THE RELATIONSHIP OF STUDENT'S LEARNING ACHIEVEMENT WITH THE LEARNING ENVIRONMENT IN CLASS IV SD STATE 79 CENTRAL CITY OF GORONTALO CITY

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Article history:		Abstract:
Received:	October 7th 2021	The formulation of the problem in this study is "Is there a relationship between student learning achievement and the learning environment in Grade IV SD Negeri 79 Kota Tengah Gorontalo City?" The type of this research is correlation research. The independent variable is the learning environment and the dependent variable is learning achievement. The population in this study were all fourth-grade students at SD Negeri 79 Central City, Gorontalo City and the sample was 25 grade IV students. sampling using Clauster Sampling. Data collection using a questionnaire and the results of the odd semester average score for the 2020/2021 school year. The results showed that there was a positive relationship between the learning environment and student achievement, seen from the r count of 0.704 > r table of 0.396 at the 5% significance level or seen from the P-value of 0.000 < 0.05. Thus it can be concluded that there are There is a positive relationship between the learning environment and the learning achievement of fourth grade students at SD Negeri 79 Central City, Gorontalo City.
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INTRODUCTION

In the big Indonesian dictionary, achievement is the result that has been achieved (from what has been done, done, and so on). Achievement can be interpreted as the result obtained due to learning activities that have been carried out (Rosyid et al, 2019: 5).

Achievement will be achieved by the efforts of the activities that have been carried out, the activities in question are teaching and learning activities. Learning activities in this class are the targets of quality student success. The result of the learning process is learning achievement while learning is a process that determines the results, therefore learning achievement cannot be separated from learning activities. Learning achievement according to Rosyid et al (2019) is the process of a learning activity accompanied by changes that reach a person (student) which is expressed in symbols, numbers, letters, and sentences as a measure of the level of student success with predetermined standards and becomes perfection for students both in think and act (Rosyid et al., 2019: 9-10).

Achievement also cannot be separated from the existence of students who have low achievements, even though these students follow the same lessons, the same questions and also the same teacher in the same class, this is what distinguishes each student has differences in capturing the subject matter. So that many students' learning achievements affect their qualifications.

The qualifications of learning achievement obtained by students from the learning process are caused by several supporting factors. Factors supporting students' learning achievement are not only caused by teachers or education personnel in schools, but can also be caused by parents, the environment and so on. As stated by Rosyid et al (2019) that learning achievement is influenced by two factors in general, namely internal factors and external factors. Internal factors are factors that come from students in the form of physiological factors (health and body condition), psychological (interests, talents and intelligence, emotions, fatigue and learning methods), while external factors are factors that come from outside students who are influenced by the environment. family, school environment, community environment, and natural environment (Rosyid et al, 2019:10). So that student achievement is not only centered on formal education such as schools, but is also influenced by the environment at home or in the community. This shows that the achievement of each student has its own way that makes them superior to other students. Therefore, each school has students with different qualifications, there are those who excel and those who lack achievement in learning.

Based on initial observations made at SD Negeri 79 Central City, Gorontalo City. The school is one of the core schools in the Central City of Gorontalo City and which has entered the Adiwiyata for preparation at the National level and several students who excel are included in the O2SN and OSN competitions. Students who are included in the competition are students who have been selected by the teacher, namely students who won the class. However, in this school there are also students who do not excel. skills. Especially in class IV where students' learning achievement is more standardized than students who get the top score, this is influenced by several factors, namely teachers, parents, school facilities and student learning environment. Due to differences in student learning environment so that achievement studying at SD Negeri 79 Kota Tengah Kota Gorontalo was also affected.

RESEARCH METHODS

This research is a correlation research because in this study to determine the relationship between variables, namely the learning environment variable with learning achievement. The approach used in this study is a quantitative approach, namely to obtain data in the field, where the data is in the form of numbers, so it is easy to present because in This study uses statistical analysis.

This research was conducted at SD Negeri 79 Kota Tengah. The school building is located on Jeruk Street, Wumialo Village, Kota Tengah District, Gorontalo City. The reason the researcher took this school was that it was not far away or easily accessible by researchers. There is also another reason, namely that there is a problem with differences in student achievement which is influenced by several factors.

This research was conducted in the odd semester of the 2020/2021 academic year to the even semester of the 2020/2021 school year.

The variables in this study are one independent/independent variable and a dependent/dependent variable

1. The independent variable (X) is the learning environment
2. The dependent variable (Y) is student learning achievement

The relationship between the X and Y variables can be drawn as follows:

$$X \longrightarrow Y$$
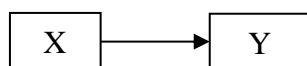
Data collection techniques through questionnaires and documentation. The learning environment questionnaire uses a measurement scale, namely the Guttman Scale, where there are 2 answer items explicitly "yes" and "no". The factors that will be seen in the learning environment are: interests, health conditions, readiness, parenting methods, family economic conditions, class atmosphere, student-student relationships and teacher-student relationships, school facilities, teacher teaching methods, community life forms, and friends in the community.

Documentation is carried out to complete the resulting data. Data from documentation is in the form of photos or images, namely pictures of the research process from school facilities, school conditions, student grades, when data collection and others. With documentation, the validity of the data, researchers are more secure, because researchers actually collect data.

Before the instrument is used, a trial must be conducted to determine the validity and reliability of the instrument to be carried out in the study.

Data analysis is carried out when data in the field is collected, then processed into statistical analysis in the form of numbers, where the formulation of the problem obtained is the relationship between student achievement and the learning environment.

The formulation of the hypothesis is as follows:

H_o : There is no relationship between student achievement and the learning environment

H_a : There is a relationship between student achievement and the learning environment

Comparing r arithmetic and r table

If r count is greater than r table at a significance level of 5% with r table 0.396 this means that there is a positive relationship and the hypothesis is accepted, on the other hand if r count is smaller than r table then there is no positive relationship, meaning that the hypothesis is rejected.

Comparing P-value and Alpha

If the P-value is smaller than Alpha (0.05) then the hypothesis is accepted, otherwise if the P-value is greater than Alpha (0.05) then the hypothesis is rejected.

DISCUSSION

The learning environment essentially consists of the environment at school, the family environment and the environment in the community. As explained by Slameto (2015: 60) the learning environment is grouped into three, namely the family, school and community environment. These three environments are very influential in a person's achievement, especially those who are educated in elementary school because age is still influenced by the surrounding environment. This environment can affect student achievement.

The family environment that affects learning is the way parents educate, the relationship between family members, the household atmosphere and the family's economic situation, as well as the school environment in the form of teaching methods, curriculum, student relations, learning tools and the third environment, namely the community

environment in the form of activities. students in society, friends to hang out with, forms of community life (Slameto, 2015:60-71).

Of the three environments are external factors or factors that come from outside the student's self that affect student learning. A good learning environment affects student behavior patterns. According to Slameto (2015) learning is an effort carried out by someone to have a new behavior change automatically. as a whole, as a result of his own experience in interaction with his environment (Slameto 2015: 2). There are various ways of learning.

There are various ways of learning that can be done, either by reading, listening, seeing and feeling. All these activities are carried out by humans in the context of learning, both formally, informally, and non-formally. Especially for formal education, namely education carried out in school institutions, all learning activities are principally for one purpose, the achievement of learning achievement, both in the cognitive, affective, and psychomotor fields (Umar, 2015: 21). According to Murfiah (2017) learning is a key word that will make humans become quality human beings. With quality learning, humans can carry out their human roles successfully. Through this learning process, humans can form a high civilization. Without learning, humans will lose the importance of their humanity (Murfiah, 2017:1).

Especially learning in schools will not be separated from learning achievement, in the learning process there are students who get different achievements, there are high, medium, and low. This is because each student has different intelligence. Purwanto in Murfiah (2017) The high and low intelligence of a person is influenced by innate factors, maturity, formation, interest and freedom.

This intelligence is a factor that comes from within students or internal factors. Internal factors are physical factors, psychological factors. Slameto (2015) explains physical factors, namely health factors, body defects and psychological factors in the form of intelligence, attention, interests, talents, motives, maturity and readiness (Slameto, 2015:54-59).

This study examines whether there is a relationship between the learning environment and learning achievement in grade IV SD Negeri 79 Kota Tengah Kota Gorontalo. This research is a correlation research with a quantitative research approach.

The initial stage in this research is that the researcher collects data using data collection techniques, namely questionnaires or instruments and also documentation. no. If the data is not valid then the data will not be used as stated by Supardi (2017:146) invalid questions must be discarded and cannot be used in research and valid data can be used in research. The instrument was also tested for reliability to determine whether the instrument was reliable or not by using the Alpha Cronback formula. After being tested the questionnaire could be used to collect data in class IV.

The next stage is the instrument data is tested for normality and linearity. The normality test stage is to find out whether the data is normal or not, the normality test uses the Kolmogorov-Smirnov formula (Supardi, 2017:173). The linearity test is to find out whether the independent variable with the dependent is linear. The independent variable is the learning environment and the dependent variable is learning achievement. The learning achievement data is obtained from the odd semester grades of class V for the 2020/2021 academic year.

The results of the descriptive test using the researcher's documentation method obtained the grade IV student achievement scores of SD Negeri 79 Central City Gorontalo City. This learning achievement was taken from the list of odd semester scores for the 2020/2021 academic year, namely the average value. The student's highest score was 86 and the lowest score was 72.

The next stage is hypothesis testing using Bivariate correlation analysis using the product moment formula (Supardi, 2017: 206). The hypothesis in this study is that it is suspected that there is a relationship between the learning environment and learning achievement in grade IV SD Negeri 79 Central City Gorontalo City.

Based on the research data that has been analyzed using the formula, the results of this study indicate that there is a positive relationship between the learning environment and the learning achievement of fourth grade students at SD Negeri 79 Central City. 5% significance or seen from the P-value of 0.000 which is smaller than 0.05 so that the hypothesis is accepted.

The results of this study are in line with the research conducted by Menik Sri Daryanti (2016) entitled "the relationship between the learning environment and student achievement". The results of this study show that rcount = 0.428, with a significance value of 0.006 where $r\_count = 0.428 > r\_table = 0.312$ and a significance value of 0.006 <0.05. This means that there is a relationship between the learning environment and student achievement, with a moderate strength of correlation. This study is in accordance with the theory presented by Slameto (2015) that learning achievement is influenced by environmental factors, namely the learning environment at school, family, and community. The better the student's learning environment, the better the learning achievement will be.

Based on the explanation above, it can be concluded that there is a positive relationship between the learning environment and the learning achievement of fourth grade students at SD Negeri 79 Central City, Gorontalo City for the 2020/2021 academic year, which means Ho is accepted.

CONLUSION

Based on the results of the analysis that has been carried out, it can be concluded that there is a positive relationship between the learning environment and the learning achievement of fourth grade students at SD Negeri 79 Central City, Gorontalo City for the 2020/202 academic year. Judging from the results of the analysis, the correlation value of calculated r is 0.704 smaller than r table 0.396 at a significance level of 5% or seen from the P-value of 0.000 greater than 0.05, which means Ho is accepted.

Based on the results of the study, it can be suggested to schools, parents, and students.

1. For schools to pay more attention to improving learning facilities and infrastructure in order to create a comfortable learning atmosphere in the hope of better student achievement.
2. Parents should support student learning achievement by creating a calm and comfortable environment or atmosphere, especially in homes where there are more children to study.
3. For students to learn more and be good at dividing study time by playing to improve their learning achievement. Students must also be good at socializing in the surrounding environment because the surrounding environment is good, the student's learning achievement will also be better.

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