

## **The Influence of Learning Environment on Academic Achievement in Management Economics Subjects at SMK Taman Ilmu Depok, Office Management and Business Services Department**

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### **Abstract**

This study aims to determine the influence of the learning environment on academic achievement in Management Economics subjects among 10th-grade students in the Office Management and Business Services Department at SMK Taman Ilmu Depok. The population and sample consisted of 36 10th-grade students from the Office Management and Business Services Department at SMK Taman Ilmu Depok. The study employed a quantitative research method, with data collected through observations and questionnaires. The results of the simple linear regression analysis yield the equation  $Y = 21.214 + 0.935X$ . Here, the constant (a) value of 21.214 represents the base academic achievement when the learning environment variable is zero. This demonstrates the influence of the learning environment on academic achievement in Management Economics subjects. The correlation coefficient of 0.673 indicates a strong relationship. Furthermore, the coefficient of determination of 45.29% signifies that the learning environment explains 45.29% of the variance in academic achievement, while the remaining 54.71% is attributed to other factors not hypothesized in this study. Hypothesis testing resulted in  $t_{\text{calculated}} (7.280) > t_{\text{table}} (2.030)$ , indicating that the learning environment significantly influences academic achievement in Management Economics subjects among 10th-grade students in the Office Management Department.

**Keywords:** learning environment; academic achievement; management

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## **INTRODUCTION**

Education is one of the fundamental aspects of individual and national life. Developed and prosperous countries around the world generally have professional and high-quality education systems. Education is highly sought after by society as it is believed to improve an individual's quality of life. According to data from [worldtop20.org](http://worldtop20.org), which ranks education systems in 203 countries, Denmark occupies the first position, followed by South Korea in second place, and the Netherlands in third. Indonesia's Minister of Education and Culture, Muhadjir Effendy, once visited Denmark to learn from its success in achieving the top ranking in global education (Harususilo, 2018). Denmark's excellence can be attributed to five key factors: a learning-through-play approach, the integration of curricula with digital resources, the blending of formal and non-formal education, collaboration with companies, and the preservation of cultural values, all of which directly or indirectly contribute to academic achievement.

Academic achievement refers to the results obtained by students after undergoing the teaching and learning process. Winkel (2014) defines academic achievement as "evidence of an individual's attainment through learning efforts." Academic achievement

is reflected in grades assigned by teachers based on the subjects studied by students. Every learning process aims to produce optimal learning outcomes. However, academic achievement is influenced by various factors, categorized into external and internal factors. External factors include family background, school environment, and community. Internal factors include physiological conditions (e.g., physical health) and psychological factors (e.g., intelligence, attitudes, interests, talents, and motivation).

One of the challenges faced by students is low achievement in certain subjects, such as economics, which many students find difficult. However, some students consider economics interesting because it challenges them to think critically. Learning activities in schools are evaluated based on academic achievement, measured against the Minimum Competency Criteria (KKM). The KKM is a standard set by schools based on student characteristics, subject matter, and institutional conditions, as regulated in Indonesia's Ministerial Regulation No. 23 of 2016, Article 1, Paragraph 6.

The role of the learning environment is crucial in improving academic achievement. Students who have not reached the KKM require significant support from their learning environment. As an external factor, the learning environment encompasses family, school, and community. A conducive learning environment can positively influence students' academic performance. According to Ki Hajar Dewantara, there are three types of learning environments: 1) Family (informal environment): Provides the foundation for education; 2) School (formal environment): Imparts knowledge; and 3) Community (non-formal environment): Acts as a social control through customs and norms.

Given these considerations, the authors are interested in studying the influence of the learning environment on academic achievement. This research focuses on the Management Economics subject for 10th-grade students in the Office Management and Business Services Department at SMK Taman Ilmu Depok.

## METHODS

This research was conducted from January to June 2024 at SMK Taman Ilmu Depok, located on Jl. H. Sulaiman No. 9 Bedahan, Sawangan District, Depok City, West Java, 16519. The study utilized a quantitative approach with an associative research design. The population of the study comprised 391 students, as detailed in the table below:

**Table 1.** Student Population at SMK Taman Ilmu Depok

No	Description	Male	Female	Total
1	Grade X MPLB Department	17	20	37
2	Grade X PM 1 Department	17	19	36
3	Grade X PM 2 Department	22	11	33
4	Grade X TSM Department	20	0	20
5	Grade XI OTKP Department	15	25	40
6	Grade XI BDP 1 Department	23	12	35
7	Grade XI BDP 2 Department	26	8	34
8	Grade XI TBSM Department	27	2	29
9	Grade XII OTKP Department	17	17	34
10	Grade XII BDP 1 Department	26	10	36
11	Grade XII BDP 2 Department	24	6	30
12	Grade XII TBSM Department	27	0	27
<b>TOTAL</b>		<b>261</b>	<b>130</b>	<b>391</b>

The sampling technique employed in this study was purposive sampling, selecting Grade X PM 1 students as the sample, consisting of 36 students.

### *Data Collection and Analysis*

Data were collected through documentation and questionnaires, both of which were tested for validity and reliability. The analysis involved the following steps:

1. *Preliminary Tests*: Classical assumption tests, including normality, linearity, and other prerequisites for simple linear regression analysis.
2. *Simple Linear Regression Analysis*: Used to determine the effect of the learning environment (independent variable) on academic achievement (dependent variable).
3. *Hypothesis Testing*: Conducted using a t-test to assess the significance of the learning environment's influence on academic achievement.
4. *Coefficient of Determination ( $R^2$ )*: Used to evaluate the extent to which the learning environment contributes to academic achievement.

## **RESULTS & DISCUSSION**

### **Results**

#### *Simple Linear Regression Analysis*

The simple linear regression analysis produced the following equation:

$$Y = 21,214 + 0,935X$$

Where:

- Y: Academic achievement
- X: Learning environment
- 21.214: Constant value (a) indicating the baseline academic achievement when the learning environment variable is zero.
- 0.935: Regression coefficient (b) indicating that for every 1-unit increase in the learning environment score, academic achievement increases by 0.935 units.

This equation demonstrates that the learning environment positively influences academic achievement.

#### *Coefficient of Determination ( $R^2$ )*

The coefficient of determination ( $R^2$ ) explains the proportion of variance in academic achievement that is attributable to the learning environment.

**Table 2.** Coefficient of Determination Results

<b>R</b>	<b><math>R^2</math></b>	<b>Contribution (%)</b>	<b>Residual Factors (%)</b>
0.673	0.4529	45.29	54.71

The  $R^2$  value of 0.4529 indicates that the learning environment contributes 45.29% to students' academic achievement. The remaining 54.71% is influenced by other factors not included in this study.

#### *Hypothesis Testing*

**Table 3.** Hypothesis Testing Results

<b>t-calculated</b>	<b>t-table</b>	<b>Significance</b>	<b>Decision</b>
7.280	2.030	0.000	$H_0$ rejected; $H_a$ accepted

he hypothesis test results show that tt-calculated (7.280) is greater than t-table (2.030) with a significance value of 0.000 (less than 0.05). This indicates a significant influence of the learning environment on academic achievement.

### *Interpretation*

The findings reveal a strong positive relationship between the learning environment and academic achievement. The regression coefficient indicates that improvements in the learning environment contribute directly to better academic performance. Moreover, the t-test confirms the statistical significance of this relationship.

### *Discussion*

The results of this study indicate a significant influence of the learning environment on students' academic achievement in Management Economics subjects among 10th-grade students of the Office Management and Business Services Department at SMK Taman Ilmu Depok. These findings are consistent with previous studies that emphasize the importance of a conducive learning environment in enhancing student performance.

The learning environment plays a pivotal role in shaping students' academic outcomes. A supportive and conducive environment, including family, school, and community settings, provides students with the motivation and resources necessary to achieve their educational goals. According to Ki Hajar Dewantara, the family serves as the foundation for education, schools act as formal institutions for knowledge transfer, and the community provides a framework of social norms and values.

The results of this study, which show a significant contribution of 45.29% by the learning environment to academic achievement, reinforce this framework. The remaining 54.71% can be attributed to other factors such as student motivation, teacher effectiveness, and access to educational resources.

This study aligns with the findings of Hidayat (2015), who demonstrated a significant relationship between the learning environment and academic achievement in Economics among high school students. Similarly, Mifthahurrachman (2015) found a positive and significant correlation between emotional intelligence, the learning environment, and students' performance in Accounting subjects. These studies collectively highlight that a conducive learning environment fosters greater academic engagement and achievement.

The questionnaire data collected from students at SMK Taman Ilmu Depok reveal that students make concerted efforts to achieve their academic goals. Students expressed a strong desire to understand the material and contribute to their success in Management Economics. This intrinsic motivation, coupled with a positive learning environment, helps students overcome challenges and achieve better outcomes.

For example, students reported feeling more engaged when teachers created a supportive and enjoyable classroom atmosphere. This suggests that the role of teachers is crucial in enhancing students' concentration and enthusiasm during the learning process. Teachers who establish a comfortable and secure learning environment encourage students to actively participate and perform well academically.

While this study highlights the importance of the learning environment, it also underscores the need for further research to explore other contributing factors to academic achievement. Future studies could examine the interplay between intrinsic motivation, teacher effectiveness, and technological advancements in education.

## CONCLUSION

This study concludes that the learning environment significantly influences students' academic achievement in Management Economics subjects among 10th-grade students in the Office Management and Business Services Department at SMK Taman Ilmu Depok. The findings reveal that the learning environment contributes 45.29% to academic achievement, while the remaining 54.71% is influenced by other factors not examined in this study. A positive and conducive learning environment, including support from family, schools, and the community, is crucial in fostering better academic outcomes.

To enhance academic achievement, it is crucial to focus on fostering a supportive learning environment. Teachers should create classrooms that are comfortable, safe, and engaging, while adopting diverse teaching strategies that cater to various learning styles and preferences. Parents play a significant role by providing encouragement and maintaining a positive home environment, which can boost students' confidence and academic performance. Schools, on the other hand, should ensure adequate facilities and resources while offering professional development programs for teachers to enhance their teaching effectiveness. Communities can also contribute by promoting a culture that values education and actively supporting educational initiatives.

Future studies should address the limitations of this research by including direct interactions with students and exploring other factors that influence academic outcomes. Schools are encouraged to implement fair and holistic assessment systems that consider not only academic achievement but also students' mental health, attitudes, and parental involvement. By building on these findings, researchers and stakeholders can further explore ways to optimize the learning environment, ultimately improving students' academic success.

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