

ENVIRONMENTAL LEARNING RELATIONSHIP ON STUDENT ACHIEVEMENT ACHIEVEMENT

(Correlational Research on Class V Students in Pangauban Village Elementary
School, Katapang District, Bandung Regency)

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ABSTRACT

Less than the maximum learning achievement achieved by students of class V Elementary Schools in the Pangauban Village, Katapang District, Bandung Regency. Learning achievement achieved is influenced by several factors, one of which is an external factor in the form of a learning environment. A good learning environment is needed by students in the learning process in order to get the maximum learning achievement. This study aims to 1) determine student learning environments, 2) determine student learning achievement, 3) determine the relationship between learning environments with student achievement. The type of research method used is quantitative methods with correlational research. The population consisted of 355 students, the sampling technique used was purposive sampling. A sample of 240 respondents was obtained. Data collection techniques used were questionnaires, observation sheets, interviews and documentation. The analysis technique used is the normality test, linearity test, descriptive statistical test, and product moment correlation test to determine the relationship between variables and to test hypotheses. Based on the research results, the learning environment is included in the excellent category and learning achievement is included in the excellent category. In the correlation test, obtained a significance value of $0,000 < 0.05$, thus there is a relationship between the learning environment and learning achievement. The correlation value obtained by 0.224 is included in the weak positive category. The coefficient value obtained by 5% which means the learning environment contributes 5% to learning achievement. Hypothesis test results obtained at $0,000 < 0.05$, thus $\rho = 0$ rejected means that there is a significant relationship between the learning environment with student achievement. It can be concluded that, 1) the learning environment variable is included in the excellent category, 2) the learning achievement variable is included in the Very good category, 3) there is a weak positive relationship between the learning environment and student achievement between the learning environment.

Keywords: Relationship, Elementary School, Learning Environment, Learning Achievement