THE INFLUENCE OF THE SCHOOL ENVIRONMENT ON ACCOUNTING LEARNING OUTCOMES OF CLASS X STUDENTS ACCOUNTING SKILLS PROGRAM AT SMK NEGERI 1 PINRANG

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Abstract

This study aims to find out how much the school environment influences the accounting learning outcomes of class X students of the Accounting Expertise Program of SMK Negeri 1 Pinrang. The variables in this study are the school environment as an independent variable and learning outcomes as a bound variable. The population in this study is 101 students of Class X Accounting Expertise Program of SMK Negeri 1 Pinrang. The sampling technique uses a simple random sampling technique, so that the sample from this study is 50 students. The data collection techniques used are questionnaires and documentation. The data analysis techniques used are descriptive analysis of percentages, instrument tests, and hypothesis tests. Based on the results of the data analysis that has been carried out, the results of the descriptive analysis of the school environment were obtained of 86.12 percent which is classified as very high which means that the school environment has met the criteria to improve student learning outcomes, for learning outcomes obtained 81.26 percent which is classified as high which means that the average student accounting learning results are good and no students who get a score brought the minimum completeness that has been set. From the results of a simple linear regression analysis, the school environment $Y = 54.515 + 0.318X$ which means that for every addition of one school environment value, the learning outcome value increases by 0.318 units. The results of the t-test obtained a significant value of 0.000 < 0.05 which means that the school environment has a significant effect on student learning outcomes, thus the hypothesis is accepted. Meanwhile, the results of the determination coefficient $(r2)$ analysis obtained a value $(r2) = 0.424$ or 42 percent. This means that the school environment has a contribution or influence on learning outcomes of 42 percent, while the remaining 58 percent is influenced by other factors.

Keywords : School Environment, Learning Outcomes

Abstrak

This study aims to find out how much the school environment influences the accounting learning outcomes of class X students of the Accounting Expertise Program of SMK Negeri 1 Pinrang. The variables in this study are the school environment as an independent variable and learning outcomes as a bound variable. The population in this study is 101 students of Class X Accounting Expertise Program of SMK Negeri 1 Pinrang. The sampling technique uses a simple random sampling technique, so that the sample from this study is 50 students. The data collection techniques used are questionnaires and documentation. The data analysis techniques used are descriptive analysis of percentages, instrument tests, and hypothesis tests. Based on the results of the data analysis that has been carried out, the results of the descriptive analysis of the school environment were obtained of 86.12 percent which is classified as very high which means that the school environment has met the criteria to improve student learning outcomes, for learning outcomes obtained 81.26 percent which is classified as high which means that the average student accounting learning results are good and no students who get a score brought the minimum completeness that has been set. From the results of a simple linear regression analysis,

the school environment obtained Y = 54.515+ 0.318X, which means that for every additional value of the school environment, the learning outcome value increases by 0.318 units. The results of the t-test obtained a significant value of 0.000 <0.05, which means the school environment has a significant effect on student learning outcomes, thus the hypothesis is accepted. Meanwhile, the results of the analysis of the coefficient of determination (r2) obtained a value of (r2) = 0.424 or 42 percent. This means that the school environment has a contribution or influence on learning outcomes of 42 percent, while the remaining 58 percent is influenced by other factors.

Keywords: School Environment, Learning Outcomes

INTRODUCTION

Education is very important for the survival of the nation, because the quality of life of a nation is very closely related to the level of education. Education is the process of forming fundamental skills intellectually and emotionally towards nature and fellow humans (Hasbullah, 2015:2) . This is in line with the function and objectives of national education as stated in article 3 of Law Number 20 of 2003 concerning the National Education System: National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of participants educate to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Educational institutions, in accordance with their function, have an important role in producing or producing quality human resources (HR), so that they are able to develop their role in national development. Educational institutions are expected to be able to optimize the potential of students so that in the end they can produce better achievements. Educational goals can be realized through the provision of education by developing the potential of human resources through learning activities. In achieving learning objectives there are several factors that influence it, these factors are internal factors and external factors. Internal factors are factors that come from within the student, while external factors are factors that come from outside the student. One of the external factors that has a big influence on learning is the school environmental factor. The school environment has a dominant influence on students in achieving better learning outcomes. Therefore, school becomes a very dominant vehicle for the influence and formation of a student's attitudes, behavior and learning outcomes." In the school environment, students learn to interact with new environments outside the family environment. In this school environment, students will interact with fellow students, teachers and other school residents. However, sometimes there are some students who are less able to interact with their peers or teachers because they feel embarrassed or inferior. This can certainly affect student learning outcomes. If this is not handled immediately, students will get unsatisfactory learning outcomes. According to Susanto (2013 :14) "Student learning outcomes are the abilities that children gain after going through learning activities." Meanwhile, to measure the school environment with indicators, namely teaching methods, curriculum, teacher-student relationships, student-student relationships, school discipline, learning tools, school time, building conditions, learning methods, homework. From several indicators that have been mentioned, it is suspected that the school environment is a factor that influences student learning outcomes.

SMK Negeri 1 Pinrang is one of the National Standard Schools (SSN) with A accreditation in Pinrang Regency. This school consists of 6 departments which apply the Merdeka Curriculum in class X and the 2013 Curriculum in classes XI, XII. Based on the results of initial observations conducted by

researchers at SMK Negeri 1 Pinrang, especially on Class X Accounting students. Researchers found that student learning outcomes were still poor due to the influence of the school environment. There are still some students whose learning outcomes are less than satisfactory due to the lack of teacher creativity in carrying out the learning process, the lack of availability of books in the library, especially books that are really needed by students.

Based on initial observations made on 20 students in class X of the Accounting Skills Program consisting of 7 students in class X Accounting 1, 7 students in class) of 62%, which is included in the high category based on the percentage of standard indicators according to (Arikunto, 2018 :35) , namely 61-80%, which means that the school environment is supportive. Meanwhile, the learning outcome indicator (Y) for students is classified as low, namely 40% based on the standard indicator percentage according to (Arikunto, 2018 :35) , namely 21-41%. So, it can be concluded that the school environment has a relationship with student learning outcomes. This is in accordance with the opinion (Susanto, 2013 : 14) stated "the school environment is also one of the factors that influences student learning outcomes". However, from the results of these initial observations, it is still necessary to carry out deeper research and expand the population and sample further.

Research by Martina et al., (2019) states that with a good school environment, students will indirectly achieve maximum results in learning. This achievement will later become the result of learning so that it will have a positive impact on students. To determine the influence of the school environment on Latief's learning outcomes (2016) has conducted this research with the results that there is an influence of the school environment on student learning outcomes. Sholehuddin & Wardani (2023) also conducted research on the school environment with the aim of finding out how the school environment and classroom management influence student learning motivation, where the results of their research state that there is a positive influence of the school environment and classroom management on student learning motivation.

Based on this description, the researcher is interested in conducting research with the title "The Influence of the School Environment on the Accounting Learning Outcomes of Class X Students of the Accounting Skills Program at SMK Negeri 1 Pinrang".

RESEARCH METHODS

Variable X in this research is the school environment and variable Y is learning outcomes. This research is quantitative research which is processed using statistical analysis where the quantitative design used is a type of quantitative approach with descriptive methods .

The data collection techniques used in this research are questionnaires and documentation . According to Sugiyono (2017 : 1999) "a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer". The use of a questionnaire in this research aims to provide information to researchers regarding the independent variable, namely the school environment of class student. According to Sugiyono (2017 :329) "documents are usually in the form of writing, drawings or monumental works by someone". Data in the documentation required in this research includes written data regarding a brief history of the school, school profile, school conditions, and data on student learning outcomes, namely the results of the odd semester final exam assessment for accounting subjects for Class X students at SMK Negeri 1 Pinrang, as well as relevant data. for research.

techniques used are descriptive percentage analysis, instrument testing and hypothesis testing using SPSS 25. Instrument testing consists of validity tests and reliability tests . The validity test used in this test is using *product moment correlation* by Sugiyono (2017 :255) with the formula

$r_{xy} = \dfrac{n \cdot \Sigma x_i y_i - (\Sigma x_i)(\Sigma y_i)}{\sqrt{n\{\Sigma x_i{}^2 - (\Sigma x_i)^2\} \{n\Sigma y_i{}^2 - (\Sigma y_i)^2\}}}$ Measuring the validity of the instrument is done by comparing the _calculated_ r _values_ with r _table_ with a significance level of 5 percent, if r _count_ > r _table_ then the instrument is said to be valid, if r _count_ < r _table_ then the instrument is said to be invalid. The reliability test according to Sugiyono (2017 : 173) is that a reliable instrument is an instrument that, when used several times to measure the same object, will produce the same data. The formula used in the reliability test is _Spearman Brown (split half)_ , as stated by Sugiyono. (2017 :185) namely $r_i = \dfrac{2r_b}{1+r_b}$, Reliability testing with the help of _SPSS 25 for Windows_ uses the _Cronch's alpha method_ so _the calculated_ r is represented by the _alpha value_ . An instrument is declared reliable if _the Cronbach's alpha value_ is > 0.60 (Ghozali, 2011 : 45) . Meanwhile, hypothesis testing consists of simple linear regression analysis, coefficient of determination (r [2]), and t-test (Sudaryono, 2019). Simple linear regression analysis uses [the] formula proposed by Sugiyono (2017 : 162), namely Y ' = a + b . The coefficient of determination is used to determine the magnitude of the influence of the school environment on the learning outcomes of class X students in the Accounting Skills Program at SMK Negeri 1 Pinrang. For the t-test, use the formula proposed by Sugiyono (2017 :257) , namely $t = \dfrac{r\sqrt{n-2}}{\sqrt{1-r^2}}$.

The object of this research as well as the population is the entire class person . Measuring school environmental variables uses a Likert scale measuring _instrument_ namely used to measure attitudes, opinions and perceptions of a person or group of people regarding social phenomena, with a Likert scale the variables to be measured are translated into variable indicators, then these indicators are used as a starting point for compiling a questionnaire instrument in the form of a statement, distributing the questionnaire to all students class X Accounting Skills Program at SMK Negeri 1 Pinrang . Learning outcome variables are measured from indicators of student learning outcomes including cognitive, affective and psychomotor scores obtained from the results of the odd semester exam test results in accounting subjects for class The data analysis techniques used are descriptive percentage analysis, instrument testing and hypothesis testing.

RESEARCH RESULT

1. Descriptive analysis

, there are school environment variables from the distribution of questionnaires that have been distributed to 50 respondents who are class

Table 1. Recapitulation of the percentage of School Environment variables

No	Items	Actual score	Ideal score	Actual score (%)	Information
1	Teaching methods	666	750	88.8	Very high
2	Curriculum	397	500	79.4	Tall
3	Teacher relations with students	419	500	83.8	Very high
4	Student-to-student relationships	633	750	84.4	Very high
5	School discipline	459	500	91.8	Very high
6	Study Tools	423	500	84.6	Very high
7	School Time	221	250	88.4	Very high
8	Condition of the building	423	500	84.6	Very high
9	Learning methods	429	500	85.8	Very high
10	House work	224	250	89.6	Very high

Amount	4,294	5,000	86.12%	Very high

The school environment variable obtained a percentage of 86.12% in the very high category as stated by Arikunto (2018:35), thus the school environment at SMK Negeri 1 Pinrang is classified as very high. Ten indicators were obtained, of which there were four indicators that reached the average percentage of actual scores, namely the indicators of teaching methods, school discipline, school time and homework. Meanwhile, there are six indicators that are still below the average percentage of actual scores, namely the curriculum indicator at 79.4%, the teacher-student relationship indicator at 83.8%, the student-to-student relationship indicator at 84.4%, the learning tools indicator at 84. .6%, the condition of the building was 84.6%, and the learning method indicator was 85.8%. This shows that students need to improve these indicators.

Table 2. Classification of Odd Semester Final Scores for Class X Students in the Accounting Skills Program at SMK Negeri 1 Pinrang

Value interval	Predicate	Number of students	Percentage (%)
$90 \leq A \leq 100$	Very good	3	6
$81 \leq B \leq 89$	Good	20	40
$75 \leq C \leq 80$	Enough	27	54
>75	Not enough	0	0
Amount		50	100

Based on table 2, it can be seen that , in the interval $90 \leq A \leq 100$ there were 6% or 3 students, in the interval $81 \leq B \leq 89$ there were 40% or 27 students, and in the interval $75 \leq C \leq 80$ there were 54% or 27 students and interval >75 which is classified as poor, it can be seen that there are no students who get a score >75. This shows an average value (*mean*) of 81.26% where the value is in the interval $81 \leq B \leq 89$, which means all students are classified as good.

2. **Instrument Test**
a. **Instrument Validity Test**

The validity test of the instrument in this research is measured based on statement items which are declared valid if the calculated r is > the r table value, the r table can be seen in the statistical r table with a significance level of 5% df 50: 0.284. if r count > r table then the statement is valid. The results of the school environment test (X) with 20 statement items can be seen in table 3 below:

Table 3. Validity Test Results of School Environment Instruments

Statement items No.	Validity		Conclusion
	r count	r table	
1	0.452	0.279	Valid
2	0.600	0.279	Valid
3	0.578	0.279	Valid
4	0.813	0.279	Valid
5	0.645	0.279	Valid
6	0.374	0.279	Valid
7	0.455	0.279	Valid
8	0.391	0.279	Valid
9	0.385	0.279	Valid
10	0.443	0.279	Valid

11	0.752	0.279	Valid
12	0.751	0.279	Valid
13	0.750	0.279	Valid
14	0.729	0.279	Valid
15	0.656	0.279	Valid
16	0.743	0.279	Valid
17	0.611	0.279	Valid
18	0.740	0.279	Valid
19	0.629	0.279	Valid
20	0.389	0.279	Valid

The results of the variable validity test show that all the statement items submitted consist of 20 statement items in table 3 showing that all statement items submitted for the school environment variable (X) have an rcount between 0.374 to 0.813. This shows that the calculated r value of all variable statement items (X) is greater than the r table value, namely 0.279. Based on these results, it can be concluded that all statement items in the school environment questionnaire are declared "valid".

b.   Instrument Reliability Test

The reliability test is used to measure the consistency of the questionnaire which is an indicator of the construct variable. Testing the reliability of the instrument in this research was carried out using the *Cronbach'Alpha technique,* with a total of 50 students as respondents. An instrument is declared reliable if the *Cronbach'Alpha value* is > 0.60. The table of instrument reliability test results can be seen in Table 4 below:

Table 4. Reliability Results of School Environment Instruments

Reliability Statistics	
Cronbach'Alpha	*N of items*
,908	20

Based on table 4, it shows that the instrument used to collect school environmental data is reliable because the school environmental value is greater than Cronbach's Alpha, namely 0.908 > 0.60. Thus it can be concluded that the school environment variable instrument used in collecting data is declared "reliable".

Based on the instrument tests used including validity tests and reliability tests, it can be concluded as follows:

Table 5. Conclusion of Validity Test and Reliability Test of Research Instruments

Variable	Validity			Reliability		
	r_{hitung}	r_{tabel}	Ket	*CronBach's Alpha*	Standard	Ket
School environment	0.374 to 0.813	0.279	Valid	0.908	0.60	Reliable

Thus, it can be concluded that the school environment instrument in this research is suitable for use.

c. **Hypothesis Testing**

a. **Simple Linear Regression Analysis**

Simple linear regression was used in this study to measure the influence of school environmental variables on learning outcomes. The analysis was carried out using *SPSS Version 25 for Windows*, the results and linear regression calculations are presented in table 6 below:

Table 6. Results of Simple Linear Regression Analysis

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	Q	Sig.
1	*(Contants)*	54,515	4,525		12,047	,000
	School environment	,318	,053	,651	5,945	,000

Coefficients ᵃ

The simple linear regression equation model is $Y = 54.515 + 0.318$. Based on the equation model obtained, it is known that the constant value is 54.515. If the school environment variable the value is zero, then the student learning outcome variable is 0.318 units.

b. **Coefficient of Determination** (r^2)

The coefficient of determination (r^2) is used to determine the magnitude of the influence exerted by school environmental variables on the learning outcomes of class X students in the Accounting Skills Program at SMK Negeri 1 Pinrang . So the coefficient of determination test was carried out which was processed using *SPSS version 25* which can be seen in table 7 as follows:

Table 7 . Coefficient of Determination Results (r^2)

			Model Summary	
Model	R	R Square	Adjusted R Square	Std. Error Of The Estimate
1	,651 ᵃ	,424	,412	3,460

a.Prectors: (Constants), school environment

Based on table 7 , the coefficient of determination (r2) is 0.424 or 42%. This means that the school environment has a contribution or influence on learning outcomes of 42% while the remaining 58% is influenced by other factors. .

c. **t-test**

The t-test is used to test hypotheses and find out how significant the influence of the environment seems to be on learning outcomes. to determine the influence of the school environment on learning outcomes through the t-test is by comparing significant values <0.05 (5%). A variable is said to be influential when the significance value obtained is 5% smaller (α = 0.05). The t-test results can be seen in table 8 below.

Table 8. T-test results

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	Q	Sig.

Coefficients ᵃ

	(Contants)	54,515	4,525		12,047	,000
1	School environment	,318	,053	,651	5,945	,000

    a.   *Dependent Variable:* Learning Outcomes

Based on table 8, it shows that a significance value of 0.000 is obtained which is smaller than 0.05, which means that the school environment variable is significant for the accounting learning outcomes of class X students of the Accounting Skills Program at SMK Negeri 1 Pinrang. Therefore, it can be concluded that the hypothesis proposed in this study is declared "accepted".

DISCUSSION

According to Djamarah (2011:29) "A good school environment is a school environment that challenges and stimulates students to learn, provides a sense of security and satisfaction and can improve student learning achievement." Therefore, the school environment plays an important role in improving student learning outcomes.

Based on the research results, the results of descriptive analysis of school environment variables obtained an actual average of 86.12% with a very high category as stated by Arikunto (2018:35). The school environment indicators are 1) teaching methods at 88.8%, 2) curriculum at 79.4%, 3) teacher-student relations at 83.8%, 4) student-student relations at 84.4%, 5) school discipline was 91.8%, 6) learning tools were 84.6%, 7) school time was 88.4%, 8) condition of the building was 84.6%, 9) learning methods were 85.8%, 10) homework was 89.6%. The school environment indicator with the highest percentage is school discipline at 91.8% and the indicator with the lowest percentage is the curriculum at 79.4%. However, these school environmental variables have a significant influence on the learning outcomes of class X students in the Accounting Skills Program at SMK Negeri 1 Pinrang.

Meanwhile, the results of the description of learning outcome variables show that the highest frequency is 54% or 27 students in the interval $75 \leq C \leq 80$, in the interval $81 \leq B \leq 89$ there are 40% or 27 students, in the interval $90 \leq A \leq 100$ there are 6% or 3 students, while in the interval > 75 which was classified as less there were no students who got a score > 75. This shows that the average learning outcome score obtained was 81.26 with the highest score being 90 and the lowest score being 76. All students achieved the KKM score. This means that the school environment greatly influences student learning outcomes. If the school environment is maximized well then learning outcomes will also be good, and vice versa if the school environment is not maximized well then learning outcomes will also be poor. This means that if the school environmental variables increase by one unit, then the learning outcomes of class X students in the Accounting Skills Program at SMK Negeri 1 Pinrang increase by one unit.

The results of hypothesis testing in this study using SPSS Version 25.0 For Windows, the results of simple linear regression analysis obtained the equation $Y = 54.515 + 0.318$, which means that for each additional learning environment value, learning outcomes increase by 0.318. The results of the t-test obtained a significant value of 0.000 <0.05, which means that there is a positive and significant influence between the school environment on the learning outcomes of class X students in the Accounting Skills Program at SMK Negeri 1 Pinrang. So the hypothesis proposed "It is suspected that the school environment has a positive and significant influence on the accounting learning outcomes of class The coefficient of determination r2 in this study was 0.424 or 42%, while the remaining 58% was influenced by other factors.

The research results are in line with research conducted by Latief (2016) "aimed to determine the influence of the school environment on the Civics Learning Outcomes of Paku Vocational School Students, Binuang District". The sample of subjects/objects of this research was 55 students. This research uses influence (causal) research. The data collection technique used is data collection collected

by documenting the results and by giving questionnaires to respondents. Data were analyzed using descriptive analysis methods and inferential analysis methods. There are two variables used in this research, namely the independent variable (School Environment (X)) and the dependent variable (Learning Outcomes (Y)). The results of the descriptive analysis method in this study illustrate that the influence of the school environment obtained an average score of 34.37 which was classified as medium category, and Civics learning outcomes obtained an average score of 82.37 in the high category. The results of the inferential analysis method show that there is an influence of the school environment on Civics learning outcomes for Paku Vocational School students, Binuang District.

The similarity between previous research and current research is the use of independent and dependent variables for data collection, namely documentation and questionnaires. The difference is that previous research examined Civics learning outcomes while the current research examines Accounting learning outcomes.

Research by Martina et al., (2019) in their journal entitled "The Influence of the School Environment on Student Learning Outcomes in Islamic Religious Education Subjects at SMP Negeri 9 Tulung Selapan OKI Regency". This research aims to find out how much influence the school environment has on learning outcomes in Islamic Religious Education subjects. The sample in this study, researchers took 33 students. Then, to obtain data, researchers used data collection tools in the form of questionnaires, documentation and observation. To analyze this research data, researchers used quantitative methods using statistical formulas, namely Mean (average), Standard Deviation (SD), TSR, then product moment correlation and coefficient of determination. The results of this research show that based on the results of the hypothesis test, there is an influence of the school environment on student learning outcomes in Islamic Religious Education subjects at SMP Negeri 9 Tulung Selapan, OKI Regency.

The similarities between previous research and current research are in the independent variable, namely the School Environment, and the Dependent Variable, namely Learning Outcomes. As for the differences, the previous research used 3 data collection tools while the current research only used 2 data collection tools and the previous research location was SMP Negeri 9 Tulung Selapan, OKI Regency, while the current research was located at SMK Negeri 1 Pinrang.

Sholehuddin & Wardani's (2023) research was conducted with the aim of finding out how the school environment and classroom management influence student learning motivation. This research uses a quantitative approach with a survey method. Data collection was carried out by distributing questionnaires. This research uses a simple regression test to find the influence of variable X on variable Y and a multiple regression test to find the influence of variables X1 and X2 on variable Y with a sampling technique, namely random sampling. Data analysis used a regression test with a significance level of 0.05 (5%) with a sample size of 70 respondents. Based on the data analysis carried out in this research, it can be concluded that there is an influence of the school environment on student learning motivation of 28.4%. There is an influence of classroom management on student learning motivation of 33.2%. And there is an influence of the school environment and classroom management on student learning motivation of 37.4%.

The similarity from previous research is the school environment variable. The difference is that previous research used more than one independent variable, namely school environment variables and classroom management, then the difference in the dependent variable is learning motivation.

CONCLUSION

Based on the results of the data analysis and discussion described in the previous chapter regarding the influence of the *Numbered Head Together (NHT) type cooperative learning strategy* on the learning outcomes of class XII IPS students at SMA Negeri 4 Soppeng, it can be concluded that:

1. Based on the results of descriptive data analysis, school environmental indicators obtained a percentage of 86.12 percent in the very high category.
2. Based on the results of descriptive analysis, the learning outcomes of class
3. The school environment has a positive and significant effect on the learning outcomes of class

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