

**Factors Influencing Student Success in Learning Business Economics
Subjects: A Survey of 10th Grade Students
at SMK Islam Bahagia, West Jakarta**

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Abstract

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Bahagia Islamic Vocational School, located in West Jakarta, is a vocational institution with a concentration in accounting. This study aims to identify the factors that contribute to students' success in learning business economics subjects. A descriptive qualitative approach was employed, using observation and interviews as the main data collection methods. The participants consisted of 30 tenth-grade students and a business economics teacher. The findings reveal that student learning success is influenced by both internal and external factors. Internal factors include motivation, interest, learning styles, and student readiness. External factors consist of classroom environment, teacher roles, and school facilities. At Bahagia Islamic Vocational School, teachers implement various learning strategies, such as the Talking Stick method, to increase student interest and participation, while also addressing motivation and learning interest. By cultivating a conducive classroom environment, the school has successfully supported students in achieving optimal academic outcomes.

Keywords: business economics, learning success

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INTRODUCTION

Education plays a crucial role in shaping individuals, societies, and national economies. It opens doors of opportunity, enhances understanding, and fosters personal and social development. Education is now accessible through various methods and technologies, including online learning, distance courses, and digital educational resources. This has become increasingly important in today's digital and globalized world, where knowledge and information are easily accessed by individuals across the globe.

Education is one of the key pillars of sustainable development. It is essential for human progress, particularly in achieving advancements in information technology, social structures, and culture, which can only occur through the availability of robust educational institutions. Recognizing the importance of education, every component of a nation is expected to master diverse scientific disciplines that can be applied to daily life.

In Indonesia, educational development has entered a new phase through the integration of technology aimed at improving educational quality. Education is seen as a guarantee for the survival of a nation. The enhancement of human resources must begin with the improvement of basic education quality. Educational quality cannot be separated from the processes of teaching and learning, which are central to personal growth. Learning is a dynamic activity involving mental and physical engagement aimed at behavioral change through experiences and interaction with the environment, encompassing cognitive, affective, and psychomotor domains.

Learning can also be defined as a relatively permanent transformation in behavior or behavioral potential resulting from reinforced experience or practice. Broadly speaking, learning involves both behavioral and cognitive transformations. It is the result of a reciprocal relationship between stimulus and response. When a person's behavior changes positively through experience, it can be said that learning has occurred. In this context, learning is seen as a process where the stimulus functions as input and the response as output. If a person continues to study but fails to demonstrate behavioral change, especially from negative to positive, that individual has not truly learned.

Each student is unique, and these individual differences affect learning behavior and academic achievement. Learning achievement is inseparable from the learning process itself, as learning is the process while achievement is the result. There are two primary factors influencing student learning success: internal factors such as interest, motivation, health, discipline, and learning independence and external factors such as teachers, instructional materials, learning facilities, and the learning environment at home, school, and in the community.

Interest is a student's response to preferred or disliked stimuli. It reflects a tendency toward positive behaviors and serves as a strong motivator for learning. Student interest can be expressed through verbal affirmations of preference or manifested in active participation in specific activities. Interest is not innate but develops through interaction and experience. Interested students are more likely to enjoy lessons and remain engaged, while disinterested students may struggle with sustained effort due to a lack of intrinsic drive.

One cause of low learning interest in schools is a teacher's insufficient mastery of subject matter. Mastery of content is critical to achieving effective instruction. Without it, the learning process will not yield optimal results. Ideally, a teacher should possess a depth of knowledge exceeding the content being taught. Even if the teacher has strong subject knowledge, ineffective classroom management can result in a noisy, unstructured learning environment.

In the learning process, a teacher must possess the ability to adapt teaching strategies to students' developmental levels. A teacher's instructional style directly influences students' ability to engage and achieve mastery. Teacher behavior especially variation in teaching methods can increase student attention, facilitate the reception of learning materials, and provide motivation and enthusiasm. Instructional media and teaching resources also play an important role, as students differ in their sensory preferences (auditory, visual, verbal, etc.). Some prefer reading, others need to hear information first, and some combine both.

Instructional media are essential in motivating students to learn more actively and interactively. Media enrich the learning experience and can significantly increase student interest. As such, media integration is indispensable in classroom instruction. Effective use of media helps deliver content more clearly and promotes student engagement.

Learning strategies and media that stimulate students' interest are critical to achieving learning objectives. Instructional media serve as tools that influence classroom climate, learning conditions, and overall student motivation. They also provide variety and enhance the overall quality of learning.

METHODS

This study employed a qualitative descriptive research approach aimed at providing a detailed and in-depth understanding of the factors influencing student success in learning Business Economics at SMK Islam Bahagia, a vocational high school in West

Jakarta specializing in accounting and business subjects. This method enabled researchers to observe and interpret natural behaviors, perspectives, and learning environments without manipulating variables. The participants consisted of 30 tenth-grade students enrolled in the Business Economics course and one subject teacher directly responsible for instruction. Data were collected through classroom observation, semi-structured interviews, and documentation review.

Observations focused on student engagement, participation, classroom atmosphere, and instructional strategies, with field notes used to capture classroom dynamics. Interviews with the teacher and selected students provided insights into internal factors (e.g., motivation, interest, learning style) and external factors (e.g., teaching methods, facilities, and classroom environment) affecting learning. Supporting documents such as lesson plans, teaching materials, attendance records, and student performance reports were analyzed to triangulate the findings.

Data analysis followed the model by Miles, Huberman, and Saldaña (2014), consisting of three stages: data reduction (selecting and simplifying relevant information), data display (organizing data narratively and visually), and conclusion drawing with verification (interpreting and validating findings through triangulation). Triangulation across data collection methods and sources (students, teachers, documents) was employed to enhance the credibility and validity of the research results.

RESULTS & DISCUSSION

Results

Analysis of interviews with Ms. Devi Desvi Yanie, S.E., the Business Economics teacher, revealed insights into both teaching methods and factors affecting student success. The teaching method applied was the *Talking Stick* strategy, which involved initiating lessons with relevant stories, paying special attention to disengaged students, using multimedia instructional tools, varying learning activities, and fostering a positive and enjoyable classroom environment.

Internal factors influencing student success included physical and mental condition, motivation level, interest in the subject, attention span, and readiness for learning. External factors included the school, family, and community environments, classroom facilities, learning activities provided at school, quality of instructional materials, evaluation tools, and the conditions during assessments.

In summary, the use of interactive learning methods like Talking Stick, attention to student readiness and engagement, and awareness of both internal and external factors contribute significantly to a supportive learning environment that enhances student performance and learning experiences.

Discussion

This study identified two primary categories of factors influencing the success of learning Business Economics:

1. Internal Factors:

- **Motivation:** Student success is driven by intrinsic motivation, such as a strong interest in the subject, a desire to learn, and a deep understanding of the material.
- **Interest:** High interest leads to greater student participation, enthusiasm, and focus during lessons.

- Learning Style and Readiness: Every student has a preferred learning style and varying degrees of mental and physical preparedness. Teachers need to understand and adapt to these individual differences.
2. External Factors:
- Classroom Environment: A clean, quiet, and well-organized classroom enhances student focus and concentration.
 - Teacher's Role: Clear instruction, encouragement of student participation, and emotional support from teachers greatly influence student interest and motivation.
 - School Facilities: Access to modern instructional media and high-quality assessment tools supports a more effective and meaningful learning experience.

CONCLUSION

This study, conducted at a vocational high school in West Jakarta, found that students are generally interested in Business Economics because they perceive its relevance to real-life applications, particularly in the context of business and finance. The use of varied instructional methods increased student engagement and made learning more enjoyable, which in turn motivated students to actively participate in class activities.

Key factors driving student motivation and learning include teachers' ability to explain material effectively and creatively, the use of interactive teaching methods, and the provision of tasks that stimulate curiosity and are easy to understand. Internal factors such as motivation, interest, learning style, and readiness were found to significantly influence student success. Students with high motivation and interest are generally more active in learning and achieve better results.

Similarly, external factors such as the classroom environment, teacher involvement, and school facilities also play an important role. A quiet and conducive classroom promotes focus, while emotionally supportive teachers and adequate facilities (e.g., multimedia tools) contribute to effective and efficient learning.

By understanding and addressing both internal and external factors, and by applying appropriate learning strategies, teachers can create an educational environment that promotes student success. This not only improves academic performance but also enhances students' overall learning experiences.

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