

SCHOOL ENVIRONMENT AND INDEPENDENCE: EFFECTS ON ACADEMIC ACHIEVEMENT IN MTS NAHDLATUL ATHFAL GERSEMPAL OMBEN SAMPANG STUDENTS

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Abstrak:

This study aims to analysis the effect of school environment and independence on student learning outcomes at MTs Nahdlatul Athfal Gersempal Omben Sampang. Education has a crucial role to shape the character and quality of human resources, and factors such as school environment and student independence are very relevant aspects to determine student learning outcomes. This study used a quantitative approach with a survey method, collecting data from 315 students of MTs Nahdlatul Athfal Gersempal Omben Sampang, with 105 ninth grade students as samples. The research variables involved school environment, student independence, and student learning outcomes. The results showed that a conducive school environment, with adequate physical facilities, positive social interactions, and a good classroom atmosphere, had a significant impact on student learning outcomes. Student independence also emerged as an important factor, where independent students tend to be more engaged in learning, able to overcome learning obstacles and apply knowledge better in daily life. Thus, this study concludes that a conducive school environment and student independence together form a positive and supportive educational ecosystem, contributing to improved student learning outcomes at MTs Nahdlatul Athfal Gersempal Omben Sampang. The practical implications of this study involve improving the school's physical infrastructure, developing student independence programs, regular training for teaching staff and active participation of parents to create a supportive educational environment.

Keywords: *School Environment; Independence; Student Learning Outcomes.*

Introduction

Education supports national development by forming superior and quality human resources. To achieve this, education needs to be implemented in an integrated, harmonious and orderly manner, involving active participation from the government, various community groups, parents and education councils. Education that is able to make a maximum contribution to future development is education that focuses on developing student potential (Kurniawan, 2017). This includes students' ability to face and solve everyday life problems. Thus, education becomes a means of transferring knowledge and becomes a forum for forming character, morals and practical skills needed in everyday life (Wahyuningsih, 2017). The concept of education which emphasizes developing students' potential becomes increasingly relevant when they enter society and the world of work. Successful education is education that is able to empower students to apply the

knowledge and skills they acquire at school to face real life challenges (Marwiyah, 2012). This applies to the current situation and to prepare for a future full of dynamics and complexity. Education is about transferring information and equipping students with critical thinking skills, teamwork, and moral values that support leadership and integrity (Hakim, 2023).

The low student learning outcomes in Indonesia reflect challenges in the human resource development index (Tambak & Lubis, 2022). To overcome this, concrete efforts need to be made to improve the learning process. An effective learning process needs to be developed so that it is interactive, inspiring, innovative, fun, challenging, and able to motivate students to participate actively (Sakdiah & Syahrani, 2022). The learning process should provide sufficient space for student initiative, creativity and independence. According to Yanti et al. (2013), it is important to pay attention to students' interests, talents, and physical and psychological development so that the learning process can be adapted to their individual needs. By providing opportunities for independence, it is hoped that students can develop their potential to the maximum (Afiani, 2017). An appropriate learning model can create a conducive learning environment, while learning media can increase students' absorption of lesson material (Suratman et al., 2019). The use of technology, for example, can provide variety to deliver material and encourage more active student involvement. By having the will and internal motivation to learn, students are more likely to take the initiative to understand the material, complete assignments, and be actively involved in the learning process (Spurihatin, 2015; Ummat & Retnowati, 2022). This effort is the key to improving the quality of education and student learning outcomes in Indonesia, as well as preparing them to face future challenges (Darman, 2017).

The school environment plays a very important role in children's growth and development, especially in developing their intelligence (Pratiwi, 2018). Factors such as the completeness of learning facilities and infrastructure, as well as good environmental conditions, have a significant impact on children's mindsets (Saragih, 2014). Complete facilities and supportive conditions in the school environment can create a pleasant learning atmosphere, which in turn influences students' intellectual development (Raharjo & Yuliana, 2016). Apart from that, a friendly and collaborative classroom atmosphere can provide positive encouragement to students' interest in learning (Mardikaningsih & Darmawan, 2021). This school environment is also a continuation of education in the family. School functions as a bridge for students to mature, interact well in the family environment, and be able to adapt to society (Hastuti, 2020). What is learned at school is expected to be applied by students in everyday life. Therefore, healthy school environmental conditions, harmony of life, and social order have a significant impact on student learning outcomes (Martina et al., 2019).

Independent learning is a key element in the modern education system which emphasizes the active role of students to develop their potential (Asri, 2016). Learning independence allows students to be able to control and manage various learning methods that suit their preferences and learning goals (Ellyandhani, 2020). Students can choose the most effective learning approach for themselves, thereby creating a more personalized learning experience and oriented towards achieving maximum learning outcomes. The importance of independent learning is

manifested in achieving learning achievement in the school environment (Mardikaningsih, 2014; Sobri et al., 2020). Students who are able to develop their learning independence have greater control over the learning process, including selecting learning strategies that best suit their individual learning style. Learning models that support independent learning can create an environment that stimulates student initiative and creativity (Sugianto et al., 2020). Meanwhile, the use of media as a tool in the learning process can provide variety and interactivity, supporting students' independence in understanding and applying lesson material (Wijaya et al., 2021). Thus, independent learning acts as a catalyst to significantly improve student learning outcomes (Nasution et al., 2018).

Education, as the main pillar in the formation of character and the quality of human resources, has a significant impact on individual development. In this context, the school environment and the level of student independence are crucial factors that can influence student learning outcomes. The school environment includes elements such as facilities, school culture, and social interactions, while student independence involves motivation, responsibility, and the ability to organize learning independently. Therefore, this research aims to in-depth and analyze the impact of these two factors on student learning outcomes.

Research Methods

This research applies a quantitative approach by designing a survey as the main method, aiming to measure and analyze the extent to which certain factors, such as the school environment and the level of student independence, influence student learning outcomes. This approach provides a structured framework for exploring the relationships between these variables carefully and objectively, involving numerical data to provide deeper insights.

The population of this study were students at MTs Nahdlatul Athfal Gersempal Omben Sampang. The number of students is 315 people. The research sample will be selected from all 105 class IX students. Using a quantitative approach, this research will collect data through a survey by distributing questionnaires to class IX students. The data collected will then be analyzed using statistical methods to assess the extent to which each variable has a significant impact on student learning outcomes. The questionnaire is composed of research variable indicators. The research variables consist of independent variables (school environment and independence) and dependent variables (student learning outcomes). The explanation of each variable in this research is as follows:

1. School Environment (X1) is the situation and conditions around the school which have a certain meaning and influence on students in the learning process. Indicators consist of the relationship between teachers and students, relationships between students, learning tools, curriculum, school discipline and condition of school buildings (Darmanto et al., 2014). According to Agistiawati and Asbari (2020), the school environment can be measured using indicators that include:
 - a. The relationship between teachers and students, meaning the social interactions that exist between teachers and students in the school environment.

- b. Relationships between students and students, meaning interactions that exist between students in an educational environment by interacting with each other to build social connections.
 - c. Student discipline, meaning an approach that involves rules implemented by the school to manage student behavior.
 - d. Student facilities, meaning all the facilities and infrastructure provided to support the welfare, comfort and needs of students in the school environment.
2. Independence (X₂) is the ability to take responsibility for one's own learning including planning the learning process to achieve results (Ranti et al., 2017). The constituent indicators are personal planning, learning initiative, use of resources, self-awareness, responsibility for results (Andayani & Darmawan, 2004).
3. Learning Outcomes (Y) are students' ability to understand the concepts that students obtain as a result of the learning process (Herefa, 2020). Student Learning Outcomes (Y) are student success targets set by the teacher which include three focuses, namely cognitive, affective and psychomotor (Muhibbin, 2011). According to Bryam and Hu (2013), learning outcome indicators are as follows:
- a. Cognitive means student achievement in terms of knowledge, understanding and mastery of intellectual concepts.
 - b. Affective means changes or gains in students' emotional aspects, attitudes and values as a result of learning experiences.
 - c. Psychomotor means changes or mastery in the motor aspects or physical skills of students as a result of learning experiences.

The data collected in this research will undergo analysis using statistical methods, especially regression analysis. The main aim of this analysis is to identify and understand the extent of the influence of the school environment and independence on student learning outcomes. Regression analysis will provide a more detailed and measurable picture of the relationship between the variables studied.

Results And Discussion

School Environment and Independence: Effects on Academic Achievement in MTS Nahdlatul Athfal Gersempal Omben Sampang Students

Data collection carried out at MTs Nahdlatul Athfal Gersempal Omben Sampang obtained results from 105 students who responded well to the questionnaire. The results of their participation can make a significant contribution to understanding of the school environment, independence and student learning outcomes. In addition, a large enough number of respondents can increase the generalization of research findings to a larger student population at MTs Nahdlatul Athfal Gersempal Omben Sampang.

Validity testing is a step in research to ensure that the instruments used are able to measure precisely and accurately the variables studied. In this case, a validity test was carried out on two independent variables, namely school environment and independence, as well as one dependent variable, namely student learning outcomes. The results of this test show that not a single statement

item was eliminated during the validation process, because the corrected item total correlation value for each item exceeded 0.3. Determining a corrected item total correlation value of greater than 0.3 is a general criterion for assessing the extent to which each item on the instrument correlates with the total score of the instrument.

Reliability measurement results using Cronbach's Alpha value to evaluate the extent to which the measurement instrument is reliable. In this study, the reliability test involved three variables, namely school environment (X1), independence (X2), and student learning outcomes (Y). The results show that the reliability value for each variable is quite high, with the school environment reaching 0.971, independence at 0.912, and student learning outcomes at 0.911. A reliability figure that exceeds the threshold of 0.6, as exemplified by the Cronbach's Alpha value obtained, indicates the level of consistency between each item in a variable.

Table 1
 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.761 ^a	.579	.570	5.12411

Analysis using the coefficient of determination (R Square) is an important step in evaluating the extent to which independent variables, namely school environment and independence, can explain variations in the dependent variable, namely student learning outcomes. The findings of this research reveal that there is a close relationship between the school environment, independence, and student learning outcomes at MTs Nahdlatul Athfal Gersempal Omben Sampang. The R value obtained is 0.761 indicating the strength and direction of the relationship between the independent variable and the dependent variable. Then an R Square value of 0.579 was obtained, indicating that around 57.9% of the variation in student learning outcomes could be explained by a combination of school environment and independence. In other words, most of the variation in student learning outcomes can be attributed to the influence of the school environment and the independence measured in this study. However, around 42.1% of the variation in student learning outcomes is still influenced by other factors not included in the scope of the research.

Table 2
 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3678.755	2	1839.378	70.054	.000 ^b
	Residual	2678.159	102	26.256		
	Total	6356.914	104			

The F test results in Table 2 show that the F-calculated value reached 70.054, with a significance level of 0.000. With a probability value smaller than 0.05, it can be concluded that the regression equation has strong significance. This more detailed analysis indicates that the school environment and independence variables, when integrated, have a simultaneous influence on student learning outcomes at MTs Nahdlatul Athfal Gersempal Omben Sampang. These findings

imply that factors such as the school environment and independence have an important role and influence each other in determining student learning outcomes.

Table 3
 t Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	13.799	2.782		4.960	.000
X1	3.904	.493	.567	7.916	.000
X2	2.024	.461	.315	4.392	.000

The results of this research produce a regression model which can be represented by the equation $Y = 13,799 + 3,904X1 + 2,024X2$. This model indicates that if all variables, namely school environment and independence, have a value of zero, then the predicted value of student learning outcomes will be around 13.799. Apart from that, the results of the significance of the variables are shown by the p-value in table 3. The school environment obtained a significant value of 0.000, as did the independence variable of MTs Nahdlatul Athfal Gersempal Omben Sampang which had a significant value of 0.000. The significance obtained is less than 0.05, indicating that the two variables have a significant influence on student learning outcomes at MTs Nahdlatul Athfal Gersempal Omben Sampang. The school environment with a coefficient of 3.904 shows a greater influence compared to independence which has a coefficient of 2.024. This indicates that the school environment is the variable that has the most influence on the formation of student learning outcomes compared to independence.

This research reveals that the school environment has a significant impact on student learning outcomes at MTs Nahdlatul Athfal Gersempal Omben Sampang. The results of this study are in line with previous research conducted by Ogundokun (2011); Yanti and Darmawan (2016); Byers et al. (2018); Martina et al. (2019) which revealed that the school environment has an impact on student achievement. Adequate physical facilities, such as a complete library, comfortable classrooms, as well as laboratories or other facilities, give students good access to learning resources (Lestari et al., 2023). Positive and inclusive classrooms also play a role in creating spaces that support academic development (DePorter et al., 2010). Good social interaction between students and teaching staff creates a friendly and motivating environment, so that students feel supported in the learning process (Darmawan et al., 2021). The school environment is a place of learning and a forum for forming character, improving social skills, and stimulating enthusiasm for learning (Afrija et al., 2022). Optimizing identified school environmental factors to improve the quality of education at MTs Nahdlatul Athfal Gersempal Omben Sampang.

This research reveals that independence has a significant role in influencing student learning outcomes at MTs Nahdlatul Athfal Gersempal Omben Sampang. These findings are in line with the study of Chen et al. (2010); Cappetta and Paolino (2015); Nasution et al. (2018). Students who have high learning independence tend to be more involved in the learning process, are better able to

overcome learning obstacles, and have the ability to apply the knowledge they gain in everyday life. In addition, students who show a high level of learning independence show active involvement in the learning process. By strengthening aspects of independent learning, the education system can create graduates who are academically intelligent, independent, creative, and ready to face changes in a dynamic society (Ambarita, 2009). By strengthening the aspect of independent learning in the education system, it opens the door to creating a generation that is better prepared to face future challenges. Independent students have extensive knowledge and skills to continue learning, adapting and innovating (Alimuddin et al., 2023). Therefore, learning that encourages independence is the key to achieving optimal learning outcomes and to forming individuals who thrive in an ever-changing society.

Conclusions

From the results of this research, it can be concluded that the school environment and the level of student independence have a significant role in shaping student learning outcomes at MTs Nahdlatul Athfal Gersempal Omben Sampang. A school environment that is conducive and supports student independence contributes positively to learning outcomes. Adequate physical facilities, positive classroom atmosphere, support from teaching staff and student independence are key factors that influence student learning outcomes. Suggestions that researchers can give are as follows:

1. Improving school physical infrastructure is a crucial step in creating a conducive environment for learning. By developing a plan for repair and maintenance of school physical facilities, we can create a comfortable, safe, and motivating space for students and teaching staff. These improvements include improving the quality of classrooms, sports facilities, laboratories and other public areas. In this way, schools can become places that enable optimal learning processes, creating an atmosphere that supports the exploration of knowledge and creativity.
2. Developing a student independence program is a long-term investment to form individuals who are able to take responsibility for their own learning. Encouraging independent learning, problem-solving abilities, and self-management through specialized programs will provide students with the skills necessary for success in studies and everyday life. By providing this support, schools produce graduates who are academically intelligent and independent, innovative, and ready to face future challenges.
3. Regular training for teaching staff is an important component to maintain the quality of education. Through training and development, teachers can improve their skills to create a supportive learning environment. This includes the use of innovative teaching methods, effective assessment, and a better understanding of students' individual needs. Thus, teachers can become agents of positive change to shape students' learning experiences.

4. Parent participation in creating a supportive school environment has a very positive impact. Through collaboration with parents, schools can build a bridge between the educational environment at school and at home. Inviting parents to actively participate helps create strong social support for students. Parents can also provide an understanding of the importance of independence to their children, creating support for student development.

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