The Influence of Learning Environment on Student Achievement of Islamic Relegious Education Subjects at Shodiqussalam Vocational School Central Lampung

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Abstract

This research is motivated by a learning environment that is realized to play a role in the learning process, one of which is Islamic Religious Education. The learning environment which is classified as a social and non-social environment still does not encourage an increase in PAI learning achievement. Writing this thesis aims to determine the influence of the social environment and the non-social environment either individually or jointly on PAI (Islamic Education) learning achievement. This study uses a quantitative approach, the analysis uses simple and multiple linear regression statistics. The population is 40 students consisting of students in class X, X1 and XII SMK IT (Vocational School) Shodiqussalam, the variables in this study include the social environment,non-social environment and PAI (Islamic Education) learning achievement. Data collection using questionnaires and documentation. The results of the study obtained the first equation $Y=47.665+0.430$, with a significance value of 0.899. The second equation $Y=41.327+0.480$ with a significance value of 0.944. The third equation $Y=38.791+0.608X1+0.979X2$ with a significance value of 0.608. These results indicate the influence of the social environment on PAI (Islamic Education) learning achievement and the influence of the non-social environment on PAI (Islamic Education) learning achievement and together have an influence on PAI (Islamic Education) achievement at SMK IT (Vocational School) Shodiqussalam. The conclusions in this study are (1) the higher the social environment, the higher the learning achievement; (2) the higher the non-social environment will result in higher learning achievement; and (3) the higher the social and non-social environment, the higher the learning achievement.

INTRODUCTION

The problem of education is a problem of human life, education as a process in which humans exist and develop. Besides humans as individuals who have personal needs that need to be met, humans are also social creatures who show that humans live in society and need other humans (Smith, 2011). This life takes place in the natural surroundings or environment, so the natural environment or environment is also one of the important factors in education.

Then student achievement can be influenced by environmental factors. What is meant by the environment is the environment around which students are located which has an influence on their feelings and attitudes towards their beliefs or religion. Because this environment provides encouragement or motivation and stimulation to students to do everything good. In fact, according to H Carl Wirtherington, a person's needs in addition to biological needs, there is a need for dependence on social conditions according to the level of maturity that a person has achieved (Camras & Witherington, 2005). Because each person is born in a social environment with all the characteristics of culture, customs that will be developed in the future through patterns of social behavior. Then Hasan Langgulung stated that it was the social situation that would shape customs and influence education, especially the style of character and personality (Nurhadi & Harahap 2021). It is through the environment that loyal cultural identities can be inherited from time to time to be maintained and preserved.

Thi resarch aims at ivestigating the correlation between learning invirontment and the achievement of the students on Islamic Education subject.

Seeing the phenomena that occur in the field and to measure the truth of the observations that have been disclosed above, the authors are interested in researching the "influence of the learning environment on student achievement in PAI subjects at SMK IT Shodiqussalam, Tanjungjaya Village, Bangunrejo District. With the hope of being able to answer and reveal the real symptoms.

METHOD

This type of research uses quantitative methods esspecially correlation design, with a population of 40 students of SMK IT (Vocational School) Shodiqussalam. The sampling technique used is a saturated sampling technique. Data collection techniques used in this study were observation, interviews, documentation and questionnaires. Data stabilization tools used are descriptive statistics, basic assumption testing, classical assumption test, and multiple correlation.

FINDINGS AND DISCUSSION

Based on the theoretical study put forward, it is stated that the PAI learning achievement of students at SMK IT (Vocational School Shodiqussalam is influenced by the social and non-social environment. The results of the calculation of the hypothesis testers with the help of the SPSS program show that there is a significant influence of the social

environment (X1) and non-social environment (X2) on learning achievement (Y) at SMK IT Shodiqussalam Central Lampung, the following researchers describe the explanation;

1. The influence of the social environment (X1) on PAI learning achievement (Y) at SMK IT Shodiqussalam, Central Lampung. The results of simple linear regression calculations show that the social environment has a significant effect on PAI learning achievement. It can be seen from the value of sig. t test is 0.021 < 0.05 which means Ho is rejected and Ha is accepted. The influence of the social environment on PAI learning achievement is very large because tcount = 3.299 > ttable = t ; db = t 0.05; 38 = 2.025. therefore to optimize learning achievement PAI must improve the social environment. The magnitude of the contribution of the social environment to PAI learning achievement can be seen from the Adjusted R Square value of 0.434, meaning that changes in PAI learning achievement due to the influence of changes in the social environment are 43.4%, while the remaining 56.6% is influenced by other variables.

2. The influence of non-social environment (X2) on PAI learning achievement (Y) at SMK IT Shodiqussalam, Central Lampung. Based on the results of simple linear regression calculations indicate that the non-social environment has a significant effect on PAI learning achievement and can be seen from the sig value. t test is the value of sig. 0.012 <0.05, which means Ho is rejected and Ha is accepted. The influence of the social environment on PAI learning achievement is very large because tcount = 2.652 > ttable = t ; db = t 0.05;38 = 2.025 therefore to optimize PAI learning achievement, it is necessary to improve the social environment. The magnitude of the contribution of the social environment to PAI learning achievement can be seen from the Adjusted R Square value of 0.134, meaning that changes in PAI learning achievement due to the influence of changes in the social environment are 13.4%, while the remaining 86.6% is influenced by other variables.

3. The influence of social environment (X1) and non-social environment (X2) on PAI learning achievement (Y) at SMK IT Shodiqussalam Central Lampung. Based on the results of multiple linear regression calculations indicate that the non-social environment has a significant effect on PAI learning achievement and can be seen from the sig value. t test is the value of sig.0, <0.05, which means Ho is rejected and Ha is accepted. Simultaneously the social environment and non-social environment have a significant effect on PAI learning achievement. This can be seen from the research findings where Fcount > Ftable (3.727 > 2.025). Therefore, the social

environment and the non-social environment must be improved. The magnitude of the contribution of the social environment and non-social environment to PAI learning achievement can be seen from the Adjusted R Square value of 0.409, meaning that the change in PAI learning achievement due to the influence of changes in the social and non-social environment is. 40.9%, while the remaining 59.1% is influenced by other variables not discussed in this study.

CONCLUSION

After conducting research and discussion the researchers drew the following conclusions;

1. There is an influence of social environment (X1) on PAI learning achievement (Y) at SMK IT Shodiqussalam. This can be proven based on the results of the t-test using SPSS which shows that the value of tcount > ttable (3.299 > 2.025) and a significance value of 0.021 <0.05. Thus H0 is rejected and Ha is accepted. The contribution of the social environment to the improvement of PAI learning achievement is 43.4%.

2. There is an influence of non-social environment (X2) on PAI learning achievement (Y) at SMK IT Shodiqussalam. This can be proven based on the results of the t-test using SPSS which shows that the value of tcount > ttable (2.652 > 2.025) and a significance value of 0.012 <0.05. Thus H0 is rejected and Ha is accepted. The contribution of the non-social environment to the improvement of PAI learning achievement is 13.4%.

3. There is an influence of social environment (X1) and non-social environment (X2) on PAI learning achievement (Y) at SMK IT Shodiqussalam, Central Lampung. This can be proven based on the results of the partial test (t test) using SPSS which shows that the value of tcount > ttable (3.727 > 2.025) and a significance value of 0.034 <0.05. Thus H0 is rejected and Ha is accepted. The contribution of the social environment to the improvement of PAI learning achievement is 40.9%.

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