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The Effect Of Learning Facilities And Peer Environment On Student Learning Achievement In Economics Subject Through Learning Motivation

Fadhlika Nur Rohadatul 'Aisy

nurrohadatul98@gmail.com

College Student, Faculty of Economics, Universitas Negeri Jakarta

Prof. Dr. Ari Saptono, S.E., M.Pd

saptono.fe@unj.ac.id

Lecturer, Faculty of Economics, Universitas Negeri Jakarta

Dr. Agus Wibowo, S.Pd.I., S.Pd., M.Pd

agus-wibowo@unj.ac.id

Lecturer, Faculty of Economics, Universitas Negeri Jakarta

Abstract

Purpose: *This study aimed to determine the direct and indirect effects of learning facilities and peer environment on student achievement in economics subject through learning motivation.*

Methodology: *This study is a quantitative study with path analysis technique using survey methods with data collection technique are document student learning outcomes and questionnaires about learning facilities, peer environment, and learning motivation. The population in this study were students of SMA Negeri in Bekasi City with a sample of 190 respondents. Results: The results of the analysis show that (1) learning facilities have a positive and significant direct effect on student learning achievement. (2) the peer environment has a positive and significant direct effect on student achievement. (3) learning motivation has a positive and significant direct effect on student achievement. (4) learning facilities have a positive and significant direct effect on learning motivation. (5) the peer environment has a positive and significant direct effect on learning motivation. (6) learning facilities have a positive and significant indirect effect on student achievement through learning motivation. (7) peer environment has a positive and significant indirect effect on student achievement through learning motivation.*

Keywords

Learning facilities, Peer Environment, Learning motivation, and Learning achievement

Background

Human Resources (HR) is the basic capital as well as the key to success in national development, therefore human resources must always be improved so as to provide high competitiveness to support the growth of the Indonesian nation and state. One effort to improve the quality of human resources is through education (Sunadi, 2013). The high and low quality of education can be seen from student achievement (Novandi & Djazari, 2012).

The Ministry of Education and Culture (Kemendikbud) states that the National Examination is one of the standard measuring instruments used to determine students' cognitive abilities (Makki, 2019). The following is the average acquisition of the social sciences national exam at Public High Schools in the Bekasi City area in 2018/2019:



Table 1. Average National High School National Examination in Bekasi City Social Cluster in 2018/2019

General Lessons	UN Score Average	IPS Lessons	UN Score Average
Bahasa Indonesia	73,91	Sosiologi	64,88
Bahasa Inggris	64,72	Geografi	62,38
Matematika	41,47	Ekonomi	61,45

Source: Ministry of Education and Culture, data processed by the author

Based on the data in table 1, in special subjects for the Social Sciences (IIS) cluster at SMAN Kota Bekasi, the lowest average national exam score is in economics with a score of 61.45. In addition to going through the National Examination (UN), Purwanto (2016) said that measuring student achievement can be done through subject tests in the form of summative tests which are carried out periodically every quarter or semester and formative tests through daily tests. The following is the achievement of economics learning at the senior high school level, at Bekasi City Public High School.

Table 2. Affordable Populations of Students at SMA Negeri in Bekasi City

School	Amount Student	KKM	Total Value > KKM		Total Value < KKM	
			Student	Percent	Student	Percent
SMAN 12 Bekasi	144	72	67	47%	77	53%
SMAN 16 Bekasi	108		33	31%	75	69%
SMAN 21 Bekasi	109		35	32%	74	68%

Source: Data for each school, data processed by the author

Based on table 4, it can be seen that the achievement of student learning outcomes based on UTS scores years 2022/2023 in economics subjects in the three schools is still relatively low, where the number or percentage of students who achieve the Minimum Completeness Criteria (KKM) 72 is still below 50%. Even though the economics subject is an important subject for students and has been tested in the National Examination as one of the graduation requirements for students from the social sciences family.

According to the economics subject teacher, related to the high and low or varied student learning outcomes is a common thing that happens in the learning process, this is because basically every student has an interest and motivation to learn that varies from one student to another. This statement is in accordance with the results of research by Tiara Putri and Agung Setyawan (2017) which states that the factors that influence student learning outcomes consist of internal factors in the form of a lack of interest and motivation in student learning. As Hamalik's (2005) said that learning without motivation is difficult to achieve optimal success.

Apart from learning motivation, Maylasari (2016) said that one of the ways that education providers have to do in improving the quality of education is by providing learning facilities in accordance with national education standards. This is reinforced by the opinion of Adji Setijoproro (2015) who says that without good learning facilities, it will be difficult to produce competent outputs.

The results of the author's interview with the economics teacher, there are still students who are constrained by inadequate learning facilities, for example in learning support books, where not all students have economic package books, this is because the economic package books provided by the school are still not sufficient to lend to all students, but each table or two students only get one packet book loan. It is this limitation in fulfilling learning facilities that can make student achievement less than optimal, as stated by Dalyono (2015) which says that the completeness of learning facilities will assist students in learning, and the lack of learning tools or facilities will hinder student learning progress.



Another factor that can affect a person's learning achievement according to Dalyono (2009) is the social environment which consists of the family environment, school, peers, community, and the surrounding environment. Of the several social environments that can affect a person's learning achievement, Desmita said that it is the peer environment that has the most influence, because according to her when a child reaches adolescence, the role of peers is the most dominant in shaping a person's character and behavior, that is because during adolescence a person spends more than 40% of the time with peers (Desmita, 2009). Through their peers, children will judge what they do with what their peers do, whether they are better, or the same as their friends, or even worse than their peers (Al-Khumaero & Arief, 2017).

Based on the results of the author's interview with the economics teacher, there are two types of peer environment that are usually intertwined in each class, such as the peer environment that achieves and the peer environment that likes to violate. An achievement peer environment usually contains students who have high learning enthusiasm or motivation, where they like to spend time discussing or studying together discussing subject matter that is difficult or incomprehensible, while a peer environment that likes to violate contains students who have a habit of not obeying school rules, not listening to what the teacher says, being late or not even doing the assignments given, and preferring to spend time playing or chatting outside of discussing subject matter.

The research results of Rizal Novandi (2012), Daniel K Korir & Felix Kipkemboi (2014), Triyara Selvi & Lyna Latifah (2016), and Latiefah Al-Khumaero & Sandy Arief (2017) say that there is an influence of the peer environment on student achievement, which shows that the better the peer environment that is established, the better the learning achievement that can be achieved, and vice versa.

Based on the description above, the researcher is interested in conducting research on "The Effect of Learning Facilities and Peer Environment on Student Achievement in Economics Subjects Through Learning Motivation".

THEORETICAL FRAMEWORK

a) Learning Achievement

Learning achievement is the result of an activity that has been done, created, either individually or in groups (Hamdani, 2011). Arikunto and Suharsimi (2009) say that learning achievement is the result obtained because of the teaching and learning activities that have been carried out. Tu'u (2004) explains in more detail that learning achievement is the learning outcomes achieved by students when participating in and working on assignments from learning activities in schools as evidenced and shown through grades or scores from the evaluation results carried out by the teacher on student assignments and tests. tests or exams that are taken, then the test scores reflect the size or level of success of students in mastering the subject matter which is carried out after the learning evaluation and expressed in the form of scores for Daily Deuteronomy, Mid-Semester Deuteronomy and Final Semester Deuteronomy.

b) Learning Facilities

Learning facilities are all that is needed in the teaching and learning process, whether moving or not, in order to achieve effective and efficient educational goals (Muhroji & Dkk, 2011). Slameto (2013) states that learning facilities are learning tools that are used by teachers when teaching and which are used by students when receiving the subject matter being taught. Meanwhile Siregar (2019) says that the use of learning facilities is an activity using learning facilities which consist of learning facilities and infrastructure in supporting learning activities in order to achieve optimal learning goals.



c) Peer Environment

The environment is all conditions in this world that in certain ways can affect a person's behavior, growth, development (life processes), except for genes (Purwanto, 2014). Meanwhile, peers according to Santrock (2007) are children or adolescents who have more or less the same age or level of maturity who interact with peers who are the same age and have a unique role in their culture or habits. The peer environment according to Slavin (2008) is an interaction with people who have the same age and status, which in this interaction can have a positive or negative impact.

d) Learning Motivation

Motivation is the basic drive that moves a person to behave, this urge is in a person that comes from within a person (intrinsic drive) or from outside a person (extrinsic drive) that moves a person to do something that is in accordance with his encouragement (Uno, 2015). In learning activities, motivation can be said to be the overall driving force within students that creates learning activities that guarantee the continuity of learning activities, as well as those that give direction to learning activities, so that the goals desired by the learning subject can be achieved (Sardiman, 2016).

METHOD

a) Methodology

The method used in this research is quantitative research. Quantitative research is research where the data is in the form of numbers that can be analyzed using statistical processes (Sugiyono, 2009). The data analysis technique in this study uses path analysis. According to Robert D. Retherford in Sarwono (2011) path analysis is a technique for analyzing causal relationships that occur in multiple regression if the independent variables affect the dependent variable not only directly but also indirectly. The conceptual model in this study is :

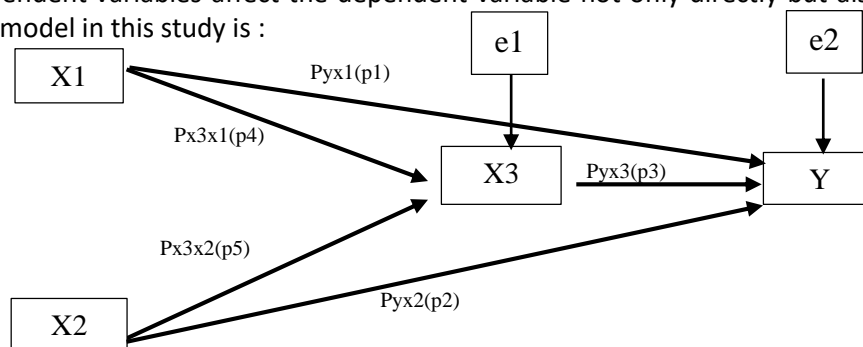


Figure 1. Path Analysis Model

Information :

X1	= Learning Facilities	(as independent variable)
X2	= Peer Environment	(as independent variable)
X3	= Learning Motivation	(as a mediating variable)
Y	= Learning Achievement	(as dependent variable)

b) Population and Sample

The population is a large group of individuals who have the same general characteristics (McCall, 1970). The population in this study were students of SMA Negeri in Bekasi City, which consisted of 22 schools spread across 12 sub-districts. The affordable population in this study were students of SMAN 12, SMAN 16, and SMAN 21 Kota Bekasi, which were obtained based on a multistage random sampling technique. According to Zuriah (2006) multistage random sampling is an extension of multiple samples. Multistage random sampling can use a combination of other techniques such as simple random, stratified random, systematic random, and cluster random. The sample in this study consisted of:



Table 3. Sample Distribution

Nama Sekolah	Jumlah Siswa Kelas X IIS	Sampel
SMAN 12 Bekasi	144 siswa	$144/361 \times 190 = 76$
SMAN 21 Bekasi	109 siswa	$109/361 \times 190 = 57$
SMAN 16 Bekasi	108 siswa	$108/361 \times 190 = 57$
Jumlah	361 siswa	190 siswa

Source: Data for each school, data processed by the author

Based on the table above, it can be concluded that in this study the number of samples used was 190 students from class X IIS. The details consist of 76 students from SMAN 12 Kota Bekasi, 57 students from SMAN 21 Kota Bekasi, and 57 students from SMAN 16 Kota Bekasi.

c) Data

The data used in this study came from 190 students of class X IIS from SMA Negeri in Bekasi City. The Y data collection technique (learning achievement) uses secondary data derived from odd semester PTS scores sourced from economics teachers. The data collection techniques X1, X2, X3 use primary data derived from questionnaires filled out by students. X1 data (learning facilities) comes from a questionnaire on the use of learning facilities which consists of three indicators, namely internet use, use of study rooms, and use of learning support books (Yanti, Harahap, & Harahap, 2021), while data collection techniques X2 (friend environment) peers) is sourced from a peer environment questionnaire which consists of four indicators, namely peers as learning partners, a place for social interaction, a substitute for family, and providing experiences that are not obtained in the family ((Santrock, 2009) in (Al-Khumaero & Arief, 2017)), and than data collection technique for X3 (learning motivation) is sourced from a learning motivation questionnaire which consists of six indicators, namely a need and desire to learn, a desire to succeed in learning, an appreciation in learning, having aspirations aspirations and hopes for the future, there is a conducive learning environment, and there are interesting activities in learning (Uno in (Anggryawan, 2019), & (Murtiningsih, 2017)).

RESULT

a) Direct Effect

a.1. Direct Effect $X_1, X_2 - X_3$

Table Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	29,780	6,225		4,784	0,000
Fasilitas Belajar (X_1)	0,456	0,100	0,310	4,564	0,000
Lingkungan Teman Sebaya (X_2)	0,270	0,063	0,292	4,295	0,000

a. Dependent Variable: Motivasi Belajar (X_3)

Source: SPSS output, data processed by the author

Based on the table above, it can be seen that the value of the direct effect of X1-X3 on the standardized coefficients beta column is 0.310, this means that every time the X1 variable increases, the X3 variable will increase by 0.310 assuming that the other independent variables from the above model are still. The direct effect of X2-X3 is 0.292, this means that every time the variable X2 increases by one unit, the variable X3 will increase by 0.292 assuming that the other independent variables in the model above are constant.



So that the path coefficient for the structural equation model 1 is:

$$X_3 = 0.310 (X_1) + 0.292 (X_2) + e_1$$

Table Model Summary (KD)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,496 ^a	0,246	0,238	7,95086

a. Predictors: (Constant), Lingkungan Teman Sebaya, Fasilitas Belajar

Source: SPSS output, data processed by the author

Based on the table above, an R square value of 0.246 is obtained, which means that the contribution to the direct influence between X1 and X2 on X3 is 24.6%. Based on the Rsquare value, the value of $e_1 = \sqrt{1-R^2} = \sqrt{1-0.246} = 0.8683$. So that the structural model 1 is obtained:

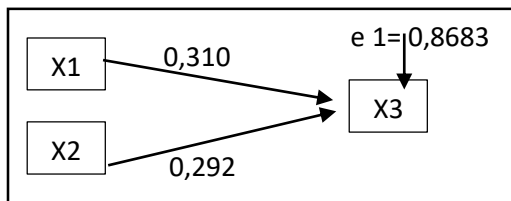


Figure 2. Structural Model 1

a.2. Direct Effect X₁,X₂,X₃ – Y

Table Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6,618	3,861		1,714	0,088
	Fasilitas Belajar (X ₁)	0,273	0,062	0,238	4,422	0,000
	Lingkungan Teman Sebaya (X ₂)	0,167	0,039	0,232	4,334	0,000
	Motivasi Belajar (X ₃)	0,383	0,043	0,490	8,936	0,000

a. Dependent Variable: Prestasi Belajar (Y)

Source: SPSS output, data processed by the author

Based on the table above, it can be seen that the value of the direct effect of X1-Y on the standardized coefficients beta column is 0.238, this means that every increase in the X1 variable, the Y variable will increase by 0.238 assuming that the other independent variables from the above model are still. The direct effect of X2-Y is 0.232, this means that every time the X2 variable increases by one unit, the Y variable will increase by 0.232 assuming that the other independent variables in the model above are constant. While the direct effect of X3-Y is 0.490, this means that every time the X3 variable increases by one unit, the Y variable will increase by 0.490 assuming that the other independent variables in the model above are constant. So that the path coefficient for the structural equation model 1 is: **Y = 0.238 (X₁) + 0.232 (X₂) + 0.490 (X₃) + e₂.**

Table Model Summary (KD)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,760 ^a	0,578	0,571	4,65486

b. Predictors: (Constant), Motivasi Belajar, Lingkungan Teman Sebaya, Fasilitas Belajar

Source: SPSS output, data processed by the author



Based on the test results of the coefficient of determination between X1, X2, X3 -Y, an R-square value of 0.578 is obtained, which means that the contribution to the direct influence between X1, X2, and X3 on Y is 57.8%. Based on the R-square value, the value of $e_2 = \sqrt{1-R^2} = \sqrt{1-0.578} = 0.6496$. In order to obtain the structural model 2:

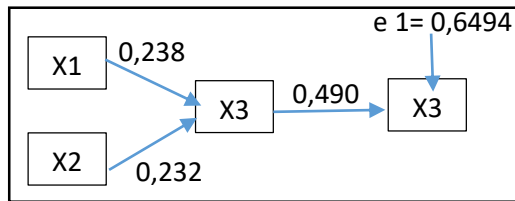


Figure 3. Structural Model 2

b) Indirect Effect

b.1. Indirect Effect X₁ On Y Through X₃

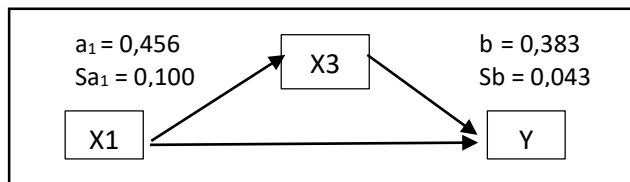


Figure 4. The Mediation Model of X₁ on Y through X₃

Source: data processed by the author

The indirect effect of X1 on Y through X3 can be found by multiplying the unstandardized coefficient beta value of X1 on X3 (0.456) with the value of the unstandardized coefficient beta X3 on Y (0.383), so that an indirect effect is obtained between X1 on Y through X3 of $0.456 \times 0.383 = 0.1746$.

b.2. Indirect Effect X₂ On Y Through X₃

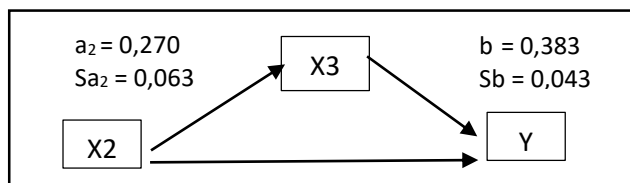


Figure 5. The Mediation Model of X₂ on Y through X₃

Source: data processed by the author

The indirect effect of X2 on Y through X3 can be found by multiplying the unstandardized coefficient beta value of X2 on X3 (0.270) with the value of the unstandardized coefficient beta X3 on Y (0.383), so that an indirect effect is obtained between X2 on Y through X3 of $0.270 \times 0.383 = 0.1034$.

DISCUSSION

a) The Effect of Learning Facilities On Learning Achievement

Based on the results of the research that has been done between the variables of learning facilities and learning achievement, the t-count value is 4.422 which is greater than the t-table of 1.9728 (thit $4.422 > t_{table} 1.9728$). So it can be concluded that there is a direct effect between learning facilities on economic achievement in SMA Negeri Bekasi students.



The results of this study are similar to the results of research by Zakaria, Edi Harapan, and Yenny Puspita (2020) who say that learning facilities significantly affect student achievement at SMA PGRI 2 Palembang. Dr. Ignatius Jeffrey and Ade Zein (2017) said that learning facilities significantly affect student learning outcomes. Meita Satri Prihatin (2017) also said that learning facilities had a positive effect on the learning outcomes of economics subjects for class X IIS SMA Negeri 1 Seyegan in the 2016/2017 academic year. Najmi Yatul Fijar (2019) says that learning facilities at home have a positive influence on student achievement in economics subjects by 30.5%.

b) The Effect of Peer Environment On Learning Achievement

Based on the results of the analysis test that has been carried out between peer environment variables and learning achievement, the t-count value is 4.334 which is greater than the t-table 1.9728 (thit $4.334 > t_{table} 1.9728$). So it can be concluded that there is a direct effect between the peer environment on the achievement of studying economics in SMA Negeri Bekasi students.

The results of this study are in line with the results of Dr. Daniel K. and Felix Kipkemboi (2014) who determined that the school environment and peer influence made a significant contribution to student academic achievement in Vihiga, Kenya. Asti Nuris Soraya (2016) also said that peers have a positive influence on economics learning achievement. Selvi Parmadani&Lyna Latifah (2016) also stated that partially there is an influence between the peer environment on learning achievement of 5.7%.

c) The Effect of Learning Motivation On Learning Achievement

Based on the results of the research that has been done between the variables of learning motivation and learning achievement, the t-count value is 8.936 which is greater than the t-table of 1.9728 (thit $8.936 > t_{table} 1.9728$). So it can be concluded that there is a direct effect between learning motivation on economic achievement in SMA Negeri Bekasi students.

The results of this study are in line with the results of research by Habok, Magyar, Nemeth, and CSapo (2020) which states that there is a significant influence between learning motivation on learning achievement. Ridaul Inayah, Martono, & Sawiji (2013) also showed that student motivation had a direct positive effect on economic learning achievement of 39.3%. Moses Kopong Tokan & Mbing Maria Imakolata (2019) in their research also concluded that intrinsic motivation and extrinsic motivation directly affect learning achievement. Zakaria, Edi Harapan, and Yenny Puspita (2020) in their research concluded that learning motivation has a significant effect on student achievement at SMA PGRI 2 Palembang. M. Hersal Alif, Amin Pujiata, and Arief Yulianto (2020) said that learning motivation influences learning achievement. Dr. Ignatius Jeffrey and Ade Zein (2017) also concluded that learning motivation significantly influences student learning outcomes.

d) The Effect of Learning Facilities On Learning Motivation

Based on the results of the analysis test that has been carried out between the variables of learning facilities and learning motivation, a t-count value of 4.564 is obtained which is greater than t-table 1.9728 (thit $4.564 > t_{table} 1.9728$). So it can be concluded that there is a direct effect between learning facilities on learning motivation in SMA Negeri students in Bekasi City.

The results of this study are in line with the results of research by Miftah Uldini and Osly Usman (2019) and M. Hersal Alif, Amin Pujiata, and Arief Yulianto (2020) concluded that learning facilities affect learning motivation. In addition, Risdia Zulfia (2010) in her research stated that learning facilities at home had a significant effect on student learning motivation. Eka Susanti (2017) says learning facilities at home can partially affect student learning motivation by 9.4%.



e) The Effect of Peer Environment On Learning Motivation

Based on the results of the analysis test that has been carried out between peer environment variables and learning motivation, the t-count value is 4.295 which is greater than the t-table 1.9728 (thit 4.295 > ttable 1.9728). So it can be concluded that the research hypothesis which reads that there is a direct effect between the peer environment on learning motivation in students of SMA Negeri in Bekasi City.

The results of this study are in line with the results of research by Restu Dwi Fitria, et al who said that the peer environment has an influence on student motivation by 49.2% (Fitria, Rosra, & Mayasari, 2017). This is because the peer environment has a strong influence on one's motivation, especially among young students (Zoltan & Ushioda, 2013).

f) The Effect of Learning Facilities On Learning Achievement Through Learning Motivation

Based on the results of research that has been conducted between learning facilities on student achievement through learning motivation as a mediating variable, the results show that there is a direct effect and an indirect effect. The direct effect is 0.238 or 23.8%, and the indirect effect is $0.456 \times 0.383 = 0.1746$ or 17.46%.

Based on the results of the Sobel test, it was obtained that the Sobel test was $4.05899 > 1.96$ with a p-value of $0.00005 < 0.05$, so it can be said that there is a mediating relationship between learning facilities and learning achievement through learning motivation. So it can be concluded that there is an indirect effect between learning facilities on economic learning achievement through learning motivation in SMA Negeri Bekasi students.

g) The Effect of Peer Environment On Learning Achievement Through Learning Motivation

Based on the results of research that has been conducted between peer environment on student achievement through learning motivation as a mediating variable, the results show that there is a direct effect and an indirect effect. The direct effect is 0.232 or 23.2%, and the indirect effect is $0.270 \times 0.383 = 0.1034$ or 10.34%.

Based on the results of the sobel test, the sobel test was $3.86192 > 1.96$ with a p-value of $0.00011 < 0.05$, so it can be said that there is a mediating relationship between peer environment and learning achievement through learning motivation. So it can be concluded that there is an indirect effect between peer environment on economic learning achievement through learning motivation in SMA Negeri Bekasi students.

CONCLUSION

Based on the results of the research and the results of the tests that have been carried out, it can be concluded that in this study there is a positive and significant direct effect between learning facilities on economic learning achievement in SMA Negeri Bekasi students, there is a positive and significant direct effect between peer environment on economics study achievement in SMA Negeri Bekasi City students, there is a positive and significant direct effect between learning motivation on economic learning achievement in SMA Negeri Bekasi students, there is a direct positive and significant influence between learning facilities on learning motivation in SMA Negeri students in Kota Bekasi, there is a positive and significant direct effect between peer environment on learning motivation in SMA Negeri Bekasi students, there is a positive and significant indirect effect between learning facilities on economic learning achievement through learning motivation in SMA students in Bekasi City, there is an influence positive and significant indirect relationship between peer environment and economic learning achievement through learning motivation in SMA Negeri Bekasi students.



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