

## THE INFLUENCE OF SCHOOL ENVIRONMENT AND LEARNING INTEREST ON LEARNING OUTCOMES (Case Study of Class X, XI and XII Students of SMA N 1 Tondano)

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### ABSTRACT

Student learning outcomes are a process in determining student learning values through assessment and measurement activities. Student learning outcomes are influenced by many factors, including the school environment and interest in learning. Therefore researchers are interested in conducting research with the title the Influence of the School Environment and Interest in Learning on Student Learning Outcomes. The aims of this research are; 1) To determine the influence of the school environment on student learning outcomes; 2) To determine the influence of learning interest on student learning outcomes; 3) To determine the influence of the school environment and interest in learning on student learning outcomes. This research is quantitative research. The population in this study was 160 people and the sample was 40 people. The data collection techniques used in this research were questionnaires, interviews and documentation. The instrument test in this research used validity and reliability tests. Of the 15 statements for variable X1 and 15 statements for X2 given to respondents, all were declared valid and both variables were reliable. The hypothesis test used in this research is; 1) Hypotheses 1 and 2 use simple regression, simple correlation, t test and determinant coefficient; 2) Hypothesis 3 uses multiple regression, multiple correlation, F test and determinant coefficient. The results of data analysis state that; 1) There is an influence of the school environment on student learning outcomes by 74%; 2) There is an influence of the school environment and interest in learning on student learning outcomes by 66%; 3) There is an influence of the school environment and interest in learning on student learning outcomes by 78%.

**Keywords** :*School Environment, Interest in Learning, Learning Outcomes*

### INTRODUCTION

The rapid progress of science and technology requires every country to continue to improve the quality of its human resources. There are many ways that can be used to improve the quality of human resources, one of which is through education. Education aims to prepare the young generation as the nation's successors who are able to face developments in science and technology. Law

Number 20 of 2003 concerning the National Education System article 1 defines education as follows: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by himself, society, nation and state.

Based on this understanding, it is known that education is an effort to develop the potential of human resources so that it can create superior and quality national assets. This is in line with the objectives of national education according to Law Number 20 of 2003 article 3, namely "to develop the potential that exists in students so that they become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative. , be independent, and become democratic and responsible citizens." Education in this case is seen as an appropriate way to form quality human resources to support the creation of national education goals. In order for educational goals to be achieved, a process is needed so that existing input can produce maximum output as expected.

Factors external to students that influence learning achievement are the school environment. Based on the results of observations and interviews with students and teachers at SMA N 1 Tondano, it is known that teachers and students are quite comfortable with the school environment, especially because the relationship between school members is very close, as shown by the habit of school members shaking hands with each other every morning at the school entrance. The implementation of rules and regulations at SMA N 1 Tondano is also very good, as can be seen from the orderly regulations regarding school entry times, namely that the school gate will be closed when the entrance bell rings and students who are late must ask the picket teacher for permission to enter class. Apart from that, further limitations are presented in the SMA N 1 Tondano environment. These problems include the majority of classes not having air conditioning equipment such as fans or Air Conditioners (AC), except in class X, XI and XII rooms and the limited number of projectors, So if teachers want to use learning media such as Power Point, they must check the availability of a

projector first. The school environment also includes learning methods, regarding this it is known that many teachers are still lacking in implementing varied learning methods and tend to be monotonous which causes students to become bored and less motivated. Apart from that, the building renovation project at SMA N 1 Tondano created noise and inconvenience for the learning process in the classroom, especially in classrooms located close to the renovation activities.

Apart from the school environment, the peer environment also plays a role in achieving learning achievement. The peer environment is an environment with groups of more or less the same age and maturity. In adolescence, close relationships with peers increase and close relationships with parents actually decrease. This illustrates that the influence of student behavior is not from their parents but from their peers. Based on observations made by researchers at SMA N 1 Tondano, when it is time for worship, students will remind each other to immediately go to the place of worship; this shows concern for their friends in the field of religion. The problem that exists is related to the peer environment, namely if a student talks outside the material during a group discussion, other students also respond to the conversation.

Ki Hajar Dewantara stated that the school environment is one of the official institutional environments under the government which carries out planned, deliberate, directed and systematic educational activities carried out by professional educators with programs and curricula at every level of education that are followed by every student. At every level of education, the school environment also plays a very important role in a child's success in achieving maximum achievement (Ihsan, 2013). A good school environment, especially in learning, is one of the determinants of success in improving student learning achievement. If the school environment is good then student learning achievement will increase, and vice versa if the school environment is low then student learning achievement will also be low (Muslih, 2016).

Another factor that is thought to influence students' mathematics learning achievement is students' interest in learning. Interest in learning is an aspect of a person's psychology which manifests itself in several symptoms, such as: passion,

desire, feelings of liking to carry out the process of changing behavior through various activities which include seeking knowledge in experience, in other words, interest in learning is attention, liking, a person's (student's) interest in the lesson shown through enthusiasm, participation and activeness in learning (Fathurrohman and Sulistyorini, 2018). Interest in Learning is a factor that influences Learning Achievement. Students with high interest in learning will always pay attention to the teacher's explanations. Based on observations made by researchers at SMA N 1 Tonado classes X, XI and XII, students' interest in learning is still lacking. This can be seen from 64 students, there were 39 students or 29.55% of students who did not pay attention to the teacher's explanation. The lack of student interest in learning was seen from 10 students (30.30%) from class X 1; 12 students (36.36%) from class XI 2; 9 students (27.27%) from class XII 3; and 8 students (24.24%) from class

Apart from interest in learning, the learning achievement factor that comes from within the student is self-confidence. The feeling of self-confidence that exists in students gives rise to the desire to be able to act and succeed in doing something. Self-confidence is belief in one's abilities so one does not give up easily in the face of difficulties. Students who have low self-confidence have negative feelings about themselves and have weak belief in their abilities.

Based on observations carried out at SMA N 1 Tonadano, it shows that students in classes X, XI and XII work together to complete individual assignments, this shows that students are not confident and tend to depend on friends. Apart from that, the low level of student participation in asking questions and coming to the front of the class voluntarily shows that students' low self-confidence is still low.

The school environment is one of the external factors that can influence the achievement of learning achievement. The school environment is an environment that includes all things that are influential and meaningful for students in the teaching and learning process at school. A conducive school environment will influence students' interest in learning so that it can influence learning achievement, while a less conducive school environment will make

students uncomfortable studying at school. The school environment includes the school and classroom atmosphere, infrastructure, and harmonious relationships between school members. Apart from that, the implementation of the curriculum is also included in the School Environment element.

Measuring Learning Achievement at SMA N 1 Tondano using tests, namely fill-in tests. The types of tests used are formative tests (Daily Tests), subsummative tests (Mid Semester Tests) and summative tests (End of Semester Tests). Learning Achievement at SMA N 1 Tondano is based on the Minimum Completeness Criteria (KKM), which is 75. Based on the Quality Management System (SMM) ISO 9001: 2008, it is stated that the success of the school quality target set is 100%. Referring to these quality targets, SMA N 1 Tondano has set a minimum learning success standard which is targeted at 100%.

Based on the report card documentation obtained from the accounting teacher in the accounting subject, it is known that of all the 64 students in class X, XI and The remaining 38 students or 28.79% have not reached the KKM so it is necessary to hold a remedial program for students who have scores below the KKM so that their learning achievement reaches the required provisions. Based on this description, it encourages researchers to conduct research with the title "The Influence of the School Environment and Interest in Learning on the Learning Outcomes of Classes X, XI and Y.

## **RESEARCH METHOD**

This research uses a comparative causal approach, namely research whose aim is to determine the possibility of a causal relationship in a certain way based on observations of existing consequences (Suharisimi Arikunto, 2013: 121). This research is ex post facto research.

Ex post facto research is research conducted to examine events that have occurred and then trace them back to find out the factors that could have caused the incident (Suharsimi Arikunto, 2013: 17). Population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2015: 117). The technique used in this research is a saturated/census sampling

technique. The population in this study was SMA Negeri 1 Tondano classes X, XI and XII with a total of 160 people. The sample is a portion or representative of the population to be studied (Arikunto, 2002). To determine the sample size according to Arikunto (2002), if there are less than 100 subjects, it is better to take all of them so that the research is population research. If the subject is greater than 100, it can be taken between 10-15% or 20-25%. Based on the definition above, it can be said that the result of adding this sample is  $160 \times 15\% = 40$ . So the sample used in this research was 40 people, namely 25% of the total population using the Simple Random Sampling Technique, which was taken randomly or randomly.

Data collection in this research uses the following data collection techniques: 1) Questionnaire, Suharsimi Arikunto (2013: 194) suggests that a questionnaire or questionnaire is a number of written questions used to obtain information from respondents in the sense of reports about their personal, or matters -things he knows. This questionnaire or questionnaire is used to obtain data regarding Learning Interest and School Environment. 2) Documentation, Suharsimi Arikunto (2013: 274) stated that documentation comes from the word document which means written items such as books, magazines, documents of value, regulations, meeting minutes, daily notes. This documentation method is used to obtain data regarding the general description of the school, number of students, and learning achievements in the form of daily tests, mid-term tests and final semester tests.

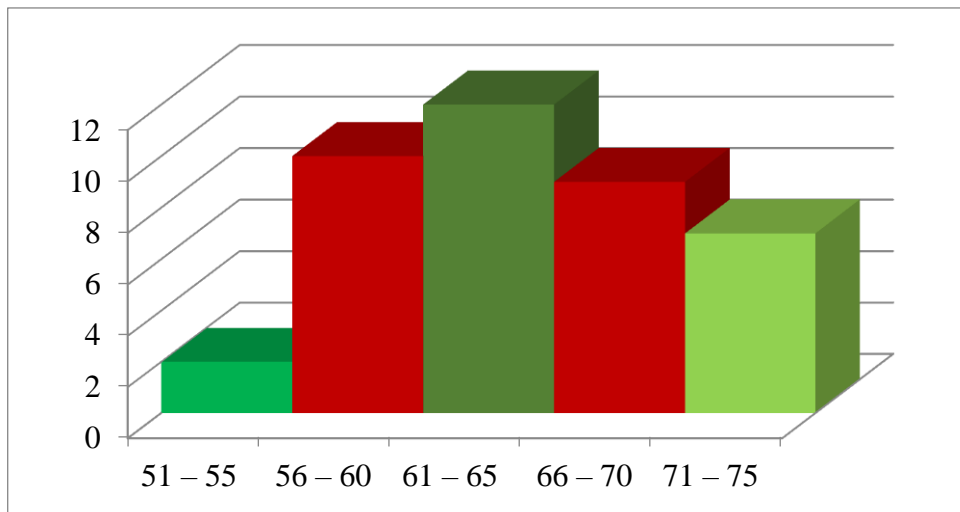
## FINDINGS AND DISCUSSION

### School Environment Variables (X1)

Table 1. Frequency Distribution

Intervals	Frequency
51 – 55	2
56 – 60	10
61 – 65	12
66 – 70	9
71 – 75	7
<b>Total</b>	<b>40</b>

Analysis of the description of respondents' answers regarding school environment variables (X1) is based on respondents' answers to the statements given (15 items) contained in the questionnaire distributed to 40 respondents. Based on the questionnaire, the average score for the school environment variable (X1) is 63.92, the minimum value is 52 and the maximum is 75. Apart from using a frequency distribution table, data presentation is also carried out in the form of a histogram graph, as in the image below:

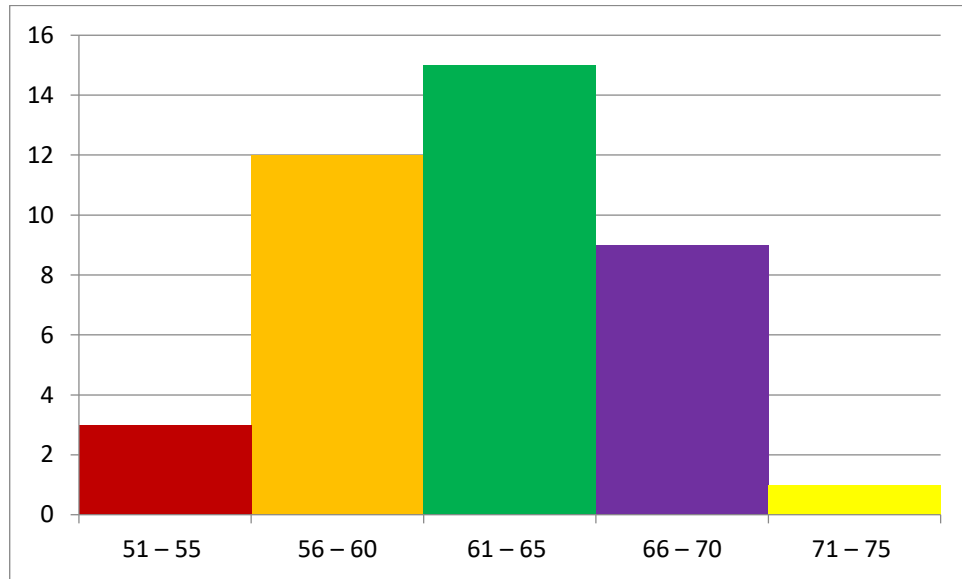


**Learning Interest Factor Variable (X2)**

Table 2. Frequency Distribution

Intervals	Frequency
51 – 55	3
56 – 60	12
61 – 65	15
66 – 70	9
71 – 75	6
<b>Total</b>	<b>40</b>

Analysis of the description of respondents' answers regarding the learning interest variable (X2) is based on respondents' answers to statements (15 items) as contained in the questionnaire distributed to 40 respondents. Based on the questionnaire given to 40 respondents, the average score for interest in learning was 62.6, the minimum score was 51 and the maximum was 75. Apart from using a frequency distribution table, the data presentation was also carried out in the form of a histogram graph, as in the image below:



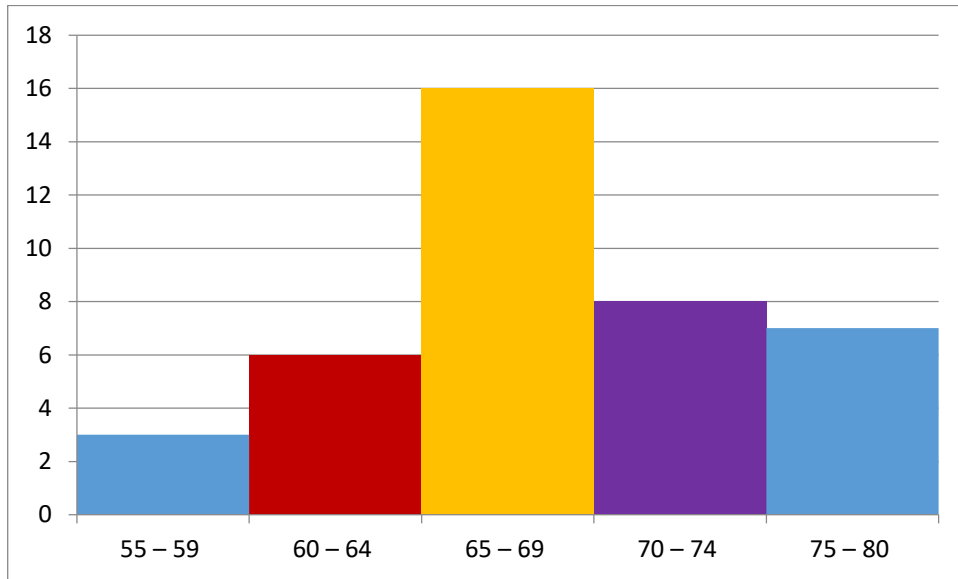
**Learning Achievement Variable (Y)**

Tabel 5. Frequency Distribution

Intervals	Frequency
55 – 59	3
60 – 64	6
65 – 69	17
70 – 74	7
75 – 80	7
<b>Total</b>	<b>40</b>

Analysis of the description of respondents' answers regarding the learning outcome variable (Y) is based on student grades. The average score for learning achievement is 67.47, with a minimum score of 55 and a maximum of 80. Apart from using a frequency distribution table, the data is also presented in the form of a histogram graph, as shown below:





**Influence of the School Environment (X1) on Learning achievement(Y)**

Summary Statistics:

$$X_1 = 2.557 \quad Y = 2.699 \quad X_1Y = 173.863$$

$$X_1^2 = 164.957 \quad Y^2 = 183.699 \quad n = 40$$

Regression Test

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.849	5.421		2.001	.053
	School Environment	.886	.084	.862	10.494	.000

a. Dependent Variable: Student Learning achievement

From the results above, a simple regression equation can be created:

$$Y = a + bX$$

$$Y = 10.849 + 0.886X$$

The calculation results can be interpreted as the value of the regression coefficient b, namely 0.88, which states that each addition of one unit level of school environmental variables will increase learning achievement by 0.88 units, at a constant value of 10.849. The significance value (Sig.) is 0.000, so it can be

concluded that there is an influence of the school environment (X1) on student learning achievement (Y).

**Determinant Coefficient**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.862 <sup>a</sup>	.743	.737	3.270
a. Predictors: (Constant), X1				

The R Square value is 0.743. This value means that the influence of the school environment (X1) on student learning achievement (Y) is 74%, while the remaining 26% of learning achievement is influenced by other variables that were not studied.

**Partial Test (t)**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.849	5.421		2.001	.053
	X1	.886	.084	.862	<b>10.494</b>	.000
a. Dependent Variable: Learning achievement						

From the data above, it is known that the t-calculated value of the school environment variable (X1) is 10.494. Because the value of tcount is 10.494 > ttable 1.68, it can be concluded that H0 is rejected and Ha is accepted, which means there is a significant relationship between school environment variables and student achievement variables.

**Learning Interest (X2) on Learning Outcomes (Y)**

Summary Statistics:

$$\begin{aligned}
 X_2 &= 2.504 & Y &= 2.699 & X_2Y &= 169.997 \\
 X_2^2 &= 157.786 & Y^2 &= 183.699 & n &= 40
 \end{aligned}$$

**Simple Regression Analysis**

Model		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.302	6.037		.547	.588
	school environment	.616	.139	.600	4.429	.000
	Learning Interest	<b>.396</b>	<b>.168</b>	<b>.320</b>	<b>2.361</b>	<b>.024</b>

a. Dependent Variable: learning achievement

From the results above, a simple regression equation can be created:

$$Y = a + bX$$

$$Y = 3.302 + 0.396X$$

The calculation results can be interpreted as the value of the regression coefficient b, namely 0.396, which states that each additional unit of the level of the learning interest variable is predicted to increase learning achievement by 0.396 units, at a constant value of 3.302. The significance value (Sig.) is 0.000, so it can be concluded that there is an influence of interest in learning (X2) on student learning achievement (Y). Koefisien Determinasi

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.812 <sup>a</sup>	.659	.650	3.771
a. Predictors: (Constant), interest in learning				

The R Square value is 0.659. This value means that the influence of learning interest (X2) on student learning achievement (Y) is 65.9% or 66% while the remaining (34%) learning achievement is influenced by other variables that were not studied.

Partial Test (t)

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.633	7.360		.630	.533
	Minat Belajar	1.004	.117	.812	8.567	.000

a. Dependent Variable: learning achievement

From the data above, it is known that the t-count value of the learning interest variable (X2) is 8,567. Because the tcount value is  $8.567 > t_{table} 1.68$ , it can be concluded that the second hypothesis is accepted, which means there is a significant relationship between the variable interest in learning and the student achievement variable.

**School Environment (X1) Interest in Learning (X2) Learning Outcomes (Y)**

Statistical summary:

$$\begin{array}{llll}
 X_1 = 2.557 & X_1^2 = 164.957 & X_1Y = 173.863 & n = 40 \\
 X_2 = 2.504 & X_2^2 = 157.786 & X_2Y = 169.997 & \\
 Y = 2.699 & Y^2 = 183.699 & X_1X_2 = 161.090 & 
 \end{array}$$

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.302	6.037		.547	.588
	School Environment	.616	.139	.600	4.429	.000
	Interest in Learning	.396	.168	.320	2.361	.024

a. Dependent Variable: Learning Outcomes

From the results above, the regression equation can be created:

$$Y = 3.302 + 0.616X_1 + 0.396X_2$$

1. The school environment regression coefficient is 0.616 and the learning interest variable is 0.369. If the school environment increases by 1 unit it will increase student learning achievement by 0.616 and conversely if the school environment decreases by 1 unit it will reduce learning achievement by 0.616.

2. If learning interest increases by 1 unit, student learning achievement will increase by 0.396 and conversely, if student interest in learning decreases by 1 unit, learning achievement will decrease by 0.396.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.882 <sup>a</sup>	.777	.765	3.089
a. Predictors: (Constant), School Environment, Interest in Learning				

From the SPSS results above, it can be concluded that the R Square value of 0.777 shows that the proportion of influence of school environmental variables and interest in learning on student learning achievement is 77.7% or 78%. And the remaining 22% (100%-78%) is influenced by variables that are not studied or that are not in the regression model. Menghitung Nilai  $F_{hitung}$  dan  $F_{tabel}$ .

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1230.831	2	615.415	64.479	.000 <sup>b</sup>
	Residual	353.144	37	9.544		
	Total	1583.975	39			
a. Dependent Variable: Learning Outcomes						
b. Predictors: (Constant), School Environment, Interest in Learning						

Prob value. The calculated F (Sig) in the table above is 0.000, which is smaller than the significance level of 0.05 and the calculated F value is greater than the F table value (1.78) or  $64,479 > 1.78$  so it can be concluded that the estimated linear regression model is feasible. used to explain the influence of the school environment and interest in learning on student learning achievement.

### The Influence of the School Environment on Learning Outcomes at SMA Negeri 1 Tondano

From the research results, it was found that there was a significant influence between the school environment on student learning achievement. It is clear that the school environment actually has a significant influence, this is proven from the

results of the calculations on the previous page using simple linear regression analysis and t test, the results at the 0.05 significance level were obtained  $t_{table} = 1.68$  while  $t_{count}$  was 10.494. Based on the description above, it can be concluded that the  $H_a$  hypothesis is accepted and  $H_o$  is rejected, which means that there is a significant influence between the school environment on student learning achievement at SMA Negeri 1 Tondano.

The results of this research are supported by research conducted by Abdul Latif (2014) which states that the influence of the school environment at Paku State Vocational School, Binuang District is quite good. This can be seen from the research results, there are 10.90% who are in the very high category and 52.73% are in the high category, thus the level of influence of the school environment of students at Paku State Vocational School, Binuang District, is mostly above 50% in high category.

The condition of the school where you study also influences the level of learning success. The quality of the teacher, the teaching method, the suitability of the curriculum to the child's abilities, the condition of the facilities or equipment at the school, the condition of the room, the number of students per class, the implementation of school rules, and so on, all of this also influences the child's success. If a school does not pay attention to rules (discipline), then the students will not obey the teachers' orders and as a result they will not want to study seriously at school or at home. This results in children's learning achievement being low. This theory further strengthens this research, namely that the school environment has a positive and significant effect on learning achievement.

### **The Influence of Interest in Learning on Learning Outcomes at SMA Negeri 1 Tondano**

From the research results, it was found that there was a significant influence between interest in learning on student learning achievement. It is clear that interest in learning actually has a significant influence, this is proven from the results of the calculations on the previous page using simple linear regression analysis and t test, the results at the 0.05 significance level were obtained  $t_{table} =$

1.68 while tcount was 8.567. Based on the description above, it can be concluded that the  $H_a$  hypothesis is accepted and  $H_o$  is rejected, which means that there is a significant influence between interest in learning on student learning achievement at SMA Negeri 1 Tondano.

The results of this research are supported by research conducted by Erlando (2016) which states that there is a significant direct influence between interest in learning and mathematics learning achievement of 0.706. This figure is relatively strong, because it can be interpreted as a significant relationship, coupled with the contribution made by the learning interest variable to increasing mathematics learning achievement, namely 49.8%. Which means, 49.8% of students' mathematics learning achievement is influenced by students' interest in learning, while the rest is influenced by other factors not discussed in this research.

Interest in learning is a positive attitude that can sometimes occur in students. This condition must be suppressed as much as possible, meaning that students must strive to experience conditions that are comfortable, calm and enjoyable in learning. So that students have a great interest in carrying out teaching and learning activities. Based on the description above and also the results of this research, it can be said that someone who has a high interest in learning will be able to follow the learning process well so that they will be able to produce the best performance in their learning.

Elin Rosalin (2008) Students who have a high level of interest in learning will certainly find it easier to get high grades or learning achievements compared to students who do not have an interest in learning. Rusmiati (2017) stated that interest in studying economics has a moderate or sufficient influence on learning achievement in the field of economics students at Madrasah Aliyah Al Fattah Sumbermulyo. The correlation index between interest in learning and learning achievement in the field of economics is 0.681. From the results of this research, it can be concluded that interest in learning influences learning achievement in the field of economics at MA Al Fattah Sumbermulyo.

**The Influence of the School Environment and Interest in Learning on Student Learning Outcomes at SMA Negeri 1 Tondano**

From the research results, it was found that there was a significant influence between the school environment and interest in learning on student learning achievement. It is clear that in fact the school environment and interest in learning have a significant influence, this is proven from the results of the calculations on the previous page using multiple linear regression analysis and the F test, the results at the 0.05 significance level are obtained  $F_{table} = 1.78$  while  $F_{count}$  is 64,479. Based on the description above, it can be concluded that the  $H_a$  hypothesis is accepted and  $H_o$  is rejected, which means that there is a significant influence between the school environment and interest in learning on student learning achievement at SMA Negeri 1 Tondano.

According to Abu Ahmadi, achievement can be influenced from outside or within students. These factors include 1) physical factors (physiology, namely: vision, hearing and body structure), 2) psychological factors, including intellectual factors (intelligence and talent) and non-intellectual factors (habits, interests, needs, motivation and emotions), 3) physical and psychological maturity factors, 4) social factors (family environment, school environment, community environment and group environment), 5) cultural factors (customs, science, technology and arts), 6) physical environmental factors ( housing facilities, learning facilities, and climate), as well as 7) spiritual environmental and security factors.

The above opinion was confirmed by Moh Sohib, that high learning achievement and persistence in learning is a realization of children's appreciation for having scientific values that parents strive for. This is none other than due to self-awareness to always achieve and seek knowledge (learning) which is a reflection of human thirst to achieve the values of scientific and logical truth..



## **CONCLUSION**

Based on the results and discussion of the research, the following conclusions can be drawn:

1. There is a significant positive influence of the school environment (X1) on student learning achievement (Y) at SMA Negeri 1 Tondano, it can be concluded that Ho is rejected or Ha is accepted.
2. There is a significant positive influence of interest in learning (X2) on student learning achievement (Y) at SMA Negeri 1 Tondano, it can be concluded that Ho is rejected or Ha is accepted.
3. There is a significant positive influence of the school environment and interest in learning on student learning achievement (Y) at SMA Negeri 1 Tondano, it can be concluded that Ho is rejected or Ha is accepted. It can be concluded that the school environment and interest in learning simultaneously influence student learning achievement at SMA Negeri 1 Tondano.

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