

The Correlation of Learning Motivation and Learning Environment with Pancasila and Civic Education's Learning Outcomes of Grade V Students

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ABSTRAK

Motivasi belajar dan lingkungan belajar memiliki pengaruh penting terhadap keberhasilan belajar siswa. Penelitian ini bertujuan untuk menganalisis hubungan antara motivasi belajar dan lingkungan belajar dengan hasil belajar Pendidikan Pancasila dan Kewarganegaraan (PPKn) siswa kelas V secara parsial dan simultan. Populasi penelitian adalah 287 siswa, sampel diambil dengan menggunakan teknik acak sederhana dengan rumus Slovin sehingga diperoleh 165 siswa sebagai sampel. Penelitian ini menggunakan pendekatan kuantitatif. Pengumpulan data dilakukan dengan kuesioner dan teknik dokumentasi. Validitas butir soal diperoleh dari korelasi product moment. Selanjutnya reliabilitas butir soal diperoleh dengan menggunakan rumus alpha. Analisis regresi linier sederhana dan analisis regresi berganda digunakan untuk menganalisis data setelah peneliti melakukan uji prasyarat analisis meliputi uji normalitas, uji multikolinearitas, dan uji linieritas. Hasil penelitian ini menunjukkan (1) terdapat hubungan positif yang signifikan antara motivasi belajar dengan hasil belajar PKN; (2) terdapat hubungan positif yang signifikan antara lingkungan belajar dengan hasil belajar PKN dan Pancasila; (3) terdapat hubungan positif yang signifikan antara motivasi belajar dan lingkungan belajar dengan Pendidikan Pancasila dan Kewarganegaraan siswa kelas V sekolah dasar.

ABSTRACT

Learning motivation and learning environment have an important influence on student learning success. This study aims to analyze the correlation between learning motivation and learning environment with the learning outcomes of Pancasila and Civic Education (PPKn) learning outcomes of Grade 5 students partially and simultaneously. The research population was 287 students, the sample was taken using the simple random technique with the Slovin formula resulting in 165 students as sample. This study used a quantitative approach. Data was collected by questionnaires and documentation techniques. The validity of the items was obtained from the product moment correlation. Furthermore, the reliability of the items was obtained by using alpha formula. Simple linear regression analysis and multiple regression analysis were used to analyze the data after the researchers conducted prerequisite analysis tests including normality tests, multicollinearity tests, and linearity tests. The results of this study shows (1) there is a significant positive correlation between learning motivation and Pancasila and Civic Education's learning outcomes; (2) there is a significant positive correlation between the learning environment and Pancasila and Civic Education learning outcomes; (3) there is a significant positive correlation between learning motivation and learning environment with Pancasila and Civic Education of Grade V elementary school's students.

1. INTRODUCTION

Student learning success is influenced by several factors such as internal and external factors. The internal factor comes from the students such as self-motivation (Elshareif & Mohamed, 2021; Warti, 2016). External factors are from the outside of the students, for example the students' learning environment. Education has an important role in developing and realizing the potential of students. Hence, the goals of National Education should be well understood and realized by every curriculum

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developer. Since, whatever is planned, developed and implemented in every educational process must ultimately lead to the development of the students' potential so that they become human beings who are faithful, pious, noble, healthy, knowledgeable, capable and so on (Jamal et al., 2021; Karimi et al., 2017). Primary school education has similar purpose that is to lay the foundation for intelligence, knowledge, personality, noble character, and skills to live independently and attend further education. Thus students can have and instill an attitude of character towards others (Maesaroh, 2013; Nurcholih & Hidayatullah, 2019). The purpose of primary school education is to lay the foundation for intelligence, knowledge, personality, noble character, and skills to live independently and attend further education. Thus, students are able to possess and instill ethical attitudes towards others.

The learning process is a complex thing. Teaching and learning activities can run well if students are able to solve problems within students because the learning process is driven by students' intrinsic motivation, including: attitudes towards learning, learning motivation, learning concentration, processing learning materials, storing learning result, exploring stored learning results, learning abilities, self-confidence, intelligence, learning habits, and student aspirations (Lubis & Ikhsan, 2015; Zaharah & Susilowati, 2020; D. Zhang et al., 2023). In addition, the teaching and learning process can also occur or get stronger if it is encouraged by the student learning environment (Hekmah et al., 2019; Suarta, 2015). Learning is a change in behavior from not being able to do something to become proficient because of practice or training, both related to physical and non-physical training (Dharma & Siregar, 2015; Nofron & Wijayanto, 2018). Despite of the training and practice, these changes are also obtained from individual experiences so that they lead to changes in a better direction.

Pancasila and Civic education is democratic education which aims to prepare citizens to think critically and act democratically (Kusdarini et al., 2020; M. Murdiono et al., 2014; Yolcu, 2015). It can be achieved through the activity of instilling awareness in the new generation that democracy is a form of society life that guarantees the rights of citizens. Pancasila and Civic Education (PPKn) discusses the value of character education related to the three main components. Through PPKn, students do not only develop knowledge and skills but also have noble character (Fitriani & Dewi, 2021; Herman, Purba et al., 2020; Mukhamad Murdiono et al., 2017). Law (UU) No. 20 of 2003 article 37 mentions the importance of Pancasila and Civic Education learning at every level of education which makes it a compulsory subject in the primary and secondary education curriculum in Indonesia (Jamilah, 2021; Menggo, 2022). PPKn is expected to be an educational ride in developing students to become human beings who have a sense of nationality, love for the motherland and can live the values of Pancasila and the 1945 Constitution (UUD 1945) (Elviana & Murdiono, 2017; Sumarjoko & Musyiam, 2017).

There are various factors that affect learning activities. Learning motivation is one of the factors that can affect the level of learning outcomes. Motivation is one of the factors that influence the effectiveness of student learning activities (Akbar & Cuyatno, 2016; Iswayuni et al., 2020). It can be defined as a process within an individual that is active, encourageous, provides direction, and maintains behavior. Motivation is also interpreted as the influence of needs and desires on the intensity and direction of one's behavior (Ardiyana et al., 2019; Sailau et al., 2021). Learning motivation is an individual factor that greatly influences the learning process because the success of learning also depends on the individual. Motivation can be divided into two, intrinsic motivation and extrinsic motivation (Handziko & Suyanto, 2014; Ihksan. & Lubis., 2015; Syarifah & Sumardi, 2015). Intrinsic motivation are factors from within the individual and provide encouragement to do something. Meanwhile, extrinsic motivation is a factor that comes from outside source but it influences the willingness to learn (Duskri et al., 2014; Warti, 2016). Learning outcomes can also be influenced by environmental factors. The learning environment is everything around when the students are doing activities. Many people have narrow interpretation of the environment, as if the environment is just the surroundings outside someone. The environment actually includes all materials and stimuli inside and outside, both physiologically, psychologically and socio-culturally influences individual growth and development (Halim & Rahma, 2020; Hekmah et al., 2019; Suarta, 2015). Environment can be classified into 4; (1) physical growth and development; (2) mental growth and development; (3) health, mental, emotional, and personality; (4) attitudes, beliefs, and values (Nurdin, 2016; Soemanto, 2018). The learning environment is a condition both physiologically, psychologically and socio-culturally that can influence students' habits and behavior in learning.

Based on the results of observations in several elementary schools in Dabin 1, Bayat District during the teaching and learning process, the researchers found that when the teacher had prepared the teaching materials (syllabus, lesson plans, modules, worksheets) and some students had prepared learning support facilities (stationery, textbook) there were still various kinds of obstacles for fifth grade students of SD in Dabin 1 Bayat to achieve maximum learning outcomes in the learning process. Some students were still less motivated in learning. This can be seen by the fact that some students were late to school. Additionally, during teaching and learning activities, students were still not enthusiastic in participating in

following the lesson. Furthermore, students tend to apply cramming (study overnight) or they only study if there are daily tests or exams in the next day. Then, students finished homework (PR) at school by imitating their friends' work. Each student has different learning environment, including the learning environment at school, the learning environment at home, and the learning environment in the community. There are a number of students from middle-upper family and urban community whose environment not conducive because it is disturbed by noise. Some students from middle-low family and remote communities has more conducive learning environment because it is not disturbed by city noise,

The above observation results are supported by study that shows learning motivation has a positive and significant correlation to the high and low learning outcomes with a coefficient value of 32.5% (Prananda & Hadiyanto, 2019). This is also supported by research, which obtained the results of learning motivation has a positive and significant relationship to learning outcomes around 39.9% (Attakhidijah & Muhroji, 2022). These proves that student learning outcomes can be influenced by the level of student learning motivation. Students with strong learning motivation will be able to maintain the intensity of their learning that results in good impact on their learning outcomes. In addition to learning motivation, the learning environment is also one of the determining factors for the high and low learning outcomes. Other study found that the high and low learning outcomes were 34.7% influenced by the learning environment (Suarta, 2015). In line with this research, stated that family environment and peers, had a significant positive relationship of 42.3% to the level of learning outcomes (Rahimi et al., 2019). A conducive environment greatly affects the level of learning outcomes. The conducive learning environment makes students feel comfortable in learning and interacting with new things that can be used as learning references. Good learning motivation supported by a good learning environment should make a good learning outcomes as well. On the other hand, lack of learning motivation and poor learning environment make students lazy to study because they will feel disturbed. Hence, it has an unfavorable impact on student learning outcomes. In line with previous study, stated there was a positive and significant effect of learning motivation and learning environment on student learning outcomes (Pratama & Ghofur, 2021). Furthermore, other study argued motivation to learn and the learning environment has a significant positive relationship of 16% on achievement in learning mathematics (Irfan, 2018).

Based on the problems above, the objectives of this research are; (1) analyze the correlation between learning motivation and Pancasila and Civic Education (PPKn) learning outcomes for Grade V students, (2) to determine the correlation between the learning environment and PPKn learning outcomes for Grade V students, (3) to determine the correlation between learning motivation and learning environment with PPKn learning outcomes for Grade V students. In this study, learning motivation is student motivation both from within the student and from outside the student which can make students want to learn and is measured by a questionnaire instrument. Meanwhile, the student learning environment is the overall condition of students both physiologically, psychologically, and socio-cultural viewed from family factors, school factors, and community factors that can influence student learning and were measured using a questionnaire.

2. METHOD

This study is correlational research using quantitative approach. The population in this study were fifth grade students in Dabin, Bayat district. It consisted of 14 elementary schools with a total of 287 students. The participants were selected using simple random sampling technique with the Slovin formula. Then, sample of 167 students was obtained. The research paradigm is structured as show in Figure 1.

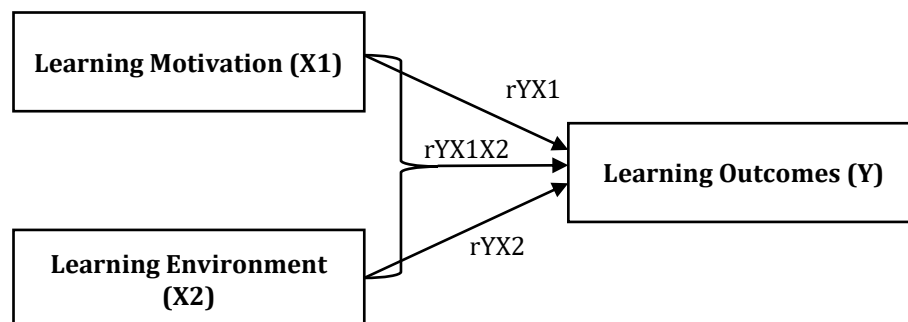


Figure 1. Research Paradigm

Questionnaire was used to collect and obtain data on learning motivation variables (X1) and learning environment variables (X2), while documentation method was used to obtain data on PPKn learning outcomes variables (Y). The questionnaire used Likert scale with 4 answer choices; strongly agree has score 4, S = agree has score 3, TS = disagree has score 2, STS = strongly disagree has score 1. This questionnaire was tested for logical validity and empirical validity, after that it was tested for reliability with the Alpha formula, the following results were obtained; (1) for variable X1, 19 valid questions, with a reliability of $r_{11} = 0.738$, (2) for variable X2, 29 valid questions, with a reliability of $r_{11} = 0.582$. The documentation used to collect data on students' PPKn learning outcomes is in the form of grades in report card for even semester of 2021/2022. Prerequisites test for data analysis uses the normality test, multicollinearity test, and linearity test. The multicollinearity test is used to determine the correlation between the independent variables. The linearity test is used to determine whether the correlation between the independent variables (X1 and X2) and the dependent variable (Y) is linear or not (Ghozali, 2018).

This study used simple linear regression analysis and multiple regression analysis. Partial hypothesis test used simple regression analysis with SPSS 25.0. This analysis was used to determine the relationship between the independent variable and the dependent variable partially whether it is positive or negative and to predict the value of the dependent variable if the value of the independent variable increases or decreases, with the first step determining the regression equation $Y=a+bX$. The next step is to test the significance of the multiple correlation coefficients using the F test. Decision criteria if $F_{hitung} > F_{tabel}$ at a significant level of 5% and the degrees of freedom in the numerator and denominator ($v_1 = k$) ($v_2 = n - k - 1$), it means that there is a simultaneous significant correlation between learning motivation (X_1) and learning environment (X_2) with PPKn's learning outcomes (Y). After knowing the correlation between the independent variables) and the dependent variable, the next step is to find the coefficient of multiple determination. The coefficient of multiple determination is a value that indicates the percentage of the independent variables of learning motivation (X_1) and learning environment (X_2) are able to explain the dependent variable of PPKn's learning outcomes (Y) in the formed regression model that is formed.

3. RESULT AND DISCUSSION

Result

This study is correlational research using quantitative approach. The population in this study were fifth grade students in Dabin, Bayat district. It consisted of 14 elementary schools with a total of 287 students. The participants were selected using simple random sampling technique with the Slovin formula. Then, sample of 167 students was obtained. The research paradigm is structured as show in Figure 1.

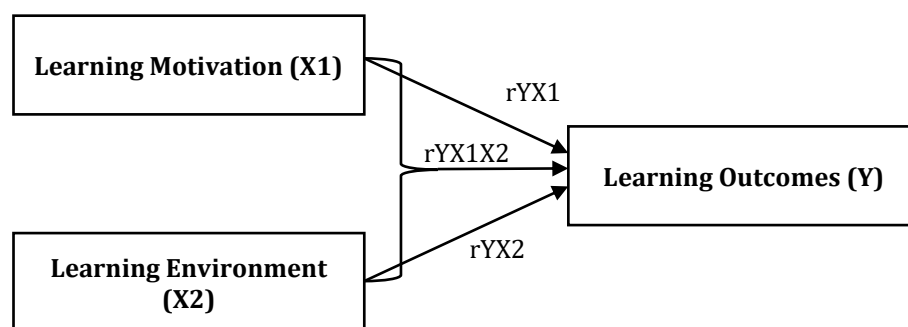


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increase by 0.477 points. The regression coefficient with a positive sign means that changes in learning motivation (X_1) will result in changes of student learning outcomes in PPKn subjects (Y). Furthermore, based on the results of the t test on the output coefficient above, $t_{count} (3.965) > t_{table} (1.654)$ with $v=N-2$ is 165. Furthermore, the value of sig 0.000 < 0.05 is obtained, because the value of sig. 0.000 < alpha 0.05, thus, it can be concluded that there is a significant positive correlation between learning motivation (X_1) and PPKn learning outcomes (Y) of 5 grade students in Dabin 1 elementary schools, Bayat District. Simple regression analysis test results of X_2 and Y is show in Table 7.

Table 7. Simple Regression Analysis Test Results Learning Environment Variables (X_2) with Learning Outcomes (Y)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	37.850	5.807		6.518	0.000
	Learning Environment (X_2)	0.467	075	0.595	6.191	0.000

Table 7 shows the regression line equation $Y=37,850+0.467x_2$. The constant number of unstandardized coefficients is 37,850. Student learning outcomes (Y) if categorized in the range 0-100 are at 37,850, meaning that if the learning environment (X_2) is considered zero then the consistent value of PPKn learning outcomes (Y) is 37,850. The regression coefficient of 0.467 means that an increase of one unit in the learning environment (X_2) will increase the PPKn learning outcomes (Y). The equation of this regression line means that if the learning environment (X_2) increases by 1 point, the student's PPKn learning outcomes (Y) will increase by 0.467 points. The regression coefficient with a positive sign means that changes in the learning environment (X_1) will result in changes to PPKn learning outcomes (Y).

Furthermore, based on the results of the t test on the output coefficient above, the $t_{count} (6.191) > t_{table} (1.654)$ with $v=N-2$ is 165. Furthermore, the value of sig 0.000 < 0.05 is obtained, because the value of sig. 0.000 < alpha 0.05, thus it can be concluded that there is a significant positive correlation between the learning environment (X_1) and PPKn learning outcomes (Y) of 5 grade students in Dabin 1 elementary schools, Bayat District. Multiple regression analysis test results is show in Table 8.

Table 8. Multiple Regression Analysis Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	29.550	7.262		4.069	0.000
	Learning Motivation (X_1)	0.219	0.119	0.196	3.849	039
	Learning Environment (X_2)	0.397	083	0.505	4.753	0.000

Table 8 shows the regression line equation $Y=29.550+0.219X_1+0.397X_2$. The constant number of unstandardized coefficients is 29,550. Student learning outcomes (Y) if categorized in the range 0-100 are at 37,850, meaning that if learning motivation (X1) learning environment (X2) is considered zero then the consistent value of Civics learning outcomes (Y) is 29,550. The regression coefficient of 0.219 means that if learning motivation (X1) increases by 1 point, learning outcomes (Y) will increase by 0.219 points assuming the learning environment (X2) is considered zero. The regression coefficient number is 0.397, meaning that the learning environment (X1) increases by 1 point, then PPKn learning outcomes (Y) will increase by 0.397 points assuming learning motivation (X1) is considered zero. F Test Results is show in Table 9.

Table 9. F Test Results

Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	747.920	2	373.960	21.537	0.000b
	residual	1198080	164	17.363		
	Total	1946.000	166			

Based on the calculation results Table 9, it is obtained $F_{count} = 21,537 > F_{table} 3.05$ with $Df_1 = 2$ $Df_2 = 164$. Furthermore, it obtained a significance value of F of $0.000 < 0.05$. Based on these results, it can be concluded that simultaneously there is a significant positive correlation between learning motivation (X1) and learning environment (X2) with PPKn learning outcomes (Y) of grade 5 students in Dabin elementary schools, Bayat District. The coefficient of determination (R2) is expressed as a percentage. The value of R2 ranges from $0 \leq R_2 \leq 1$. Based on the output model summary table above, the Adjusted R Square value is 0.384, this indicates the correlation of learning motivation (X1) and learning environment (X2) with PPKn learning outcomes (Y) of 38.4% and the remaining 61.6% is influenced by other variables that were not examined in this study.

Discussion

Correlation of Learning Motivation with Pancasila and Civic Education Learning Outcomes

One of the factors that can influence the high and low learning outcomes of Pancasila and Civic Education of fifth grade students of elementary school is the learning motivation factor. Motivation is one of the internal factors that can affect the level of learning achievement. High learning motivation can encourage someone making efforts to achieve better learning outcomes. Motivation to learn can grow with encouragement from inside or from outside. Motivation is one of the factors that influence the effectiveness of student learning activities. It is a process within the individual that is active, encourages, provides direction, and maintains behavior at all times (Hsu & Guo, 2023; F. Zhang et al., 2022). Motivation can also be interpreted as the influence of needs and willingness on the intensity and direction of one's behavior. Learning motivation is a tendency or encouragement to learn in completing activities or work with an active effort in order to provide the best results (Dewi & Syarif, 2020; Gehle et al., 2022). Motivation drives a person to achieve goals. The intended purpose is the learning outcomes of Pancasila and Civic Education (PPKn). PPKn learning outcomes are the results achieved while attending PPKn lesson in a certain period in a certain educational institution in which the results are expressed in the form of numbers or other symbols. PPKn learning outcomes are the culmination of the learning process that occurs because of the evaluation of PPKn teachers. The results are in the form of teaching impacts that are beneficial to students.

Motivation is one of the psychological factors that have a big influence in determining success of human activities, including learning activities. The high learning motivation of student is considered capable of having a positive influence on the process and learning outcomes (Dong & Liu, 2022; Sultoni et al., 2018). This research is in line with previous study that found a significant correlation between learning motivation and science learning outcomes of fourth-grade elementary school students (Prananda & Hadiyanto, 2019). Furthermore, this research is also in line with the research that was conducted which found a positive relationship between Learning Motivation and Mathematics learning outcomes of elementary students (Irfan, 2018). Similarly, other study revealed that there was a positive and significant relationship between learning motivation and learning outcomes for Islamic education in 5 grade students of elementary school Based on the descriptive analysis, it was found that the learning motivation score was 82.32% of the ideal score, and was in the good category (Kurniawati & Amir, 2022). Furthermore, based on the results of the t test, the tcount (3.965) > ttable (1.654) with a sig value of $0.000 < 0.05$, it can be concluded that there is a significant positive correlation between learning motivation (X1) and PPKn learning outcomes (Y) of 5 grade students of Dabin 1 elementary schools in Bayat District.

Correlation of Learning Environment with Civic Education Learning Outcomes

Based on the descriptive analysis, it was obtained that the achievement level of the learning environment was 68.42% of the ideal score, and classified into the sufficient category. Furthermore, based on the results of the t test, the value of $t_{count} (6.191) > t_{table} (1.654)$ with a sig value of $0.000 < 0.05$, so it can be concluded that there is a significant positive correlation between the learning environment (X1) and PPKn learning outcomes (Y) of 5 grade students of Dabin 1 elementary schools in Bayat District. Another factor that can influence the learning outcomes is the learning environment. Learning environment is an environment where the process of interaction between educators and students occurs. The process of interaction in learning can have an impact on the output of student learning outcomes (Aidarbekova et al., 2021; Budiyo, 2020). The learning environment is formed through physical environmental conditions, the influence of study partners and technological knowledge. Ki Hadjar Dewantara, classified learning environment into three and is better known as the three education center. It includes the family environment, school environment and community environment.

The family environment is the first environment and has the most significant impact on students. Students get basic abilities that are intellectual or social from family members, from mothers, fathers and siblings. Parents will be role models for students because every student will imitate the habits of their older family members and the most important thing is to imitate the habits of their parents (Istiana et al., 2018; Jabor & Azhar, 2019). Next, the school environment is a formal educational institution that systematically carries out guidance, teaching and training programs in order to help students be able to develop their potential both in terms of moral-spiritual, intellectual, emotional and social aspects (Arya Pratiwi et al., 2018; Lahdenpera et al., 2022). Community environment is one of the educational environment that plays an important role in the development of students. Education in the community environment is direct education that can add experience to students. Community will teach students to behave in social life. A good community environment will also have a good impact on students, conversely a bad community environment will also have an unfavorable impact on students (Kusumawati et al., 2017; Schweder & Raufelder, 2022).

Learning environment aims to understand and interpret environment and experience. Understanding the environment and learning experience makes students able to be more comfortable in interacting with learning. Learning comfort has an impact on an effective and maximum learning process. An effective learning process can influence and stimulate student learning outcomes. Hence, learning outcomes are directly influenced by students' learning environment. This study is in line with previous study stated that learning environment has a real and positive relationship with the mathematics learning outcomes of students at SDN Gugus 1, East Denpasar District (Arya Pratiwi et al., 2018). Apart from that, this research is in line with research conducted which states that there is a significant relationship between the learning environment and the learning outcomes of fifth grade students at Madrasah Ibtidaiyah, Dharmasraya Regency (Susanti & Khodiq, 2019). Furthermore, this research is also in line with other research that found learning environment had a significant positive effect on student economics learning outcomes (Wahyuningtyas & Askafi, 2018).

Correlation of Learning Motivation and Learning Environment with Pancasila and Civic Education Learning Outcomes

The above analysis showed that the score for PPKn learning outcomes was 73.64% of the ideal score, and was in the sufficient category. Furthermore, based on the results of data analysis, the price obtained was $F_{count} = 21,537 > F_{table} 3.05$ with a significance value of F of $0.000 < 0.05$. Based on these results, it can be concluded that simultaneously there was a significant positive correlation between learning motivation (X1) and learning environment (X2) with PPKn learning outcomes (Y) of student class V SD in Dabin V, Bayat District. Furthermore, based on the summary model output, an Adjusted R Square value of 0.384 was obtained. This indicates a high correlation of learning motivation (X1) and learning environment (X2) with PPKn learning outcomes (Y) of 38.4% and the remaining 61.

Learning motivation can grow with encouragement from within oneself and encouragement from outside. The need factor can be used as one of the motivations within the individual to learn. Increase the feeling of need for something to get better results. Meanwhile, the learning environment is formed due to the existence of learning environmental factors. A good learning environment is able to support a person to be able to carry out the maximum learning process (Hamza et al., 2020; Susilawati et al., 2019). It is also able to encourage better learning achievement. Moreover, it can be formed by increasing the effectiveness of the learning environment. The learning environment in questionnaire items consists of the family environment, school environment, and community environment. A conducive environment can increase one's learning motivation (Arianti, 2019; Dignath & Büttner, 2018). A conducive environment is a factor

of encouragement from outside, it can be in the form of encouragement given by educators or teachers to students, facilities that support learning activities so that they can foster students' interest in learning, or giving rewards and punishments to students.

Learning outcomes of PKKn subject is the result of a teaching and learning process and the transfer of knowledge from teachers to students. The learning outcomes can be influenced by learning motivation and student learning environment. A supportive learning environment can improve the quality of student learning. Great learning motivation in achieving learning outcomes supported by encouragement from various parties can foster a student's encouragement to make efforts to achieve good learning achievement. If students have high learning motivation and are supported by a conducive learning environment, their achievement and learning outcomes will also be better too. The results of this study are in line with research conducted that stated there is a positive and significant influence simultaneously between learning motivation and learning environment on student learning outcomes (Wu et al., 2015). Furthermore other study argued learning motivation and learning environment simultaneously have a significant positive relationship of 16% on mathematics learning achievement (Irfan, 2018).

4. CONCLUSION

The high level of student learning motivation is considered capable of having a positive influence on learning processes and outcomes. Additionally, good learning environment that starts from the family and community environment will also have a good impact on students. Conversely, poor family and community environment will also have an unfavorable impact on students. If students have high learning motivation and are supported by a conducive learning environment, they will also have better learning achievement.

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