent in the sense of minimizing the occurrence of covid-19 transmission (Kemendikbud, 2020).

The definition of achievement is the result of achieving the value possessed by each student in learning activities that have been carried out (Widiastuty et al, 2021). According to some experts, there are several factors that can affect learning achievement, namely internal factors (which come from within oneself), and external factors (which come from outside oneself). Internal factors are one of the factors that can affect learning achievement, including learning motivation. Meanwhile, the learning environment and the competence of teaching staff or lecturers are external factors (Takrim & Mikkael, 2020). One of the things that can affect student learning achievement is the learning environment. Learning motivation and family economy.

The learning environment is a teaching and learning process that influences the success of learning achievement and improves student development (Damanik, 2019). From the opinion of Tambunan et al., (2020) conducive learning conditions can make it easier to achieve learning goals and students are motivated to learn the teaching materials provided by the teacher. Thus, a conducive learning environment can create students who are easy to understand the material, so learning objectives will be easy to achieve or realise. (Pratama & Ghofur, 2021), (Widiastuty et al, 2021) and (Alawiyah et al, 2019) obtained research results that the learning environment affects learning achievement where both school and home are able to create a learning environment both at home and on campus in supporting teaching and learning activities. However, (Sinaga et al, 2023) stated that the learning environment has no effect on learning achievement, which means that not only the campus environment, but also the family, friends and community environment, is enough to make students feel comfortable learning.

Learning motivation is an internal and external drive in students who are learning to make behaviour, generally with several indicators or supporting elements. These indicators, among others: the desire and desire to succeed, encouragement and needs in learning, future hopes and ideals, appreciation in learning, and a conducive learning environment, (Hamzah B. Uno, 2011: 23). This is in line with research (Maulida et al, 2023), (Widiastuty et al, 2021) and (Angelia et al, 2023) which state that learning motivation affects learning achievement, where learning motivation has a very important role to facilitate and facilitate the activities of the teaching and learning process with motivation or encouragement of changes in behaviour levels in the form of desire to learn more actively. This is not in line with research (Widyanto & Wulaningrum, 2017) which states that motivation has no effect on learning achievement, where students do not consider each other's college colleagues or classmates as competitors to get good grades. There is no competition. On the one hand, this is seen as good, but there are also negative impacts that arise. Competition should not always have a negative connotation. Healthy competition actually has a positive impact on self-improvement. In addition, they think that college is enough to flow with what it is. There is nothing to be pursued or targeted.

Families (parents) are responsible for providing funds for their children's educational needs. Families with high economic conditions will not have much difficulty in fulfilling their children's educational needs. In contrast, parents whose economic situation is low tend to be less able to meet the needs and facilities needed by their children and with the improper management of children towards limited facilities, these children will have a low and unreactive learning spirit so that learning outcomes are less than optimal. If the higher the education of parents, the more quality attention is given to their children, the busier the parents are at work, the less attention they give to their children (Dewi et al, 2020).

With a sufficient economy, all school needs and needs can be met. With these needs fulfilled, children's learning achievement will be better and can even increase. Conversely, economic deprivation in a family will have a negative impact and reduce children's enthusiasm for learning. This is in line with research (Dewi et al, 2020) and (Jannah, 2019) which state that family economic conditions affect learning achievement or in other words, children with supporting and good family socio-economic conditions, needs will always be met and children will be encouraged to improve their learning achievement. but not in line with research (Syahlan & Nugraha, 2023) which states that family economic conditions have no effect on student learning achievement, unlike families who are considered to have poor socio-economic conditions will tend not to pay attention to their children's education and can result in children's education being stopped.

From the research gap above, the following problem formulation can be made (1) is there an effect of the learning environment on learning achievement? (2) is there an effect of learning motivation on learning achievement? (3) is there an effect of family economy on learning achievement?

Method

This study uses cross-sectional quantitative research techniques. To find out how the variables of Learning Environment, Learning Motivation, Family Economy affect Learning Achievement. Students of the Academy of Optician Refraction and Optometry (ARO) Gapopin became the object of this study, the total population of students was 357 students in total. Although 191 students became research samples using the Slovin method, so researchers used 191 research samples. This research data comes from a Google form questionnaire sent to ARO Gapopin students. A total of 13 questions are learning environment and motivation variables, 19 questions are family economy variables, and 27 questions are learning achievement variables. We tested the relationship between learning achievement and the variables of learning environment, learning motivation, and family economy using multiple regression statistics. The data in this study were processed using the SPSS version 26 program.

Results and Discussion

Validity And Reliability Test

For validity testing in this study using a measuring tool in the form of an SPSS For Windows computer program. In each question item in the validity test, compare R count with R table. The instrument is said to be valid if R count> R table. But if on the contrary, the instrument is said to be invalid if R count < R tabel. R table can be seen from a significant level of 5%.

Table 1. Validity Table of Research Variables

Variable	Item	R Count	R Tabel	Results
learning Environment	13 Item	0,288 - 0,677	0,1413	Valid
Learning Motivation	13 Item	0,471 - 0,653	0,1413	Valid
Family Economy	19 Item	0,214 - 0,856	0,1413	Valid
Learning Achievement	27 Item	0,284 - 0,686	0,1413	Valid

It can be seen that each item of the questionnaire variable about the Learning Environment (X1) has 13 statements said to be valid. This shows that all questionnaire items are suitable for use in research. And it can also be seen that each item of the questionnaire variable about Learning Motivation (X2) has 13 statements said to be valid. This shows that all questionnaire items are suitable for use in research. Furthermore, it can also be seen that each item of the questionnaire variable about Family Economy (X3) has 19 statements said to be valid. This shows that all questionnaire items are suitable for use in research. It is also seen that each item of the questionnaire variable about Learning Achievement (Y) has 27 statements said to be valid. This shows that all questionnaire items are suitable for use in research.

Reliability Test

A questionnaire is said to be reliable or reliable when the respondent's answer to the statement is consistent or stable over time. So the higher the level of reliability of a measuring device, the more stable the measuring device is. In SPSS, facilities are provided to measure reliability with the Cronbach Alpha (α) statistical test, a construct or variable is said to be reliable if it provides a Conbarch Alpha value> 0.60 (Ghozali, 2020).

Based on the results of the reliability test, all questionnaires on each variable studied were declared reliable because the Cronbach Alpha value on each variable> 0.60.

Table 2. Realibility Table of Research Variables

Variables	Item	Cronbach Alpha	Results
learning Environment	13	0.744	Reliable
Learning Motivation	13	0.840	Reliable
Family Economy	19	0.649	Reliable
Learning Achievement	27	0.896	Reliable

Normality Test

Table 3. Normality Table
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		191
Normal Parameters[a,b]	Mean	0
	Std. Deviation	6.69588198
Most Extreme Differences	Absolute	0.048
	Positive	0.048
	Negative	-0.046
Test Statistic		0.048
Asymp. Sig. (2-tailed)		.200[c,d]

In the Kolmogorov Smirnov normality test, residual data is said to be normally distributed if the probability value (significant) is greater than 0.05. Based on the normality test that has been completed by the researcher, as follows It can be seen that the significant value of the SPSS for windows normality test results is 0.200, this value is greater than 0.05 so it can be concluded that the residuals from the research model are normally distributed, thus the normality requirements are met.

Determination Coefficient Test

The coefficient test is used to determine what percentage of the influence of the independent variables together on the dependent variable. If R square is 0, then in the regression model there is no influence between the independent variable and the dependent variable, but if R square is 1 then in the regression model there is 100% influence between the independent variable and the dependent variable. Based on the results of the determination test using the SPSS for windows application, as follows:

Table 4. Determination Coefficient Table

R	R Square	Adjust R Square	Std. Error of the Estimate
0.623	0.388	0.379	6.74938

That the R Square value is 0.671. This shows that there is an effect of learning environment (X1) learning motivation (X2) and family economy (X3) on learning achievement (Y) simultaneously by 0.379 × 100% = 37.9% and the remaining 63.1% is influenced by other variables not proposed in this study.

T test (Partial)

The t test is used to determine whether the independent variable regression model partially affects the independent. If the sig value < α 0.05 and the regression coefficient is in the same direction as the hypothesis, it is said that the hypothesis is accepted. Based on the results of the t test using the SPSS for windows application, as follows:

Table 5. T test

Variables	T Count	T Table	Significance
Learning Environment	0.386	1.97246	0.700
Learning Motivation	9.456	1.97246	0.000
Family Economy	-1.125	1.97246	0.262

That the value of tcount < Ttable is 0.386 < 1.97246 or a significant value of t (0.700) > α = 0.05 then the Learning Environment (X1) has no effect on Learning Achievement (Y) is not significant. This means that H1 is rejected, so it can be concluded that "there is no influence between the learning environment partially on the learning achievement of ARO Gapopin Student".

While Learning Motivation (X2) on Learning Achievement (Y) the value of T Count> T Table, namely 3.031> 2.00404 or a significant value of t (0.004) < α = 0.05 then Learning Motivation (X2) on Learning Achievement (Y) is significant. This means that H2 is accepted, so it can be concluded "There is a significant influence between learning motivation partially on the learning achievement of ARO Gapopin Student"

That the value of T Count < T Table is 1.125 < 1.97246 or a significant value of t (0.262) > α = 0.05 then the Family Economy (X3) has no effect on Learning Achievement (Y) is not significant. This means that H3 is rejected, so it can be concluded that "there is no influence between the Family Economy partially on the learning achievement of ARO Gapopin Student".

F Test (Simultaneous)

The F test aims to determine the effect of independent variables simultaneously. If the value of Fhitung < Ftabel then Ha is accepted, meaning that the three independent variables have a significant effect on the dependent variable simultaneously. Meanwhile, if the value of Fcount < Ftabel then H0 is accepted, meaning that the three independent variables do not significantly affect the dependent variable simultaneously. Based on the F test using the SPSS for windows application, as follows:

Table 6. F test

F Count	F table	Significance
39.572	2.65	0.000

That the value of Fhitung> Ftabel is 39.572> 2.65 or sig F value (0.000) < α = 0.05 then the regression analysis model is significant. This means that H1 is accepted, it can be concluded "there is a positive and significant effect of the Learning Environment, learning motivation and family economy simultaneously on the learning achievement of ARO Gapopin students".

Conclusion

Based on the research results, the significant value of t (0.700) > α = 0.05 then the Learning Environment (X1) has no effect on Learning Achievement (Y) is not significant. This means that H1 is rejected, so it can be concluded that 'there is no influence between the learning environment partially on the learning achievement of Mahasiwa ARO Gapopin'. The results of this study are in line with research (Widyanto & Wulaningrum, 2017) which states that motivation has no effect on learning achievement. This means that students with each other do not consider college colleagues or classmates as competitors to get good grades. There is no competition. On the one hand, this is seen as good, but there are also negative impacts that arise. Competition should not be considered to always have a negative connotation. Healthy competition actually has a positive impact on self-improvement. In addition, they think that college is enough to flow with what it is. There is nothing to be pursued or targeted. Research results that do not support are (Maulida et al, 2023), (Widiastuty et al, 2021) and (Angelia et al, 2023) which state that the learning environment has an effect on learning achievement.

Based on the research results, the significant value of t (0.004) < α = 0.05, then Learning Motivation (X2) on Learning Achievement (Y) is significant. This means that H2 is accepted, so it can be concluded 'There is a significant influence between learning motivation partially on the learning achievement of Mahasiwa ARO Gapopin'. This means that learning motivation has a very important role to facilitate and facilitate the activities of the teaching and learning process with motivation or encouragement of changes in behaviour levels in the form of a desire to learn more actively which is supported by research from Maulida et al, 2023), (Widiastuty et al, 2021) and (Angelia et al, 2023) which state that learning motivation affects learning achievement and is not in line with (Widyanto & Wulaningrum, 2017) which states that motivation has no effect on learning achievement.

Based on the research results, the significant value of t (0.262) > α = 0.05 then the Family Economy (X3) has no effect on Learning Achievement (Y) is not significant. This means that H3 is rejected, so it can be concluded that 'there is no influence between the Family Economy partially on the learning achievement of Mahasiwa ARO Gapopin'. This means that families who are considered to have poor socio-economic conditions will tend not to pay attention to their children's education and can result in children's education being stopped, or not supporting the learning process properly so that learning achievement can also decrease, this is in line with the results of previous research from (Syahlan & Nugraha, 2023). And does not support the results of research stating that the family economy affects learning achievement conducted by (Dewi et al, 2020) and (Jannah, 2019).

Apart from the conclusions of the research results, it is hoped that this article will further researchers be able to develop the title of this research by adding moderating or mediating variables such as learning facilities.

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