The Influence of the Learning Environment on the Learning Interest in Islamic Religious Education Subjects of Junior High School Students in Central Lampung Regency

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Abstract
This study aims to determine the influence of the learning environment on the learning interest of junior high school students in Central Lampung Regency. This study uses a quantitative method with a correlational approach. The population of this study is junior high school students in Central Lampung Regency. While the sample used in this study was 101. The sampling technique used propability sampling. This research instrument used a questionnaire while documentation study was used to obtain supplementary data. Based on the results of the t-test statistical test that the t-value = 6.745 and t-table = 1.96, with a significance value of 0.000 obtained, which means H0 is rejected. The results of the study indicate that there is a significant influence between the learning environment on students' learning interest. The coefficient of determination shows a score of 0.315, which means the influence of the learning environment on students' learning interest is 31.5% while the remaining 68.5% is influenced by other factors not examined. Thus, to increase students' learning interest, a conducive environment is needed, both physical and non-physical environments. Based on the results of the study, it is recommended that school principals and parents can take steps to create a safe and comfortable learning environment and improve the learning environment by adding facilities and infrastructure so that students' interest in learning can increase.

INTRODUCTION

Education has an important role in shaping people with superior character, quality, and morals. Education is the main foundation in the formation of individual character and competence (Nur Rofiuddin & Darmawan, 2024). Therefore, the learning process of students who are given the freedom and opportunity to develop their values and potential can be achieved. One way is by increasing students' interest in learning (Abrori & Ma, 2025). According to Slameto, interest is a feeling of preferring and being attracted to something or an activity, without anyone telling them to. Interest is basically the acceptance of a relationship between oneself and something outside of oneself. The stronger or closer the relationship, the greater the student's interest in learning (Ramadhani, 2018). Schools as a forum are one of the most important things for human life, without the existence of

schools the quality of education in society can be disrupted. Basically, schools are a place of learning for every individual, where schools are formal institutions specifically designed to educate students to achieve success in their learning process (Deni Kurniawan, 2022). Interest is essentially the acceptance of a relationship between oneself and something external. The stronger the relationship, the greater the interest (Hanifah, 2021).

According to the Islamic view, education is part of a person's obligation to seek knowledge (Rahimi, 2019). A well-created school environment will also have a positive impact. A school that pays little attention to discipline, incompetent teachers, incomplete equipment, inadequate building conditions, and a poor curriculum will result in students not being serious about learning or experiencing difficulties in learning (Wati, 2019), even better learning interest (S. A. Utami et al., 2017). In addition, students' interest in learning is also related to the condition of their learning environment, if there is a less conducive environment for students to learn, it will trigger neglect of learning stages (Rustimah et al., 2023).

Parents are the primary factor in fostering a child's interest in continuing to pursue knowledge, as the most important education source is the family, and parents best understand a child's morals and attitudes in their daily environment (Nurhayati & Dewi, 2017). Furthermore, teachers play a crucial role, as they are the ones who will educate children and provide effective learning strategies to ensure students enjoy the Islamic Religious Education (PAI) learning process, and this learning will also attract children to continue participating in Islamic religious education (IS). Besides parents and teachers, other factors contribute to fostering students' interest in learning, including environmental factors (Mahdalena, 2022) and friends. These factors are supporting factors for students to continue learning, as environmental and peer influences (Dewi, 2019) do not necessarily have an element of responsibility. Therefore, if a child is in a good environment and has good friends, the child will be lucky and vice versa, if the child is in a bad environment and has bad friends, the child will be at a loss (Fajri, 2019).

Therefore, the learning environment is related to students' learning interests (L. O. Utami et al., 2017). A high level of learning interest is a condition desired by every student. However, in reality, not all students are able to meet these expected conditions. This is due to many factors that influence students' learning interests, including: the learning environment, parental support, learning motivation, and learning interests. The school environment has a significant influence on students because students learn a lot at school

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(Aminah et al., 2022). The school environment includes facilities, infrastructure, learning resources, and learning media that support the teaching and learning process. An adequate school environment plays a role in meeting students' needs so that the learning process can run optimally. Aspects such as teacher competence, teaching techniques, curriculum relevance, school facilities, classroom conditions, the ratio of students per class, and discipline also influence student learning success. In addition, the process of implementing Islamic religious education must always be carried out properly and optimally (Rouf, 2015). A supportive school environment, such as neat classrooms, the presence of gardens or green areas, and programs that involve students interacting with nature, can create a pleasant atmosphere and motivate them to be more interested in learning (Didik et al., 2025).

Several previous studies have discussed the influence of the learning environment on learning interest. For example, research conducted by Ade Andriana (2017) showed that the school environment had a positive and significant impact on the learning interest of class XI students at MA Wasilatul Falah Rangkasbitung (Andriana, 2017). Another study by Wahyuni Nuril Husna (2020) showed that family culture also influences students' learning interest and motivation. Those with low learning interest often experience rational and verbal bullying (Husna, 2020).

From the description, the author draws a conclusion that is used as a problem and will then be conducted further research, namely the Influence of the Learning Environment on the interest in learning Islamic religious education of junior high school students in Central Lampung Regency. That the learning environment greatly influences learning interest, such as the lack of interaction between teachers and students, student interaction with peers, or inadequate school environment and facilities. And also can provide knowledge for readers about how important the learning environment is to student learning interest. Both teachers and parents have an important role for students to create a safe and comfortable learning environment. This research can make teachers and parents know how to make students' learning environment can increase their interest in learning. This research can also be used as a reference material to help researchers conduct other research with the same theme. research with the title "The Influence of the Learning Environment on the Interest in Learning Islamic Religious Education of Junior High School Students in Central Lampung Regency".

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METHOD

This study uses a quantitative correlational method to determine the relationship between the learning environment and interest (Hendriana & Kadarisma, 2019). Quantitative research is a type that tests hypotheses and draws conclusions based on empirical data collected through measurements (Djali, 2020). According to Fraenkel & Wallen, correlational research is a study to determine the relationship and level of relationship between two or more variables without any attempt to influence the variables so that there is no manipulation of variables (Hendriana & Kadarisma, 2019). The independent variable in this study is the learning environment, while the dependent variable is learning interest.

The population in this study was all junior high school students in Central Lampung Regency. To obtain an appropriate sample, 101 students were selected from all junior high school students in Central Lampung Regency, and this sample was selected using simple random sampling. This technique is used to randomly sample members (Sumargo, 2020).

The data collection technique in this study used a Likert scale. In answering this Likert scale, respondents only provide a mark, for example a checklist or a cross on the possible scales they choose according to the questions (Agustina et al., 2022), in which there are 35 questions, 30 positive questions and 5 negative questions. Data analysis is quantitative or statistical using a correlation test that aims to see whether or not there is an influence between variables. Data collected and then processed through several stages of analysis, including calculating validity tests and reliability tests. Where the questionnaire that I have distributed using questionnaires from previous researchers who have conducted validity and reliability tests, namely from researchers Novrita Br Tarigan and Elsa Elviana (Deni Kurniawan, 2022), then conducting analysis of prerequisite tests for normality and linear regression tests, after that testing simple regression analysis on all research variables, and finally testing the hypothesis.

FINDINGS AND DISCUSSION

Based on the results of this study, the aim is to determine the influence of the learning environment on the interest in learning Islamic religious education subjects for junior high school students in Central Lampung Regency, as stated in Table 1.

Table 1. Respondent demographic data

Demographic Information	Number	Percentage
Gender		
Male	49	49%
Famale	52	51%
Grade		
VII	31	31%
VIII	28	28%
IX	42	42%
Resindence		
At Islamic boarding school	47	47%
With Parents	52	51%
With Other Family	1	1%
Boarding House	1	1%

Based on the data above, there are 49 male respondents, and 52 female respondents. The data I collected was divided into several classes, with 31 respondents for grade VII students, 28 for grade VIII students, and 42 for grade XI students. 47 students reside in Islamic boarding schools, 52 students with their parents, 1 student with another family member (sibling), and 1 student resides in a boarding house.

This study employed parametric statistical tests with regression as the data analysis technique, with the prerequisite analysis tests having been met beforehand. These prerequisite tests included residual data normality and linearity tests. The results of the Kolmogorov-Smirnov normality test (Table 2) showed a sig. value > 0.200, indicating that the data came from a normally distributed sample.

Table 2. Results of the Kolmogorov-Smirnov Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		101
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.42790869
Most Extreme Differences	Absolute	.053
	Positive	.047
	Negative	-.053
Test Statistic		.053
Asymp. Sig. (2-tailed)		.200[c,d]

Source: results of SPSS research data processing versions 25, 2025.

Furthermore, the normal Q-Q plot of regression standardized residual (figure 1.3)

Figure 1.3 Normal Curve Q-Q Plot
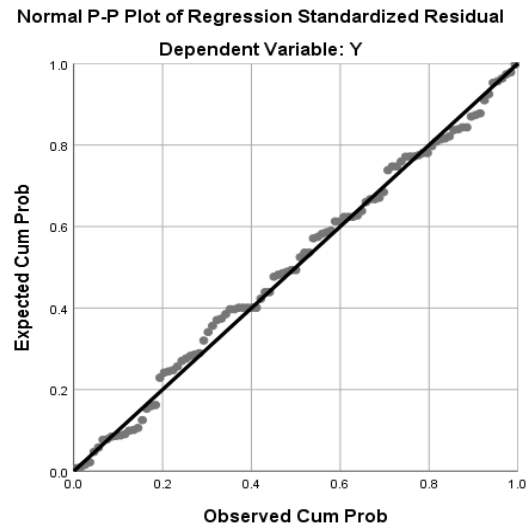
It can be seen that the points are spread along a straight line and do not spread too far apart, so it can be said that the data obtained in this study is suitable for use because it is normally distributed.

The next prerequisite test is the linearity test, which is used to determine whether the influence between the independent and dependent variables tends to follow a straight line (linear) or not. The results of the linearity test using the F test are presented in Table 4 below.

Table 4. Linearity Test Results

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined)	1245.336	22	56.606	2.732	.001
		Linearity	901.006	1	901.006	43.481	.000
		Deviation from Linearity	344.330	21	16.397	.791	.721
	Within Groups		1616.307	78	20.722		
	Total		2861.644	100			

Source: results of SPSS research data processing versions 25, 2025.

Based on the results of the linearity test, it can be seen that the significance value of Deviation from Linearity is 0.721 > 0.05, which means that there is a linear influence between the learning environment and learning interest.

This study aims to determine the influence of the learning environment on students' learning interests.

Table 5. Simple Linear Regression Test

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.016	3.739		9.632	.000
	X (Learning Environment	.521	.077	.561	6.745	.000

Source: results of SPSS research data processing versions 25, 2025.

Based on Table 5, the regression model in this study can be formulated as the following equation:

$$Y = 0.521\ x + 36.01$$

Where:

Y = Student Learning Interest

X = Student Learning Environment

Based on this equation, for every 1% increase in the learning environment (X), there is a 0.521% increase in learning interest (Y).

After the prerequisite tests are met, the hypothesis is tested using a t-test. The t-test aims to determine whether the independent variable has a significant effect on the dependent variable. The results of the t-test can be seen in the output coefficients in Table 6 below.

Table 6. Hypothesis Test Results

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.016	3.739		9.632	.000
	X	.521	.077	.561	6.745	.000

a. Dependent Variable: Y: interest in learning.

Source: results of SPSS research data processing versions 25, 2025.

Based on table 6, the t-value = 6.745 is greater than t-table = 1.96, and the sig. value = 0.00 < 0.05, which indicates that H0 is rejected. The conclusion of this hypothesis test is that there is a positive and significant influence between the learning environment and students' interest in learning Islamic religious education subjects.

Next, to determine the extent of influence given by the learning environment on learning interest, use the coefficient of determination (table 7).

Tabel 7. Koefisien Determinasi (R Square)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.561ª	.315	.308	4.45022

a. Predictors: (Constant), X

b. Dependent Variable: Y

Source: results of SPSS research data processing versions 25, 2025.

From the output results above, the coefficient of determination (R Square) is 0.315 (31.5%). This coefficient of determination means that the learning environment variable influences student learning interest by 31.5%. Meanwhile, the remaining 68.5% is influenced by other factors not examined.

The results of the t-test hypothesis test using SPSS 25 indicate that the learning environment influences students' learning interest. These results are consistent with previous research that showed that the learning environment influences learning interest. The results of research (Roza, 2015) showed that the community environment has the greatest influence on students' learning interest. The results of other research (Muslih, 2016) showed that the family environment influences students' learning interest. Furthermore, the results of research (Darmawan, 2018) showed that the learning environment has an influence on students' affective aspects. However, the difference in that study focused on learning motivation, while this study measures the learning environment on students' learning interest. Nevertheless, the results of previous research support the findings of this study.

According to the analysis results, the R-Square coefficient of determination was 0.315 or 31.5%. This means that the learning environment factor influences the interest in learning Islamic religious education among junior high school students in Central Lampung Regency by 31.5%, while other factors influence by 68.5%. Therefore, the research conducted shows that the interest of junior high school students in learning Islamic religious education in Central Lampung Regency is significantly influenced by the learning environment.

CONCLUSION

The discussion of the results of this study is intended to provide a clear picture and understanding obtained from the results of the study. Based on the results of the study and the calculation of the data obtained, it states that there is an influence between the learning environment and student interest in junior high schools in Central Lampung Regency. To determine the influence between variable X (School Environment) and variable Y (Student Learning Interest) whether positive or negative, a simple linear regression test was conducted. From the results of the study, the regression coefficient obtained a value of 0.721 which indicates a positive regression coefficient value, so it can be said that the direction of the influence of variable X (School Environment) with variable Y (Student Learning Interest) is positive, so the regression equation is $Y = 0.52\,X + 36.01$. Then it can be seen in the statistical test (t test), the results of the Tcount value are 6.745, with a significance of 0.000. With the testing criteria Tcount > Ttable and if significant <α (0.05) then H0 is rejected. So there is a significant influence between the learning environment and student interest in junior high schools in Central Lampung Regency. Furthermore, based on the determination test, the coefficient of determination (R Square) was found to be 0.315 (31.5%). This figure means that variable X (School Environment) has an influence on variable Y (Student Learning Interest) of 31.5% and 68.5% is influenced by other variables not included in this study. However, it should be noted that the coefficient of determination value of 31.5% is in the medium category of the total.

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