

School Environmental Influences, Student Discipline and Learning Motivation toward Increasing Senior High Students Achievement

Pierre Senjaya
 Doctoral in Research Management
 Pelita Harapan University, Jakarta, Indonesia

Fredson Kotamena
 Doctoral in Research Management
 Pelita Harapan University, Jakarta, Indonesia

Freddy Ong
 Doctoral in Research Management
 Pelita Harapan University, Jakarta, Indonesia

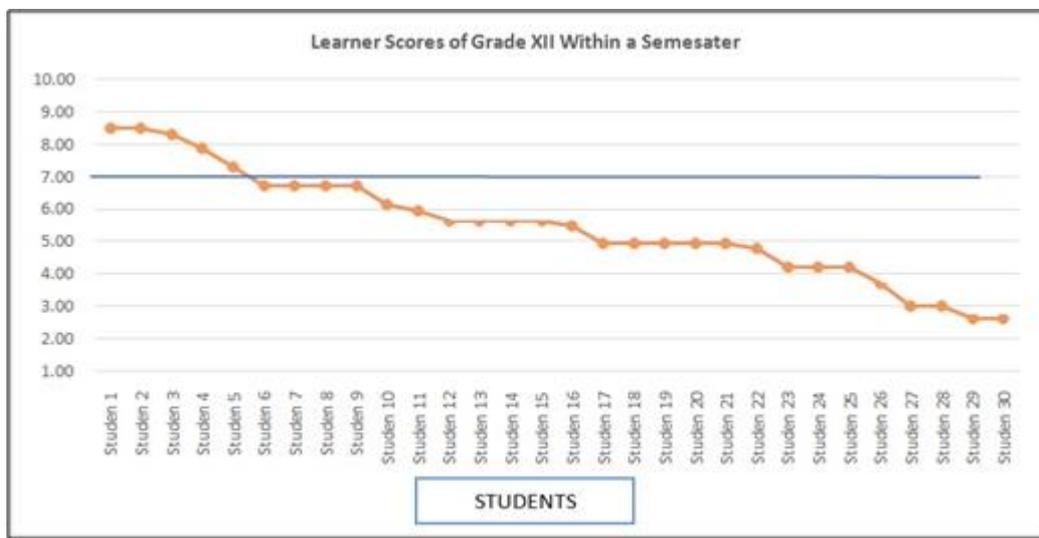
Carter Bing Andika
 Doctoral in Research Management
 Pelita Harapan University, Jakarta, Indonesia

Abstract:- The purpose of this research is to analyze school environmental influences, student discipline, and learning motivation towards learning achievement on a subject learning. This research is meant to student grade XI and XII. The research method based on a survey with correlational technic analysis. It requires 100 students from grade XI and XII. This research shows that there are positive relationships and significant among variable. School environment variables with student achievement has a positive relationship; variable student discipline and motivation are also having a positive effect on student achievement results. The positive results of the correlation of all

variables with student achievement, student motivation showed that most influence on student achievement. Motivation of students in a powerful learning will affect the outcome of the learning process. It will require the involvement of all stakeholders in the school environment for students to apply discipline consistently and provide a variety of motivation to students that are likely to improve student achievement results further.

Keywords:- School Environment, Student Discipline, Student Learning Achievement.

I. INTRODUCTION



Graphic1. Data graphic learner scores of grades XII (twelfth) within a semester

Majority education takes place all over the world, including in Indonesia, is not merely influenced by intellectual factors. Education is influenced by other non-intellectual factors, as well. It determines learning outcomes somehow. One of the determining factors is the ability of a learner to be able to motivate him or her self in undergoing study at school.

According to **Daniel Goleman (2004:44)**, Intellectual Intelligence (IQ) contributes only 20% to success. At the same time, 80% is contributing to other strengths factors, those are being emotional intelligence, or Emotional Quotient (EQ), which is the ability to motivate yourself, overcome frustration, ability in coping heart situation, set moods, empathize and work together.

In this context, undoubtedly, motivation plays a crucial role in learning. **Maslow (1945)**, with the theory of necessity, describing hierarchical relations and various needs, in the realm of the first need is the basis for the next need arises. If the first need has been satisfied, then man began to have the desire to satisfy the next need. In some cases, the need for overlap will arise; for example, people want to eat not because of hunger, but because other needs encourage it. If a need is fulfilled or satisfied, it does not mean that the need will not appear again for good, but that satisfaction is only for a while. Human beings controlled by unsatisfied needs will be motivated to perform activities to satisfy those needs (**Maslow, 1954**).

One factor becomes a concern is student discipline in following the learning process. In some developed countries, students' discipline factor is very forward in encouraging the achievement of student learning achievements. However, there are still many countries that lack a discipline to take into account the strengthening of students' character to achieve excellent achievement in learning.

It is necessary to take serious attention when we realize that many things significantly affect students' learning achievements. Some factors that need to be examined and examined more deeply, so that we can decide the self-development of students in school. These things are the basis for ongoing research. Based on the results of the data from a private school, it is known that more than 73% of students have average grades below the stipulated minimum standards. Out of as many as 30 students, there are only about five students who get value above the minimum standard, and the rest are below the minimum standard. From the results of data and some interviews with the school principals, many factors affect students learning outcomes. Tendencies towards technological development, school environment, family environment, discipline, student learning motivation, character, and other factors are judged to have a role of student learning achievement in the school.

Therefore, the author researches student learning outcomes by taking the title: The influence of school environment and student discipline for student learning achievement through a variable intervening of learning student motivation at a school in Tangerang Regency.

II. RESEARCH METHOD

A. Collecting Data Method

This research uses collecting data methods by using a questionnaire of 100 learners with range grade XI (eleventh) and XII (twelfth). These questionnaires are given to anonymous learners. Thus their identities are secured, and their opinions are reliable.

Educators are not requested to fill the questionnaires since one of the research purposes is to see progress achievement of students.

Aaker, D. A., Kumar, V., dan Day, G. S., et al. (2001) stated that the survey responds bigger than 20% receivable and continuous. Receivable responses in this research are 100% or the same amount of total students who fill the questionnaire. This questionnaire processed by using SPSS to show it analysis statistic.

B. Assumption and Problem definition

This study is trying to investigate influencing factors of student achievement, either directly and motivation mediation variable study, by focusing on school environment and student discipline. The more specific questions as follow:

1. Does the environmental school variable effect on increasing student achievement?
2. Does environmental school variable effect on learning motivation?
3. Does a student discipline variable effect on increasing student achievement?
4. Does students' variable discipline effect on learning motivation?
5. Does learning motivation variable effects on increasing student achievement?

C. Research Frame Method and Hypothesis

➤ School environment

According to Munib (2011: 76), the environment is a result of the unity of various things such as a power, a state, and other living creatures, including human beings and their behavior. In the context of education. The environment is something that is beyond a specific individual and within an individual.

(Siswoyo, et al. 2008: 139). Furthermore, Siswoyo et al. (2008: 140) states that "college or school or hall Wiyata is the educational environment to develop and continue the education of children to become citizens who are intelligent, skilled and well behaved."

From the above understanding can be concluded that environmental education can be interpreted as a venue for the environmental education process — one venue for environmental education in the school environment. In school, the students get an education in order to become citizens who are intelligent, skilled, and having good behavior. Besides, the school also instrumental in improving the mindset of students for school students who are taught various scientific knowledge and skills.

According to Sardiman AM (2009: 47), "is an attempt to teach the creation of conditions or environmental systems that support and allow for the ongoing learning process." An educator should be able to present a variety of learning methods that can evoke the desire to know the students towards learning material. An educator must master the material that will be taught to students and be able to explain the matter clearly. Lack of proper teaching methods will affect student learning outcomes.

In addition to master, the methods of teachers also have to master the curriculum. Under the Education Law No. 20 of 2003 article 1, it delivers an idea that a curriculum is composed of well-planned and well-arrangement, which covers objectives, content, and learning materials. Curriculum is set up and implemented as a tool to achieve particular educational goals.

According to Slameto (2013: 65), the curriculum can be defined as many activities provided to students. The activity was mostly present study materials to the students receive, control, and develop the lesson material. Overcrowded curriculum, on the student's ability, not according to their talents, interests, and distribution of the material is not balanced, will be difficult for students to achieve the learning objectives. Therefore, the subject matter must be treated carefully by teachers concerning the character of matter, methods, and learners are covered.

Teachers should be able to understand the character and ability of students to teachers to set standards appropriate subjects. There are some teachers giving lessons on top of a standard size. As a result, only a small proportion of students who can succeed in learning. It can happen to teachers who are young and inexperienced, so it cannot measure the ability of students. Standard lessons have to be tailored to the abilities of students so that learning goals can be achieved.

In learning activities, it is going on relations between teachers and students, students with students, and students with the media. A study abroad teaching process occurs between teachers and students. Its process can be separated from the collaboration of students and teachers. Teachers should be able to create those relationships are in harmony so that it will facilitate the achievement of learning goals. In a good relationship, students like a teacher also would have liked a given subject so that students try well. Students will be glad to study subjects given by the teacher if the teacher has a good character and attitude and can be used as examples by the students. Teachers are less intimately interacted with students, lead the learning process is inhibited.

Good relationships will allow teachers to motivate students to have discipline in school. Behavior both principals and teachers will affect student discipline. Discipline is closely connected with the craft students in school and learning. School discipline includes teachers in teaching discipline to carry out the order, discipline an employee or employees in administrative work and cleanliness or order of class, school buildings, and other pages, discipline principals in managing the entire staff along with their students. The entire school staff who follow the rules and work with discipline makes students be disciplined as well, and it can have a positive influence on learning.

Implementation of the discipline is lacking, can influence the attitudes of students in learning. Lack of discipline of students as students are often late in coming,

given the task not executed, neglected its obligations, activities of school students will run without control. In the process of learning, students need to be disciplined, to develop a strong motivation in order for students to be teachers and staff discipline other disciplines as well. In addition to exercise discipline in learning, student learning also affects student learning outcomes. Many students do learn a less precise way. Sometimes students learn irregular or continuous because tomorrow will be a test.

Undergoing such a learning process, students have limited spare time to do other activities, the worst things, they may fall sick. Study regularly every day is necessary by having well-arranged time allocation. However, we cannot neglect the life balance as well. Having adequate rest time enables to improve concentration, which effects on learning process and outcomes. There is a strong relationship between learning tools and learning processes: the more suitable and supportive learning tools, the better student learning achievement.

If the student is receiving lessons and masters it, then learning will become more active and more advanced. Less complete learning tool will make a less effective presentation of the subject matter that will cause learning disabilities in students, especially on practical subjects. Schools should provide tools that support learning lessons so that students do not experience difficulties in learning.

In addition to providing tools that support learning lessons, inadequate school buildings can also be the cause of decreasing students' motivation school — specifically the classroom, or the room where students learn in school. Dalyono (2012: 244) argues that the requirement of such a healthy classroom. The classroom should be windowless, adequate ventilation. Fresh air can get into the room, and the light can illuminate the room. Walls should be clean and not dirty plasticity; floors are not muddy, slippery, or dirty; school building is located away from the crowd so that the students will easily concentrate on studying. If these things are not met, then the learning process will be hampered, and the subject matter will not be achieved optimally.

The state of the adequate school building will have a positive influence on students when supported by the appropriate election of school time. School time is a time of learning in schools, the time it can be morning, afternoon, evening, or night. School time also influences student learning. In case of students are forced to go to school lunch, afternoon, or evening, then the child's condition is no longer in their optimal state to receive lessons. Students have to take a rest. However, yet the other way around, students are forced to attend the class and listen to the lesson.

As a result, students will have difficulty in accepting the lesson. Excellent time for students to learn is in the morning because in the morning is still fresh mind, body in good shape so that students can understand the subject matter better than during the day. The first learning time is

in school. It is expected that the teacher does not give too much work to be done at home so that students have time for other activities at home.

From the above explanation can be concluded that the school environment is physical, social, and cultural rights, all of which directly or indirectly affect students' motivation in school. The whole school should be able to create a pleasant school environment in order to motivate students to learn, and learning objectives will be achieved optimally. The following is a description:

H1: The better of the school environment, the better learning achievement students.

H2: The better the school environment, the better the learning motivation.

➤ *Definition of Students' Discipline*

The word discipline is a word that is familiar in everyday life. This word has been popular in the community. Whether at school, at work, at home, or in traveling and so on. Discipline is an order that can regulate the order of life of individuals and groups. The rules were not for artificial animals, but man as a maker and performer. While discipline arises from the soul as the urge to obey the rules. With understandable that the discipline is discipline, namely Settings (compliance), to the rule of order. Disciplined means obeying (comply) regulations.

From the origin of the word, the word discipline comes from the Latin discern who has a sense of learning. From this word then appears the word *disciplina*, which means teaching or training. Over the years, the word meaning *disciplina* also experiencing growth. The word discipline is now interpreted in various ways. Nothing defines discipline as compliance with regulations or is subject to supervision and control — another meaning of discipline. Exercise aimed to develop themselves in order to behave in an orderly manner.

In carrying out the discipline usually arise in the student polemic, polemics in the form of heaviness in the running discipline. Usually, the heavy feeling arises because of disciplinary background by compulsion and not by awareness of students. It is in line with this statement if discipline because coercion is usually done with force. The necessity for fear of legal sanctions for violations of the regulations. Their supervision of officers (leaders) arising discipline. However, there is no supervisor (leader); the offense was committed.

To enforce discipline does not always have to involve another person, but involve themselves also. Even involving themselves alone is more critical because the discipline because it involves self-discipline arising means that for consciousness. People who succeed in learning and work because they always put discipline above all the actions and deeds. All study schedule has prepared them to obey willingly.

Two impulses affect discipline:

1) Encouragement comes from within man that is because of the knowledge, awareness, and security to do the discipline.

2) The encouragement that comes from outside, namely for their orders, prohibitions, supervision, praise, threats, and punishment. Therefore:

H3: The more discipline students, the more effective in increasing student achievement.

H4: The more discipline students, the better the learning level motivation.

➤ *Motivation to learn*

Prawira (2014: 319) states that "Motivation derives from the Latin word *movere*, which means move or encouragement to move. AW Bernard further explained that "Motivation can be considered as a phenomenon involved in the stimulation of action towards certain goals which are previously not significant or no movement at all towards specific objectives," while according to Mc. Donald, in Sardiman (2009: 73), motivation derives from the transformation of an energy of a person. The occurrence of feeling and proceeding assigns it by the response to the target.

Majid (2013:309) explains that motivation is an active energy that results from the transformation of a person, and it encourages a person to take action in order to achieve his or her goals.

According to Slameto (2013: 2), learning is a process of a person to improve his or her life quality by having changing behavior, which collaborates with the environment.

According to Uno (2014: 23), Learning is a change in behavior relatively permanent and potentially occur as a result of the practice or reinforcement (reinforced practice) that is based on the aim to achieve individual goals.

Further, Uno explains: The essence of motivation to learn is internal drive and external students who are learning to make changes in behavior, in general, and some indicators or elements that support.

Uno has the opinion; that indicator of learning motivation is assigned by having the desire to be successful. His or her future expectation, learning appreciation, interests, and preferences in learning activities, conducive learning atmosphere, and any kind of circumstances that enable a learner to study well.

From the above explanation, it can be concluded. Motivation to learn is an overall drive power from both inside and outside student, who raises the learning activities. The weak strong motivation to learn someone may affect their success in learning.

The following hypothesis is very logical:

H5: The more increasing learning motivation, the better increasing student achievement.

Thus, relationship among variables which are discussed and hypothesized.

Conceptual research model is illustrated in figure 1.

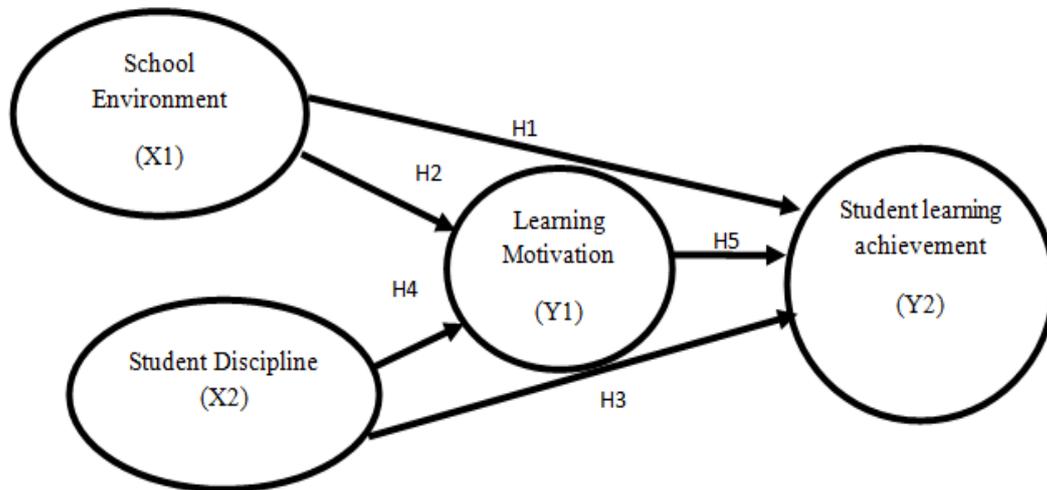


Fig 1:- Conceptual Model of environmental school relationship and Student Discipline towards increasing learning achievement through learning motivation.

D. Data Analysis Techniques

➤ *Research methods*

The scope of this study is to analyze the influence of the school environment and discipline students on student achievement in a school in Tangerang District through student motivation. The data used for this study were obtained through questionnaires, the students of this school-related variables to be studied. The data were obtained to analyze the influence between the School Environment (X1), and the Discipline of Students (X2) on Student Achievement (Y2) through Student Motivation (Y1).

The population in this study were 100 students/students from all grade 11 and 12 were in the school. Students in grade 11 were 36, which consisted of 20 male students and 16 female students. While students in grade 12 64 Made up of 26 male students and 38 female students.

➤ *Method of collecting data*

The data collection is crucial because it is related to the availability of the data needed to answer the problems to be studied so that the conclusions are correct. In this research data collection was conducted by researchers are:

- *Primary Data*

We might have primary data by directly reviewing (without mediator), observation of an object (physical), and or test results. The primary data is implemented in the study of questionnaires. The questionnaires are designed to obtain as various as possible information from respondents, especially the students at the school.

- *Secondary Data*

Secondary data is data obtained indirectly recorded and documented by others. The type of secondary data used

by the author is technical documentation by quoting data obtained from agencies (agencies) relating to related research.

E. Method of Data Processing

This study uses a quantitative descriptive analysis. This method is the study of phenomena or specific population obtained in this study. The aim is to clarify aspects appropriate or relevant to the observed phenomena and explain the characteristics of the phenomenon or problem.

➤ *Descriptive statistics*

Descriptive statistics provide a picture or description of a virgin who was seen from the average (mean), standard deviation, variance, maximum, minimum, sum, range kurtosis, and deviation (deviated distribution) (Ghozali, 2013: 19).

➤ *Quality Test Data*

To test the quality of primary data, researchers using validity and reliability test by SPSS Ver 25.

- *Validity Test*

This result is used as a benchmark to determine the invalid or invalidity of a questionnaire. A valid questionnaire is a questionnaire which can reveal measurable thing. This research validity is known by comparing r calculation with r table for degree of freedom (df) = n-2. In this case, n indicates the number of samples and alpha = 0.05 obtained from the r-table with a two-tailed test. Ghozali, 2012:53). To uncover whether each indicator is valid or not, compared with Pearson Correlation value calculation results r table. If the result is more than r r tables and a positive value, then the question is valid.

Case Processing Summary

		N	%
cases	valid	100	100.0
	Excluded	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

b. Data reliability test

Data reliability test is to measure a questionnaire, which is an indicator of variables or constructs (Gozhali, 2012: 47). One questioner said reliable or reliable if someone answers to these questions are consistent or stable over time. The data can be said reliable if the value Cronbac'sh Alpha > 0.70. Whereas otherwise, the data is said to be reliable.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.828	.848	4

Of the reliability test results above, resulting in Cronbach's Alpha value of 0.828, which is more significant than > 0.70, then the data can be said reliable.

III. RESULTS AND DISCUSSION

Normality test

Correlation test for 100 questionnaires was conducted with the correlation of partial or also called the Pearson correlation test controlling variables assumed value is fixed or constant. Control Variable can be interpreted as correlation analysis aims to determine the establishment among variable X and variable Y.

In the book Sujarweni Wiratna, 2014, SPSS For Research, Yogyakarta New Library Press Page 127, explained that the closeness of the relationship or correlation coefficient between variables could be grouped as follows:

1. Correlation coefficient 0,00 to 0,20 means a very weak relationship

2. A correlation coefficient of 0.21 to 0.40 means that the relationship is weak
3. A correlation coefficient of 0.41 to 0.70 means a strong relationship
4. Correlation coefficient 0.71 to 0.90 means that the relationship is solid
5. A correlation coefficient of 0.91 to 0.99 means a strong relationship
6. A correlation coefficient of 1.00 means a perfect relationship

Terms or basic assumptions that must be met in the use of partial correlation tests are normal distribution of data, then the normality test for variables: School Environment, Student Discipline, Student Motivation, and Student Achievement. Here are the results of tests of normality:

Tests of normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	statistics	df	Sig.	statistics	df	Sig.
X1 (School Environment)	.111	100	.009	.962	100	.006
X2 (Student Discipline)	.086	100	.068	.965	100	.010
Y1 (Student Motivation)	.124	100	.021	.951	100	.001
Y2 (Student Achievement)	.148	100	.011	.945	100	.000

a. Significance Lilliefors Correction

The basis for a decision in the normality test is as follows:

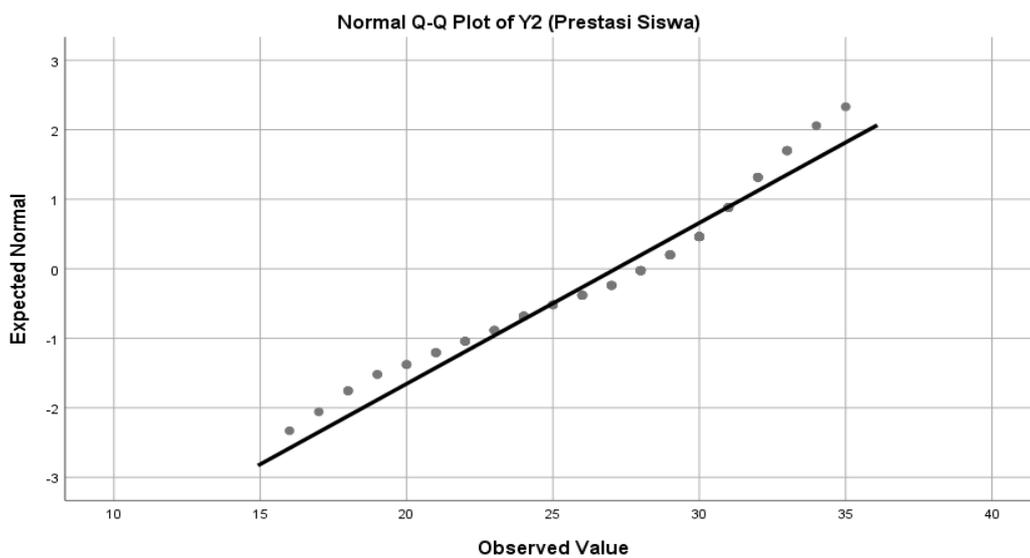
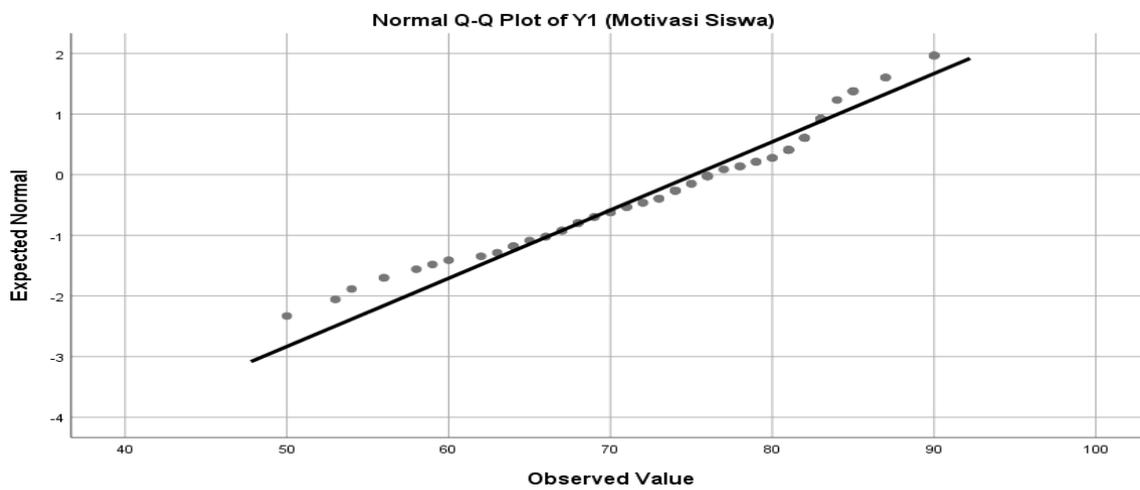
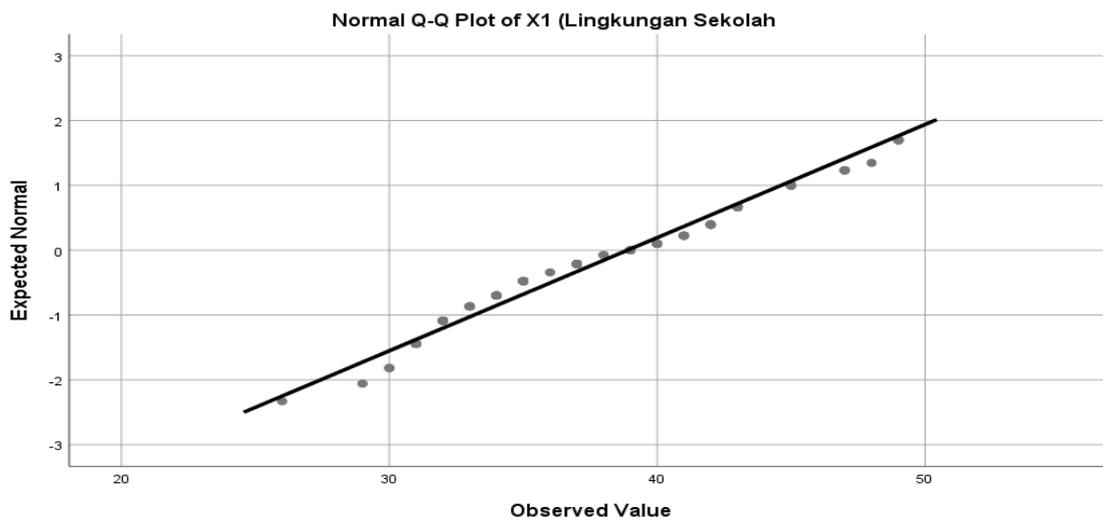
1. If the significance value (Sig.) < 0.05, then the variable is not normal
2. If the significance value (Sig.) > 0.05, normally distributed variable

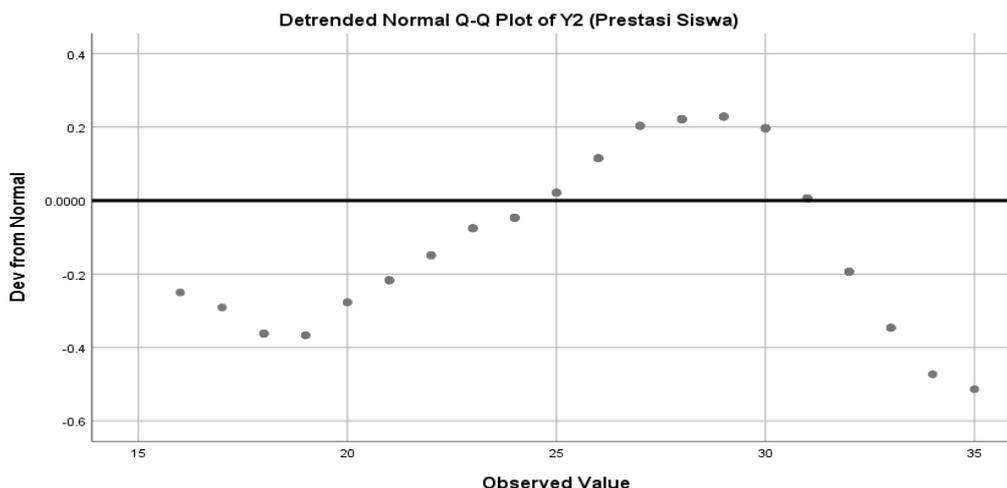
Based on the SPSS output table Test of normality, it is known that the Sig. Kolmogorov-Smirnov test for normality in are as follows:

1. Sig School of Environmental Values. amounted : 0,09
2. Student Discipline Value Sig. amounted : 0,68
3. Student Motivation value Sig. amounted : 0,21
4. Student Achievement value Sig. amounted: 0.11

Because of the significance value (Sig.) For all study variables above > 0.05, it can be concluded that the variable Competence, Performance, and Organizational Commitment

is a normal distribution. Thus the basic assumption of the terms of the partial correlation test has been met.





Partial Correlation Test

descriptive Statistics

	N statistics	Minimum statistics	maximum statistics	mean statistics	Std. deviation statistics	Deviation statistics	Std. Error
X1 (School Environment)	100	26	49	38.89	5,729	.079	.241
X2 (Student Discipline)	100	49	75	62.82	6328	-.113	.241
Y1 (Student Motivation)	100	50	90	75.18	8,886	-.699	.241
Y2 (Student Achievement)	100	16	35	27.15	4,321	-.652	.241
Valid N (listwise)	100						

SPSS output table above provides a summary of information about the descriptive statistical values or image data sets for the third variable that includes the value of Mean or average value, minimum value, Standard Deviation, and N or the number of samples used

Formulation of research hypothesis in partial correlation test is:

1. HO: The relationship between variables Competency with Performance with organizational commitment as control variables were not significant

2. HA: The relationship between variables Competency with Performance with organizational commitment as control variables were not significant

Basis for a decision on the partial correlation test Sig. (2 tailed) is:

1. If the value of Significance (2-tailed) > 0.05, then the HO is accepted and Ha is rejected
2. If the value of Significance (2-tailed) < 0.05, then HO rejected and Ha accepted

correlations

		X1 (School Environment)	X2 (Student Discipline)	Y1 (Student Motivation)	Y2 (Student Achievement)
X1 (School Environment)	Pearson Correlation	1	.307 **	.427 **	.422 **
	Sig. (2-tailed)		.002	.000	.000
	N	100	100	100	100
X2 (Student Discipline)	Pearson Correlation	.307 **	1	.802 **	.694 **
	Sig. (2-tailed)	.002		.000	.000
	N	100	100	100	100
Y1 (Student Motivation)	Pearson Correlation	.427 **	.802 **	1	.839 **
	Sig. (2-tailed)	.000	.000		.000
	N	100	100	100	100
Y2 (Student Achievement)	Pearson Correlation	.422 **	.694 **	.839 **	1
	Sig. (2-tailed)	.000	.000	.000	
	N	100	100	100	100

** . Correlation is significant at the 0:01 level (2-tailed).

In correlation output table above shows the correlation or relationship between the variables of the other variables are as follows:

- a) School environment variable to variable student achievement in the analysis shows a correlation value of 0.422 (positive) and the value of Significance (2-tailed) was $0.000 < 0.05$, it can be concluded that there is a positive and highly significant between the school environment variables with achievement student learning. The correlation value of 0.422 means a healthy relationship.
- b) School environment variables with student motivation variable in the analysis show a correlation value of 0.694 (positive) and the value of Significance (2-tailed) was $0.000 < 0.05$, it can be concluded that there is a positive and highly significant between the school environment variable with motivation student learning. The correlation value of 0.694 means a healthy relationship.
- c) Variable discipline students with student achievement variable analysis showed a correlation value of 0.802 (positive) and the value of Significance (2-tailed) was $0.000 < 0.05$, it can be concluded that there is a positive and highly significant between variable discipline students with achievement student learning. The correlation value of 0.802 means a stable relationship.
- d) Variable discipline students with student motivation variable in the analysis show a correlation value of 0.839 (positive) and the value of Significance (2-tailed) was $0.000 < 0.05$, it can be concluded that there is a positive and highly significant between variable discipline students with motivation student learning. The correlation value of 0.839 means a stable relationship.
- e) Variable motivation of students with student achievement variable analysis showed a correlation value of 0.839 (positive) and the value of Significance (2-tailed) was $0.000 < 0.05$, it can be concluded that there is a positive and highly significant between students with achievement motivation variable student learning. The correlation value of 0.839 means a stable relationship.

IV. CONCLUSION

Based on the test results and discussion, it can be concluded that the results of this study indicate that there is a positive and significant relationship between all variables. School environment variables with student achievement despite having the lowest positive relationship (0.422), but it can be concluded that the factors that exist in the school environment influence on student learning outcomes. Certainly, a reference to the school in terms of attention to factors that occur in the school environment.

Variable of student discipline and motivation of students have a positive influence on the results of student achievement. It shows that discipline and motivation also play an essential role in improving student learning outcomes. Discipline consistently applied and implemented will affect student learning outcomes.

The bottom line is that, based on the results of the study was the students' motivation enormous influence on student achievement. The positive results of the correlation between students' motivation variable with student achievement for 0.839 showed that student motivation is very influential on student achievement. Motivation of students in powerful learning will affect the outcome of the learning process. Requires the involvement of all stakeholders in the school environment to provide a variety of motivation to students that are likely to improve student achievement results further.

A school does not merely focus on the curriculum alone. It also has to pay attention to its educational, environmental factors in the context of learning and teaching. The attempts of school by improving teaching methods, atmosphere of the classroom, including inside and outside environment; Improvement needs to be done is how the discipline of the students are consistently monitored and communicated to all parties, both to students and parents. Parties' educators are expected to be directly involved in improving student discipline.

REFERENCES

- [1]. Aamna. K., (2016)"A Study of the Attitudes and Motivational Orientations of Pakistani Learners Toward the Learning of English as a Second Language." *Journal Indexing and Metrics*. Volume: 6 issue: 3
- [2]. Adela. M., (2016). "Pengaruh Lingkungan Sekolah Dan Peran Guru Dalam Proses Pembelajaran Terhadap Motivasi Belajar Geografi Siswa Kelas X Sma Al-Kautsar Bandar Lampung Tahun Pelajaran 2015/2016"
- [3]. Ahmad. S., Tri. M., Siti. K., (2018). "Studi Tentang Prestasi Belajar Siswa Dalam Berbagai Aspek Dan Faktor Yang Mempengaruhi"
- [4]. Amitabh. D.K., Sanjeev. P., (2019). "Assessing the influencers of sales training effectiveness before and after training: Mediating role of motivation to learn and moderating role of choice May 2019. Benchmarking: An International Journal. ISSN: 1463-5771
- [5]. Anastasia., Sri. W., Salman., (2018). "Pengaruh Motivasi, Lingkungan Dan Fasilitas Terhadap Prestasi Belajar Pelajaran Kewirausahaan Di Smk Kristen 1 Surakarta Tahun Ajaran 2017/2018"
- [6]. Ari., Aryani.' (2017). "Learning Motivation and Student Achievement: Description Analysis and Relationships Both"
- [7]. Doo. H.L., Hyunjoong. K.,(2003) "Motivation and Learner Characteristics Affecting Online Learning and Learning Application." Volume: 31 issue: 4, page(s): 423-439
- [8]. Harvey. N.S., Geoffrey. F.S.,(1998) "Intrinsic Motivation and Learning Performance: Implications for Individual Educational Programming for Learners with Mild Handicaps." Volume: 9 issue: 4, page(s): 7-14

- [9]. Hsiu-Mei. H., Shu-Sheng. L., "Exploring Learners' Self-Efficacy, Autonomy, and Motivation toward E-Learning" October 2007. Volume: 105 issue: 2, page(s): 581-586
- [10]. Jamie. A., Michelle. L.C., and Charlie. S., (2015). "The Landscape of Childhood: Play and Place as Tools to Understanding Children's Environmental Use and Perceptions." (June 2015). *Jurnal Human Ecology* Vol. 43, No. 3, pp. 467-480
- [11]. Kerry. L., Knox. J.A., Moynihan., and Dina. G.M., (2003). "Evaluation of Short-Term Impact of a High School Summer Science Program on Students' Perceived Knowledge and Skills". Dec 2003. *Journal of Science Education and Technology* Vol. 12, No. 4, pp. 471-478
- [12]. Mahrita., Amali., Melly., (2016). "Pengaruh Lingkungan Sekolah Dan Motivasi Belajar Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Ekonomi Kelas Xi Ips Di Sma Korpri Banjarmasin"
- [13]. Mark. A.C., and Adriana. C.C., (2019). "The students' readiness to engage with mobile learning apps." September 2019. *Interactive Technology and Smart Education*. ISSN: 1741-5659
- [14]. Martina. (2019). "Pengaruh Lingkungan Sekolah Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Di Smp Negeri 9 Tulung Selapan Kabupaten Okl"
- [15]. Mary. M.C., and Alyson. L.L., (2010). "educational opportunity, and classroom practice: a co-regulation approach to research on student motivation and achievement." *Journal of Applied Research in Higher Education*. ISSN: 2050-7003 Social policy
- [16]. Merce. B., and Robert. C.G., (2008). "Teacher Motivation Strategies, Student Perceptions, Student Motivation, and English Achievement." *The Modern Language Journal*, Vol. 92, No. 3 (Fall, 2008), pp. 387-401
- [17]. Murat. O., Gulcan. C.,(2018)."Effects of biology project studies on gifted and talented students' motivation toward learning biology" Feb 2018. Volume: 34 issue: 3, page(s): 205-22
- [18]. Nisa. F., (2018). "Pengaruh Lingkungan Belajar Terhadap Prestasi Belajar Aqidah Akhlak Siswa Kelas X Di Sekolah Man 3 Sleman Yogyakarta"
- [19]. Nita. T.M., (2016). "Pengaruh Kinerja Guru Dan Lingkungan Sekolah Terhadap Motivasi Belajar Siswa Sdk Penabur Bandarlampung"
- [20]. Nova., Arpinusb., Suharmon., (2016). "The Influence of Learning Motivation and Learning Environment on Undergraduate Students' Learning Achievement of Management of Islamic Education, Study Program of Iain Batusangkar In 2016"
- [21]. Rahardjanto., Husamah., and Fauzi., (2019). "Hybrid-PjBL: Learning Outcomes, Creative Thinking Skills, and Learning Motivation of Preservice Teacher"
- [22]. Ratih., Sunardi., and Nunuk., (2017). "Hubungan Lingkungan dan Motivasi Belajar Dengan Prestasi Belajar Mahasiswa Akademi Kebidanan Berlian Nusantara Magetan."
- [23]. Saeed. S.,(2019). "Operationalizing L2 motivational self-system: Improving EFL learners' motivation through a vision enhancement program". May 2019 - Journal Department of English
- [24]. Syed. A.R., Wasim. Q., and Bushra. U., (2019). "Examining the impact of case-based learning on student engagement, learning motivation and learning performance among university students." (October 2019). *Journal of Applied Research in Higher Education*. ISSN: 2050-7003
- [25]. Tamilla. C., and John. R.L., (2018). "Students' motivations, perceived benefits and constraints towards study abroad and other international education opportunities." *Journal of International Education in Business*. ISSN: 2046-469X
- [26]. Titik. S., (2015). "Pengaruh Lingkungan Sekolah Terhadap Motivasi Belajar Siswa Di Mim Ngasem Colomadu Kabupaten Karanganyar Tahun 2015"
- [27]. Wesly. S., (2017). "Pengaruh Lingkungan Terhadap Prestasi Belajar Siswa Sdn 101201 Kecamatan Sipirok Kabupaten Tapanuli Selatan"
- [28]. Setiawan., Y.Z., Rachmawati., D. O., Suswandi., I., (2016). "Pengaruh Motivasi Belajar Dan Lingkungan Belajar Terhadap Prestasi Belajar Fisika Kelas X Sma Negeri Di Kecamatan Mendoyo Tahun Ajaran 2014/2015"
- [29]. Yenisa. R.,(2017). "Pengaruh Lingkungan Sekolah Dan Pemanfaatan Fasilitas Terhadap Motivasi Belajar Siswa Kompetensi Keahlian Administrasi Perkantoran Smk Muhammadiyah 1 Prambanan Klaten Tahun Ajaran 2016/2017"
- [30]. Zane. T.,(2015). "Students' Motivation and Learning Outcomes: Significant Factors in Internal Study Quality Assurance System"
- [31]. Zamira. H.,(2016). "Students' Motivation Factors: Albania Case"