

Critical Examination of the School Environment in Terms of Augmenting Motivation Among Students in Junior High Schools in Palu

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ARTICLE INFO

Article History:

Received : 24-Feb-2025

Revised : 15-March-2025

Accepted : 29-March-2025

Keyword:

School environment;

Learning motivation;

Islamic Religious education;

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ABSTRACT

This study aims to determine whether there is an influence of the school environment on the learning motivation of students at Negeri 9 Palu. The research method used in this study is quantitative. The instrument in this study uses a questionnaire. The research data that has been collected is analyzed with the help of a computer program using statistical product and service solution (SPSS), and the results of the hypothesis test are analyzed using a simple linear regression test. The results of the study show a calculated t value of $7.727 > t$ table 1.986. With a significant value of $0.001 < 0.005$. The results of this study can also be seen in the coefficient of determination that the contribution of the influence of the variable (X), namely the school environment, to the variable (Y), namely learning motivation, is 41%. The conclusion of the results of this study shows that there is a significant influence of the school environment on the learning motivation of students in the subject of Islamic Religious Education at SMP Negeri 9 Palu. This finding emphasizes the importance of a supportive and engaging school environment in fostering students' motivation to learn, particularly in subjects like Islamic Religious Education. Future research could explore additional factors that may further enhance learning motivation in this context.

How to Cite:

Putri, Aulia, et. al.,. Critical Examination of the School Environment in Terms of Augmenting Motivation Among Students in Junior High Schools in Palu. *Paedagogia: Jurnal Pendidikan*, 14(1), 55-72. <https://doi.org/10.24239/pdg.Vol14.Iss1.755>.

INTRODUCTION

The learning environment includes all elements around students, whether physical, psychological, social, or cultural, which influence their development and

growth in education.¹In the context of formal education, this term often refers to the school environment.

School is the first formal educational institution experienced by children. In it, parents have an important role in maintaining, caring for, protecting, and educating children to grow and develop optimally. The educational environment is one of the factors that influences the educational process itself.²Every part of the school environment has a contribution in supporting educational goals, and in general greatly influences student learning.³

The school environment as a place where teaching and learning activities take place involves interaction between teachers and students. Creating a conducive learning environment is an important factor in supporting learning success. The Learning Environment in this case includes the location and time of the educational process, including physical and social aspects.⁴The physical environment includes buildings, classrooms, and other school facilities. While the social environment includes interactions between students, teachers, and the learning resources used.⁵

The school environment has a significant impact on the learning process of students. According to the Ministry of National Education, learning that utilizes the environment allows students to connect abstract concepts with real experiences through the process of discovery and connection.⁶According to Slameto, as quoted by Erlina Zanita, learning is a process of individual effort carried out to understand new behavioral changes, both as a whole and not, and the results of their experiences in interacting with their environment.⁷Therefore, a supportive school environment will greatly help create a conducive learning process.

A safe, comfortable, and enjoyable school environment plays a major role in creating an effective learning atmosphere. This was emphasized by President

¹ Harjali, Arranging Learning Environment Strategies for Teachers and Schools (Malang-East Java: CV. Seribu Bintang, 2019).24.

² Farhan Saefudin Wahid et al., (2020). "The Influence of Family and School Environment," Syntax Literate: Indonesian Scientific Journal 5, no. 8, 555–64.

³ Anisah Putri Br Munthe (2023). "The Influence of the Environment on Students' Learning Motivation," Algebra: Journal of Education, Social and Science 3, no. 2, 83–88, <https://doi.org/10.58432/algebra.v3i2.752>.

⁴ Harjali, Learning Environment Arrangement Strategies for Teachers and Schools.59-60.

⁵ Yunita Sihite, Lisbet Novianti Sihombing, and Desi Sirjabat, "The Influence of School Environment on Learning Motivation of Fifth Grade Students of Model Public Elementary Schools," Journal on Education 06, no. 01 (2021): 2905–14, <http://dx.doi.org/10.31219/osf.io/tcyq6>.

⁶ Hamzah B. Uno Muhammad Nurdin, Learning with the PAILKEM Approach: *Active Learning, Innovative, Environmental, Creative, Effective, Interesting*, 2nd ed. (Jakarta: Bumi Aksara, 2012).24.

⁷ Erlina Zanita, (2018) "The Influence of School Learning Environment and Learning Motivation on the Independence of Learning Islamic Religious Education of Students at Elementary School 14 South Bengkulu," Al-Bahtsu Journal 3, no.1 <https://doi.org/https://ejournal.uinfasbengkulu.ac.id/index.php/albahtsu/article/view/1300>.

Joko Widodo in the opening of the XXIII PGRI congress on March 2, 2024, that schools must be a "safe house" for students, namely a safe place to learn, ask questions, be creative, and socialize without fear.⁸

An ideal school environment can foster learning motivation, especially in Islamic Religious Education subjects. In Islamic Religious Education subjects, students do not only learn in class, but can also utilize facilities such as mosques. Learning in a mosque can create a religious atmosphere and support understanding and appreciation of Islamic values.

According to Hamzah B. Uno, learning motivation is influenced by intrinsic and extrinsic motivation. These factors include the desire to succeed, the drive and need to learn, hopes and aspirations for the future, rewards in learning, and a conducive environment.⁹ Iskandar added that students' intrinsic learning motivation is greatly influenced by external factors, including the surrounding environment.¹⁰ Dimyanti and Mudjiyono stated that learning motivation is influenced by the ideals and aspirations of students, student abilities, student conditions, and the environment in which students learn.¹¹ They also emphasized the importance of teacher quality, learning facilities and infrastructure, school social environment, and school curriculum as external factors that influence learning activities.¹²

Several studies have also strengthened that the school environment has a major influence on learning. Syarifah Soraya and Navis Nur Alizza found that a positive school environment can improve learning outcomes in Islamic Religious Education.¹³ Research by Muhammad Iksan and Ishak Syarozi also shows that the school environment helps shape students' morals.¹⁴ Afrida Nesya Putri and Nasiti

⁸ Public Relations, "Opening the XXIII PGRI Congress, the President Emphasizes the Importance of a Safe School Environment," Public Relations, 2024, <https://doi.org/https://setkab.go.id/buka-kongres-xxiii-pgri-presiden-tegaskan-pentingnya-lingkungan-sekolah-yang-aman/>.

⁹ Herawati et al., *Motivation in Education (Theory Concept and Application)*, (Malang: PT. Literasi Nusantara Abadi Group, 2023), p.29-30.

¹⁰ Muhammad Nurdin, *Learning With PAILKEM Approach: Active Learning, Innovative, Environmental, Creative, Effective, Interesting*.137.

¹¹ Kompri, *Learning Motivation from the Perspective of Teachers and Students*, First Edition (Bandung: PT Remaja Rosdakarya, 2015).231-232.

¹² Muhammad Soleh Hapudin, *Learning and Teaching Theory Creates Creative and Effective Learning*, 2nd edition (Jakarta: KENCANA, 2021).248.

¹³ Syarifah Soraya and Navis Nur Alizza, "The Influence of the Environment on Islamic Religious Education Learning Outcomes," *TAHDZIB AL-AKHLAQ Journal of Islamic Education* 6, no. 1 (June 28, 2023): 2721–2521, <https://doi.org/https://doi.org/10.34005/tahdzib.2664>.

¹⁴ Muhammad Iksan and Ishak Syairozi (2024). "Towards the Morals of Students at SMP Negeri 194 Jakarta" <https://doi.org/https://journal.universitaspahlawan.ac.id/index.php/jrpp/article/view/31922/21450>.

Mufidah also found that the school environment had an influence on student discipline.¹⁵

Based on this, it can be concluded that the school environment not only influences learning motivation, but also other aspects such as student morals and discipline.

Based on the observation results, researchers at SMP Negeri 9 Palu, this school has a good physical environment, adequate facilities and infrastructure such as a large mosque, sufficient classrooms, a good library, a spacious and clean garden, and a supportive social environment. Researchers are interested in the use of mosques and classrooms as places for learning Islamic Religious Education. observations show the enthusiasm of students in following lessons both in class and in the mosque. This raises questions for researchers regarding the factors that influence these preferences, whether they are purely the desires of students, teacher encouragement, or other factors.

Thus, researchers are interested in studying further about the school environment influencing students' learning motivation in Islamic Religious Education subjects. The results of this study are expected to contribute to schools in creating a conducive learning environment, as well as being a reference for Islamic Religious Education teachers in utilizing facilities and infrastructure optimally to increase students' learning motivation.

Methods

This study uses a quantitative approach, which is a research method based on the philosophy of positivity. This method is used to study a certain population or sample with quantitative or statistical data collection with the aim of describing and testing a predetermined hypothesis.¹⁶Quantitative methods utilize numbers and statistical tools in analyzing collected data. By using a descriptive statistical approach design, which functions to provide a general description or understanding of the research object based on existing sample or population data, without conducting analysis or drawing conclusions that apply generally.¹⁷And inferential statistics is a branch of statistics that is used to analyze samples, with the aim of generalizing the results to the sample population.¹⁸The research subjects that are the focus of this study are 963 students of SMP Negeri 9 Palu. All subjects that will be measured will be the unit of analysis in this study.¹⁹Determination of the sample refers to the Slovin formula with a 10% error rate, the number of samples obtained is 90.5 rounded up to 91 samples. Then, for sampling from the population, the proportional random sampling technique is

¹⁵ Afrida Nesya Putri and Nastiti Mufidah, "The Influence of Family Environment and School Environment on Student Discipline," *ASANKA: Journal of Social Science And Education* 2, no. 1 (2021): 133–48, <https://doi.org/10.21154/asanka.v2i1.3031>.

¹⁶ Sugiyono, *Quantitative Research Methods*, 2nd Edition (Bandung: Alfabeta, 2019).15.

¹⁷ Sugiyono, *Statistics for Research*, 12th ed. (West Java: Alfabeta, 2007).29.

¹⁸Ibid.,29

¹⁹ Sugiyono, *Statistics in Research*, Cer. XXXI (Bandung: Alfabeta, 2021).23.

used, where the ratio between the number of each group is divided by the total number and multiplied by the number of samples that have been previously determined.²⁰

$$\text{Grade 7: } \frac{331}{963} \times 91 = 31.2 \text{ rounded to } 31$$

$$\text{Grade 8: } x \ 91 = 32.9 \text{ rounded to } 33 \frac{349}{963}$$

$$\text{Grade 9: } x \ 91 = 26.7 \text{ rounded to } 27 \frac{283}{963}$$

The instrument used in this study is a questionnaire. The Likert scale has five levels, namely: Strongly agree, indicating that students who choose the strongly agree option will get a score of five. Agree, indicating that students who choose the agree option will get a score of four. Doubt, indicating that students who choose the doubt option will get a score of three. Disagree, indicating that student respondents who choose the disagree option will get a score of two. And strongly disagree, indicating that students who choose the strongly disagree option will get a score of one.

Table 1
Matrix

Variables	Indicator	Question items	Amount
Independent variable (X) School environment	- The physical environment, namely infrastructure	1,2,3,4,5,6,7,	7
	- The social environment is the interaction between teachers and students.	8,9,10,11,12,13,14	7
	- Academic environment, namely teaching and learning activities	10,11,14,15,16,17,18,19,20,21	7
Dependent variable (Y) Learning motivation	- There is a drive and need to learn	22,23,24,25	4
	- Having hopes and dreams for the future	26,27,28,29	4
	- There is appreciation in learning.	30,31,32,33	4
	- There are interesting activities in learning.	34,35,36,	3
	- The existence of a conducive learning environment.	37,38,39,40	4

The data analysis method applied in this study before testing the hypothesis, the prerequisite tests were carried out, namely the Kolmogorov-Smirnov normality test, the probability plot normality test, the histogram

²⁰ Yusuf Muri, Quantitative, Quantitative and Combined Research Methods, First Edition (Kencana, 2014).162-163

normality test, the linearity test, the simple linear regression test and the determination coefficient test. Before that, the validity test and the rehabilitation test were carried out first. The validity test in this study was first calculated manually, then the statement items were tabulated into Microsoft Excel and then analyzed using IBM Statistical Product and Service Solution (SPSS) software. After the analysis, it will be known which statement items are valid or invalid. With the guideline if $r_{count} > r_{table}$ with a significance of 5% then the statement item is valid. If the r_{count} value $< r_{table}$ then the statement item is invalid. Respondents 30 r_{table} used by the author is 0.361 as a comparison of r_{hitung} in the validity test. This trial was conducted on 30 students at SMP Negeri 9 Palu. With a school environment variable questionnaire of 21 statement items and a learning motivation variable questionnaire of 19 statement items.

Table 2
School Environment Validity Test

No. Item	rx _y	r _{table}	Status
1	0,4714222	0,361	Valid
2	0,4286338	0,361	Valid
3	0,4572188	0,361	Valid
4	0,3420145	0,361	Tidak valid
5	0,0601465	0,361	Tidak valid
6	0,4953627	0,361	Valid
7	0,6396385	0,361	Valid
8	0,4249439	0,361	Valid
9	0,4313366	0,361	Valid
10	0,6846109	0,361	Valid
11	0,5160305	0,361	Valid
12	0,5548298	0,361	Valid
13	0,394789	0,361	Valid
14	0,6389702	0,361	Valid
15	0,336948	0,361	Tidak valid
16	0,3895865	0,361	Valid
17	0,4453141	0,361	Valid
18	0,2949277	0,361	Tidak valid
19	0,5177182	0,361	Valid
20	0,625016	0,361	Valid
21	0,494957	0,361	Valid

The results of the data analysis showed that the validity test for variable x, namely the school environment, identified valid and invalid statement items. The number of valid statement items is 17 statements, namely statements 1,2,3,6,7,8,9,10,11,12,13,14,16,17,19,20,21. While the invalid statement items are 4 statements, namely statements 4,5,15 and 18. In this study, the author only took 17 instrument statements for variable x that were valid for the research test.

Based on the results of data analysis, the validity test for variable Y, learning motivation, shows that there are valid statements and some that are not valid.

Table 3
Test the validity of learning motivation

No. Item	rx _{ij}	r _{table}	status
1	0,63723	0,361	Valid
2	0,59156	0,361	Valid
3	0,52723	0,361	Valid
4	0,53488	0,361	Valid
5	0,66543	0,361	Valid
6	0,52375	0,361	Valid
7	0,61537	0,361	Valid
8	0,44784	0,361	Valid
9	0,65156	0,361	Valid
10	0,50643	0,361	Valid
11	0,50578	0,361	Valid
12	0,37322	0,361	Valid
13	0,50297	0,361	Valid
14	0,55529	0,361	Valid
15	0,66038	0,361	Valid
16	0,56656	0,361	Valid
17	0,42443	0,361	Valid
18	0,63835	0,361	Valid
19	-0,0096	0,361	Tidak valid

There are 18 statement items that are declared valid, namely 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18, while only 1 statement item is invalid, namely 19.

Table 4 Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.906	35

The table above shows that the Cronbach's Alpha value is 0.906 with 35 items. Based on reliability guidelines, an instrument is considered reliable if the Cronbach's Alpha value exceeds 0.6. Therefore, it can be concluded that the 35 items are reliable because they have a Cronbach's Alpha value of 0.906, which is higher than 0.6.

RESULTS AND DISCUSSION

Data Description From Research Results

The information that has been collected from the findings of the questionnaire results distributed to students and processed into a table by utilizing descriptive percentages. The purpose of this process is so that the information that has been obtained can provide meaning and explanation. Furthermore, the data will be analyzed using a simple linear regression formula by utilizing the IBM SPSS (Statistical product and service solution) for windows 29 computer program.

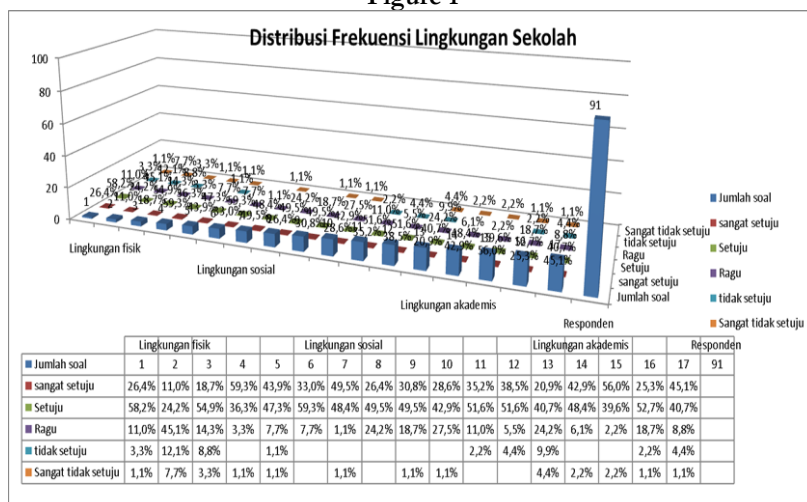
a. School Environment

The overall frequency distribution of the school environment of SMP Negeri 9 Palu can be seen in the following table:

Kategori	N	Butir soal		Sangat Setuju	Setuju	Ragu	Tidak setuju	Sangat Tidak setuju
Lingkungan Fisik	91	1	F	24	53	10	3	
			%	26,4%	58,2%	11,0%	3,3%	1,1%
	91	2	F	10	22	41	11	7
			%	11,0%	24,2%	45,1%	12,1%	7,7%
	91	3	F	17	50	13	8	3
%			18,7%	54,9%	14,3%	8,8%	3,3%	
91	4	F	54	33	3		1	
		%	59,3%	36,3%	3,3%	0,0%	1,1%	
91	5	F	39	43	7	1	1	
		%	43,9%	47,3%	7,7%	1,1%	1,1%	
Lingkungan sosial	91	6	F	30	54	7		
			%	33,0%	59,3%	7,7%		
	91	7	F	45	44	1		1
			%	49,5%	48,4%	1,1%		1,1%
	91	8	F	24	45	22		
			%	26,4%	49,5%	24,2%		
	91	9	F	28	45	17		1
			%	30,8%	49,5%	18,7%		1,1%
91	10	F	26	39	25		1	
		%	28,6%	42,9%	27,5%		1,1%	
91	11	F	32	47	10	2		
		%	35,2%	51,6%	11,0%	2,2%		
91	12	F	35	47	5	4		
		%	38,5%	51,6%	5,5%	4,4%		
Lingkungan Akademis	91	13	F	19	37	22	9	
			%	20,9%	40,7%	24,2%	9,9%	4,4%
	91	14	F	39	44	6		2
			%	42,9%	48,4%	6,1%		2,2%
	91	15	F	51	36	2		2
%			56,0%	39,6%	2,2%		2,2%	
91	16	F	23	48	17	2	1	
		%	25,3%	52,7%	18,7%	2,2%	1,1%	
91	17	F	41	37	8	4	1	
		%	45,1%	40,7%	8,8%	4,4%	1,1%	
Jumlah seluruh item indikator lingkungan fisik	455	29%		144 (32%)	201 (44%)	74 (16%)	23 (5%)	13 (3%)
Jumlah seluruh item indikator lingkungan sosial	637	41%		220 (48%)	321 (71%)	87 (19%)	6 (1%)	3 (1%)
Jumlah seluruh item indikator lingkungan akademis	455	29%		173 (38%)	202 (44%)	55 (12%)	15 (3%)	10 (2%)
Jumlah keseluruhan item	1547							

To provide a clearer picture of the distribution of respondents' assessments of the school environment, here is a bar chart that illustrates the percentage of respondents' assessments of the school environment. in choosing the categories strongly agree, agree, undecided, disagree, and completely strongly disagree. This visualization aims to provide a clearer understanding of the respondent's proposition in each question category.

Figure 1



b. Motivation to learn

The frequency distribution of learning motivation of students at SMP Negeri 9 Palu in the subject of Islamic Religious Education as a whole can be seen in the following table:

Kategori	N	Butir Soal		Sangat setuju	Setuju	Ragu	Tidak setuju	Sangat tidak setuju
Motivasi Intrinstik	91	1	F	68	20	2		1
			%	74,7%	22,2%	2,2%		1,1%
	91	2	F	72	13	5		
			%	79,1%	14,3%	5,5%		
	91	3	F	62	23	5		
			%	68,1%	25,3%	5,5%		
	91	4	F	68	20	2		1
			%	74,7%	22,0%	2,2%		1,1%
	91	5	F	49	35	6	1	
			%	53,8%	38,5%	6,6%	1,1%	
	91	6	F	41	40	10		
			%	45,1%	44,0%	11,0%		
Motivasi ekstrinstik	91	7	F	11	8	48	22	2
			%	12,1%	8,8%	52,7%	24,2%	2,2%
	91	8	F	13	15	35	26	2
			%	14,3%	16,5%	38,5%	28,6%	2,2%
	91	9	F	10	19	25	25	12
			%	11,0%	20,9%	27,5%	27,5%	13,2%
	91	10	F	13	35	17	17	9
			%	14,3%	38,5%	18,7%	18,7%	9,9%
	91	11	F	22	46	19	3	1
			%	24,2%	50,5%	20,9%	3,3%	1,1%
	91	12	F	39	41	7	4	
			%	42,9%	45,1%	7,7%	4,4%	
	91	13	F	38	33	17	2	1
			%	41,8%	36,3%	18,7%	2,2%	1,1%
	91	14	F	29	42	16	4	
			%	31,9%	46,2%	17,6%	4,4%	
	91	15	F	46	39	2	2	2
			%	50,5%	42,9%	2,2%	2,2%	2,2%
91	16	F	28	40	19	4		
		%	31%	44%	21%	4%		
91	17	F	61	27	2		1	
		%	67,0%	29,7%	2,2%		1,1%	
91	18	F	40	24	20		2	
		%	44,0%	26,4%	22,0%		2,2%	
Jumlah seluruh item indikator motivasi instrinstik	726	45%		384 (84%)	174 (38%)	113 (25%)	49 (11%)	6 (1%)
Jumlah seluruh item indikator motivasi ekstrinstik	905	55%		326 (72%)	346 (76%)	144 (32%)	61 (13%)	28 (6%)
Jumlah keseluruhan item	1631							

To provide a clearer picture of the distribution of respondents' assessments of students' Learning Motivation, here is a bar chart that illustrates the percentage of respondents to students' learning motivation in Islamic Religious Education subjects who chose the categories strongly agree, agree, and strongly disagree. This diagram provides a visual depiction of the data that has been explained previously, so that it can be seen what percentage of respondents gave each assessment to each item of the learning motivation statement.

Requirements Analysis Test

Determining the influence of the school environment on students' learning motivation in the subject of Islamic Religious Education at SMP Negeri 9 Palu, so in this case, testing it using an inferential statistical design with simple linear regression analysis, but first it is necessary to analyze the prerequisite tests, namely the normality test and the linearity test.

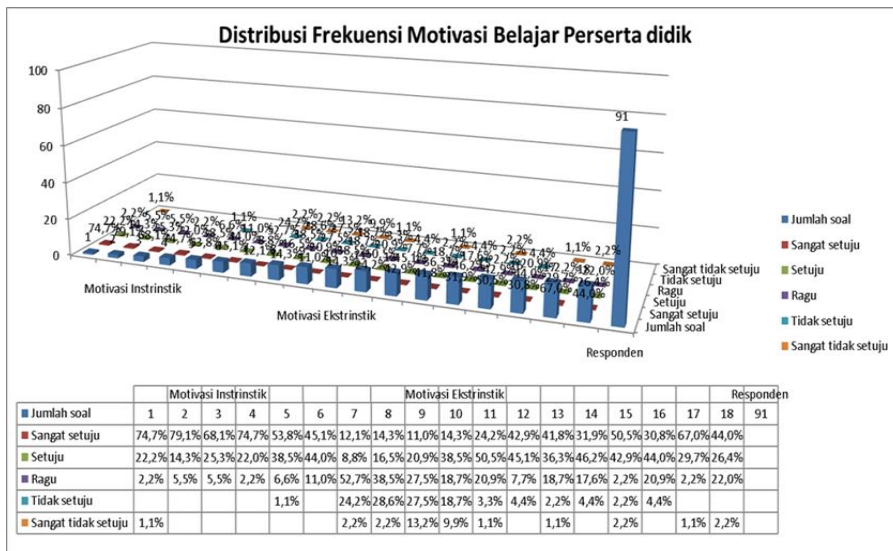


Figure 2

Normality Test

a. Kolmogorov-Smirnov test

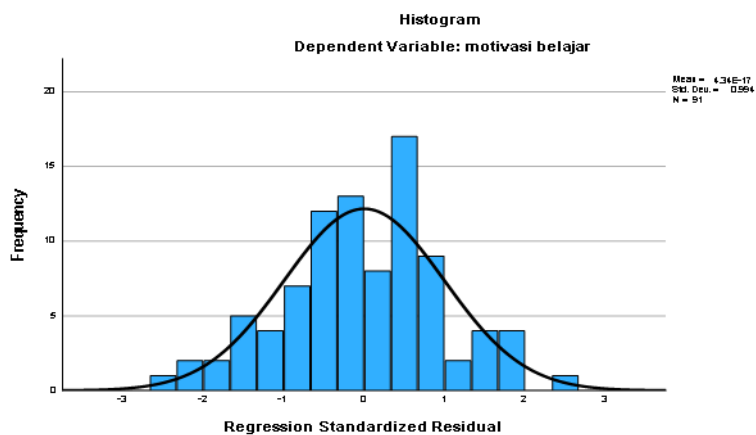
The normality test aims to determine whether the two variables in the regression model are normally distributed or not. A good regression model is characterized by normally distributed data. In this study, the normality tests used are the Kolmogorov-Smirnov normality test, the histogram normality test, and the probability plot normality test using IBM Statistical product and service solution (SPSS) version 29. The normality test is shown in the graph below:

		Unstandardized Residual	
N		91	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	6.61174035	
Most Extreme Differences	Absolute	.060	
	Positive	.049	
	Negative	-.060	
Test Statistics		.060	
Asymp. Sig. (2-tailed) ^c		.200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	.586	
	99% Confidence Interval	Lower Bound	.574
		Upper Bound	.599

The results presented in the table above show the results of the Kolmogorov-Smirnov normality test of the influence of the school environment on students' learning motivation in the subject of Islamic Religious Education with a value of 0.200. Based on the guidelines, if the significance value is greater than 0.05, then the data is normally distributed, because the value is much greater than $\alpha = 0.05$. So the data is normally distributed, because the value of 0.200 is much greater than $\alpha = 0.05$. Therefore, we can conclude that the data is normally distributed.

b. Histogram Graph Normality Test

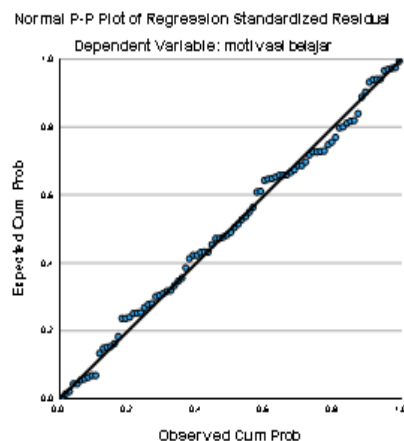
Figure 3 Normality test of histograms of variables x and y



The basis for determining the decision for the normality test is to look at the data distribution. If the distribution tends to deviate to the right, then the data is considered to be normally distributed. Conversely, if the distribution is more inclined to the left, then the data is declared not normally distributed. Based on these criteria, it can be concluded that the data in this study has a normal distribution.

c. Probability-plot Normality Test

Figure 4 Normality Test Probability plot of variables x and y



Plot analysis data, data is considered normally distributed if it is spread around the diagonal line and follows its direction. Conversely, if the data is spread far from the diagonal line and does not follow its pattern, then the data is declared not normally distributed. Based on the decision of the normality test using the probability plot, it can be concluded that the data has a normal distribution.

Linearity Test

Table 8
ANOVA regression linearity test Table

			Sum of Squares	Df	Mean Square	F	Sig.
Motivation to learn * School environment	Between Groups	(Combined)	3990.727	24	166,280	4,249	<,001
		Linearity	2639.310	1	2639.310	67,440	<,001
		Deviation from Linearity	1351.416	23	58,757	1,501	.102
	Within Groups		2582.944	66	39.136		
	Total		6573.670	90			

The results presented in the table above show the results of the linearity test between the Independent variable X (school environment) and the dependent variable Y (student learning motivation). Based on the linear regression variance analysis (ANOVA) displayed, it can be seen that the significance value is 0.01 which is less than the significance level of 0.05. This indicates a significant linear relationship between the school environment and student learning motivation.

Significance test of the influence of the school environment on students' learning motivation in Islamic Religious Education subjects

This study aims to determine the influence of the school environment on students' learning motivation in Islamic Religious Education subjects. The hypothesis to be tested in this study states that:

Ha: There is an influence of the school environment on students' learning motivation in the subject of Islamic Religious Education.

Ho: There is no influence of the school environment on students' learning motivation in Islamic Religious Education subjects.

To test the hypothesis of this study and ensure whether the influence of the independent variable (X) really has a real and significant influence on the dependent variable (Y), an analysis was conducted using the t-test through a simple linear regression test. The testing criteria to be used are:

Ho is accepted if $t\text{-count} < t\text{-table}$

Ho is rejected if $t\text{-count} > t\text{-table}$

Simple linear regression test

Table 9
Results of Regression Calculations using SPSS Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	19,795	6.955		2,846	.005
	School environment	.767	.099	.634	7,727	<.001

a. Dependent Variable: Learning Motivation

Based on the results of the regression analysis shown in the table above, it can be explained as follows:

1. Constanta: the constant coefficient is 19.795. This means that when all independent variables are zero, the value of the dependent variable is 19.795.
2. Independent Variable: simple linear regression coefficient of independent variable is 0.767 indicating that every 1% increase in school environment is related to the increase in students' learning motivation in Islamic religious education subjects. This shows a positive relationship between school environment and students' learning motivation in Islamic religious education subjects. In other words, the better the school environment, the higher the students' learning motivation in Islamic religious education subjects.
3. Result of t-test: obtained tcount of 7.727 > ttable 1.986

Based on the analysis above, it can be explained that the independent variable has a significant positive influence on the dependent variable. The constant is also statistically significant indicating that there is a base value of the dependent variable when the independent variable is zero. The results of the t-test support the significance of the regression coefficient where the significance value is $0.001 < 0.005$, thus the hypothesis stating that there is an influence of the independent variable on the dependent is accepted, and the hypothesis stating that there is no influence of the independent variable on the dependent is rejected.

Coefficient of Determination

Table 10 Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.634 ^a	.401	.395	6.64878

a. Predictors: (Constant), School Environment

This study shows that the independent variable coefficient studied against the dependent variable in this study can also be seen from the value of the coefficient of determination r^2 of 0.401, which means that 41% of the variation in changes in the dependent variable can be influenced by the independent

variable (school environment) while 59% is explained by other factors that have not been observed in this study. Therefore, these variables can be studied in other studies in the future.

Discussion

This study aims to determine the influence of the school environment on students' learning motivation in Islamic religious education subjects at SMP Negeri 9 Palu. From the results of the descriptive statistical analysis study, the frequency distribution of respondents' assessments of the school environment at SMP Negeri 9 Palu, there are three school environments, namely the physical environment, the social environment, and the academic environment. The frequency distribution of the school environment at SMP Negeri 9 Palu can be described as follows: physical environment, 29% of respondents assessed the school's physical environment in the good category, this includes aspects of facilities and infrastructure such as classes, toilets, parking areas, libraries, and mosques. The social environment received the highest rating, 41% of respondents assessed the category as good. This includes aspects of social interaction such as teachers with students, students with other students. Academic environment, 29% of respondents assessed the school's academic environment in the good category. This includes aspects of teaching and learning.

It can be concluded that overall this data shows that respondents have a fairly good view of the school environment, especially in the social aspect. This assessment provides valuable information for the development of strategies to improve the quality of the school environment in the future.

Furthermore, the results of the descriptive data analysis of students' learning motivation in Islamic religious education lessons at SMP Negeri 9 Palu show that there are two motivations, namely intrinsic motivation and extrinsic motivation. The results of descriptive statistics show that students' learning motivation in Islamic religious education lessons is divided into 45% intrinsic motivation which includes aspects such as encouragement, learning needs, hopes and ideals and 50% extrinsic motivation includes aspects such as awards/rewards, interesting activities from lessons, and a conducive environment. It can be concluded that overall this data shows that intrinsic motivation and extrinsic motivation have an important role in motivating students in learning Islamic religious education. Intrinsic motivation and extrinsic motivation complement each other in creating a good learning atmosphere.

Next, inferential analysis is conducted to test the research hypothesis. First, the prerequisite test analysis is conducted, the normality test analysis shows that the data is normally distributed, the second linearity test shows that there is a relationship between the school environment and students' learning motivation, then the significance test of the influence of the school environment on students' learning motivation in Islamic religious education subjects, the hypothesis stating that there is an influence of the independent variable on the dependent variable is accepted, while the null hypothesis stating that there is no independent

influence on the dependent is rejected. Which means that there is a significant influence between the school environment and students' learning motivation. These results indicate that the school environment has a significant influence on students' learning motivation in Islamic Religious Education subjects.

The results of this study indicate that the school environment contributes 41% to students' learning motivation in Islamic Religious Education subjects. This indicates that the quality of the school environment, both in terms of physical, social, and academic aspects, has a significant role in encouraging students' enthusiasm for learning. More specifically, students' learning motivation in Islamic Religious Education subjects is dominated by extrinsic motivation of 50%. While intrinsic motivation is 45%. Students are more motivated by external factors such as rewards from teachers, a comfortable learning atmosphere, and interesting and varied learning methods. For example, they feel motivated when learning is carried out in a religious place such as a mosque or in a conducive classroom or when the teacher uses discussion, debate, and group work in the learning process. Meanwhile, the social environment aspect in this study also plays an important role. Harmonious interactions between teachers and students and students with other students create a comfortable and conducive learning atmosphere.

This finding is in line with research by Soraya and Alizza which states that a positive school environment can improve learning outcomes in Islamic Religious Education.²¹ Soraya and Alizza also emphasized that comfort in learning greatly influences the success of students in understanding religious material, which is closely related to spiritual values. Thus, the results of this study strengthen the view that a religious, harmonious, and conducive school environment is very important in increasing students' learning motivation, especially in Islamic Religious Education lessons.

In addition, the research findings of Iksan and Syarozi also emphasize that a religious and conducive school atmosphere helps shape the character and morals of students.²² In Iksan and Syaroz's research, aspects of the social environment such as the closeness of teachers and students and religious activities at school are the main drivers of the growth of students' enthusiasm for learning Islamic Religious Education lessons. However, when compared to the results of this study, although the religious environment remains an important factor. The data shows that the social aspect in the form of positive between students and teachers is the most dominant factor in forming a conducive learning environment. Meanwhile, in learning motivation, the extrinsic aspect is more dominant than the intrinsic. This shows that rewards, fun learning methods, and the physical and social environment of the school play a major role in increasing

²¹ Alizza, "The Influence of the Environment on Learning Outcomes of Islamic Religious Education."

²² Ikhsan and Syairozi, "The Influence of the Environment on the Morals of Students at SMP Negeri 194 Jakarta."

student motivation, especially in the context of Islamic Religious Education learning. Thus, both this study and Iksan and Ishak's study both emphasize that the quality of the school environment in both spiritual and social aspects is closely related to student learning motivation, especially in the context of Islamic Religious Education learning.

Research by Afrida Nesya Putri and Nasiti Mufidah, in their research, stated that the school environment has a big role in forming student discipline,²³ in the context of Islamic Religious Education, discipline is part of Islamic teachings, such as responsibility, maintaining prayer at the beginning of time, etiquette in seeking knowledge. Thus, an orderly and conducive school environment not only supports the learning process, but also fosters positive attitudes that are in line with Islamic Religious Education learning. However, if discussed further, the focus of Afrida and Nasiti's research highlights the aspect of discipline, while this study emphasizes learning motivation, both from intrinsic and extrinsic motivation. This means that although the variables studied are different, both show that the school environment plays an important role in shaping the character and learning behavior of students, especially in the context of Islamic Religious Education learning.

In more detail, the results of this study indicate that the contribution of the school environment to students' learning motivation in Islamic Religious Education lessons reaches 41%, this percentage shows a strong and significant influence. This finding also strengthens the results of the study by Tahnia Mafatihul Khairah et al., who found the contribution of the school environment of 42.5% to students' learning motivation.²⁴ However, there are differences in context that need to be considered in the context of different levels of education, namely high school and junior high school. These differences indicate that the most influential environmental aspects can vary depending on the level and characteristics of the school.

This finding is also in line with Iskandar's theory, adding that students' intrinsic learning motivation is greatly influenced by external factors, including the surrounding environment.²⁵ This is also supported by Hamzah B. Uno's theory which states that one of the factors that influences learning motivation is a conducive environment.²⁶ Meanwhile, Dimiyanti also emphasized that

²³ Putri and Mufidah, "The Influence of Family Environment and School Environment on Student Discipline."

²⁴ Tahnia Mafatihul Khairah et al., "The Influence of School Environment on Learning Motivation of Grade XI Students in Islamic Religious Education Subjects at SMA Negeri 7 Sijunjung," *JISPENDIORA Journal of Social Sciences, Education and Humanities* 2, no. 3 (2023): 48–61, <https://doi.org/10.56910/jispendiora.v2i3.961>.

²⁵ Muhammad Nurdin, *Learning With PAILKEM Approach: Active Learning, Innovative, Environmental, Creative, Effective, Interesting*.

²⁶ Herawati et al., *Motivation in Education (Theory Concept and Application)*.

environmental factors where students learn play a big role in determining their level of motivation.²⁷

Thus, it can be concluded that a religious, harmonious and conducive school environment not only has a positive impact on the academic aspects of students, but also supports their character, discipline and motivation to learn, especially in Islamic Religious Education lessons which are very closely related to the values of everyday life.

CONCLUSION

This study shows that there is a significant influence between the school environment on students' learning motivation in Islamic Religious Education subjects at SMP Negeri 9 Palu, with a significance value of 0.001. This finding answers the formulation of the problem and confirms that the school environment has an important role in shaping and improving students' learning motivation. This study contributes to further understanding of how elements of the school environment, both physical, social and academic, can encourage students' enthusiasm for learning, especially in the context of Islamic Religious Education lessons. Therefore, teachers and school administrators are expected to be able to strive to create a conducive learning environment to support increasing students' learning motivation. In addition, the results of this study also open up opportunities for further research to explore other factors that can influence learning motivation so that they can enrich knowledge in the field of Islamic Religious Education.

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