



The Influence of School Environmental Dynamics and Its Correlation with Student Learning Interest

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ABSTRACT. The purpose of this research is to determine the extent to which the dynamics of the school environment influence students' learning interests and to analyze the correlational relationship between the two. This study used a quantitative method with a causal approach. This study was conducted at MTs Sindanglaut Carita, Pandeglang Regency, Banten. This research design prioritizes the investigation of causal relationships between variables. The population of less than 100 resulted in a sample size of 30 students, which was then used as the full sample in this study. The data collection techniques used were observation, questionnaires, and documentation. Data analysis techniques measured normality and closeness tests, reliability tests, and correlation tests. The questionnaire instrument refers to the two variables above. Each variable contains 15 questionnaire statements, so the total number of questionnaire statements from the two variables is 30 statements in the questionnaire. The results of the study showed that 79% of the school environment influences students' interest in carrying out the teaching and learning process.

Keywords: *Dynamics, Environment, School, Interest, Learning.*

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INTRODUCTION

The educational environment is a place where someone carries out educational activities and the school environment is the second most important educational environment after the family environment. (Anshori, I., Putri, AS, & Qonitah, 2024) A clean school environment creates a beautiful school environment (Lubis, 2022). Education is essentially a conscious effort aimed at guiding students towards perfect physical and spiritual maturity. (Anshori, I., Putri, AS, Qonitah, A., & Ramadhan, 2024) Education is a process of forming a child's personality based on values that become a philosophy (Anshori, I., & Wasehudin, 2024) educators who have been proven to be true. Education is a type of life experience that stimulates interest in learning and teaches something already known. In fact, education is lifelong, meaning every activity from birth to death is educational.

Training input is everything that needs to be present because it is necessary to run the process. (Anshori, I., Husaini, UM, Nurhidayati, D., & Fidiyani, 2025). The teaching process transforms one thing into another, by combining school input in creating a conducive learning situation for students. (Anshori, I., Setiaji, H., & Anita, 2023). Able to foster motivation and interest in learning and truly empower students (Reisa, I., Wasehudin, W., & Anshori, 2022). Educational outcomes are the effectiveness of schools that can be measured from quality,

efficiency, productivity, efficiency, innovation and work ethic.(Sermatang, 2018). National Education System Law No. 20 of 2003 “that education must be organized consciously and planned to create an atmosphere and learning process in such a way that students can actively develop their inner potential for spiritual religious strength, good personality, self-control, noble morals and intelligence, and good skills that they themselves and society need”.

National education functions to develop abilities and shape the character and civilization of a dignified nation in order to enlighten the life of the nation.(Diantoro, F., Purwati, E., & Lisdiawati, 2021), aims to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The school environment, both physical and non-physical, mutually influences interest in learning.(Setyowati, 2023). The physical environment, one of which is infrastructure, a clean, comfortable, conducive and noise-free physical school environment, will make it easier for students to absorb the information conveyed by the teacher and students will also feel calm to participate in class.(Heriyanto, T., Ismail, I., & Muadin, 2024). Social relationships such as interactions between students and students, students and teachers, ensure that learning runs smoothly without awkwardness and anxiety, and students feel happy and comfortable with what they do can increase students' interest in learning.(Zulherma, Z., Tafiati, T., Sumiarti, S., & Wendry, 2021).

In completing existing facilities, an educational institution is said to be advanced if the availability of adequate facilities and infrastructure can support teaching and learning activities.(Marlina, R., Ngemba, H.R., & Smith, 2024)The school environment has 4 components, namely Academic Component, Socio-Cultural Component, Affective Component, Physical Component(Suryati, L., Maksum, H., & Rahmadhani, 2022). The physical aspects of the school environment refer to aspects related to the structure, design, and physical layout of the educational environment.(Filzah, P., Fauziah, SP, & Suhermen, 2024)Learning is a series of activities or activities carried out by each individual to obtain behavioral changes in the form of knowledge, skills and positive values as an experience from various materials that have been studied.(Yansyah, D., Anshori, I., & Setiaji, 2022).

In learning activities, interest plays a role as a force that will encourage students to learn. Students who are interested in learning will continue to study diligently, unlike students who only receive lessons without any intention in themselves, so they are not diligent in learning. Students are individuals who have different characteristics in terms of interest.(Salamah, IS, Wiguna, AC, Oktari, D., & Tobing, 2022). This shows that learning outcomes are changes in a person's behavior, namely in three main aspects, namely: knowledge, skills, and positive values. For the learning process to run well, each person who learns needs a high level of interest. Interest is defined as a high tendency of the heart towards something, passion, desire. Meanwhile, being interested is defined as (putting) having an interest, a tendency of the heart towards, wanting (to). In the big Indonesian dictionary, it is a high tendency of the heart towards something, passion, desire(Nugraha, 2023).

Interest in learning is one of the factors needed in the student learning process at school. Students who have a high interest in learning will direct their behavior in achieving learning goals and succeed in getting optimal learning results.(Wasehudin, W., Anshori, I., Rahman, MT, Syafe'i, I., & Kesuma, 2021)However, in reality, not all students have a strong interest in learning, as evidenced by their attitudes and behavior, which tend to hinder the learning process and indicate low student interest. Essentially, interest contributes significantly to student learning success.(Supariyadi, T., Mahfud, I., & Aguss, 2022), the point of achievement of basic competencies is largely determined by students' interest in the subject, students who have interest can be expected to achieve optimal learning achievement. The purpose of this study is to determine the extent to which the dynamics of the school environment influence students' learning interests and to analyze the correlational relationship between the two.

Although numerous studies have examined the relationship between the school environment and students' learning interests, most of these studies focus on general education levels such as elementary, middle, and high schools, conducted in both public and private schools with large sample sizes and diverse social backgrounds. However, similar research within the MTs. Sindanglaut Carita environment is still limited, particularly those that specifically examine the dynamics of the school environment as a whole, including social relationships, physical conditions, the role of teachers, and school culture, and how these directly correlate with students' learning interests.

Furthermore, most previous studies have focused more on individual aspects such as learning motivation or family factors, and not many have examined the influence of social interactions and the environmental atmosphere of religious schools such as MTs. Singdanglout Carita, which have distinct characteristics from public schools, such as the integration of religious values and emotional closeness between students and teachers. Therefore, this study fills this gap by taking the context of a coastal Madrasah Tsanawiyah as the study location, using a quantitative correlational approach, and focusing on the influence of school environmental dynamics on students' learning interests as a key variable that has not been explored in depth in the context of formal secondary Islamic education.

METHOD

This research uses a quantitative method with a causal approach. Quantitative research methods are an approach used to answer research questions that involves collecting and analyzing numerical data using statistical techniques. (Siroj, RA, Afgani, W., Fatimah, F., Septaria, D., & Salsabila, 2024) This research was conducted at MTs Sindanglout Carita, Pandeglang Regency, Banten. The research design prioritized the investigation of causal relationships between variables. The population size of less than 100 resulted in a sample size of 30 students, which was then used as the full sample in this study. The data collection techniques used were observation, questionnaires, and documentation. Data analysis techniques measured normality and closeness tests, reliability tests, and correlation tests. The questionnaire instrument referred to the two variables above. Each variable contained 15 questionnaire statements, resulting in a total of 30 statements from the two variables.

RESULTS AND DISCUSSION

Result

Normality Test

$$\begin{aligned}m &= \frac{\sum x}{n} = \frac{1.179}{30} = 39.3 \\ Sdi &= \sqrt{\frac{\sum x^2}{n} - \frac{(\sum xt^2)}{30}} \\ &= \sqrt{\frac{50.479}{30} - \frac{(1.179)^2}{30}} \\ &= \sqrt{1.682,63 - 46.334,7} \\ &= \sqrt{58.618,2} \\ &= 235,835 \\ m_t &= 39,3 \\ Sdi &= 235,835 \\ P &= 3,66 \\ Q &= 0,23\end{aligned}$$

$$\begin{aligned}
 Mp &= \frac{110}{3,66} = 30,054 \\
 R_{pbi} &= \frac{mp - m_t}{Sdi} \sqrt{\frac{p}{4}} \\
 &= \frac{30,054 - 39,3}{235,835} \sqrt{\frac{3,66}{0,23}} \\
 &= 0,03 \times 15,91 \\
 &= 0,477.3
 \end{aligned}$$

Next, to determine the contribution of variable X, use the contingency coefficient formula as follows: $r \times 100\% = 0.89 \times 100\% = 0.89\%$. Therefore, the contribution of the school environment to student learning interest is 0.89%, and the remaining 11% is influenced by other variables. To draw conclusions, we can see the correlation strength categorization interval as follows:

Table 3. Correlation Index

Number	Correlation Level
0.00 – 0.19	no correlation
0.20 – 0.39	weak correlation
0.40 – 0.69	sufficient correlation
0.70 – 0.89	strong correlation
0.90 – 1.00	very strong correlation

Based on the correlation strength categorization interval above, it can be seen that the influence of the school environment in increasing students' learning interest falls into the 0.70-0.89 category, which indicates a strong correlation or relationship. This indicates that the school environment has an influence in increasing students' learning interest at MTs. Sindanglaut. Therefore, it can be seen that the role of the environment greatly contributes to students' learning interest, so that students can participate in learning well in accordance with existing norms and manners. Therefore, it can be said that the school environment has a related relationship with students' learning interest.

Reliability Test

Reliability testing is used for consistency, an instrument is said to be reliable if the instrument created has consistent results. By using the following formula:

$$x_t^2 = \frac{(\sum x^2)}{n} = \frac{1.179^2}{30} = 46,334.7$$

$$s_t^2 = \frac{x_t^2}{n} = \frac{46.334,7}{30} = 1,544.49$$

The second step is to find the rehabilitation of question item No. 1.

$$\begin{aligned}
 r_t &= \frac{k}{(k-1)} = \left\{ 1 - \frac{m(k-m)}{k \cdot S_t^2} \right\} \\
 &= \frac{10}{(10-1)} = \left\{ 1 - \frac{m(39,3)(10-39,3)}{10 \times 1.544.49} \right\} \\
 &= \frac{10}{9} = \left\{ 1 - \frac{m(39,3) \times 29,3}{15.444.9} \right\} \\
 &= 1.151 \times 161,065 = 59,914
 \end{aligned}$$

Based on the analysis above, it can be concluded that the school environment has a positive influence on students' learning interest. This means that the more active students are in participating in learning, the better their interest will be. Therefore, the hypothesis proposed in

chapter III that the school environment has an influence on increasing students' learning interest at MTs. Sindanglaut Carita Pandeglang is proven and acceptable.

Product Moment Correlation Test

$$\begin{aligned}
 r_{xy} &= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}} \\
 &= \frac{30 \times 56.081 - (1.179)(1.347)}{\sqrt{\{30 \times 50.479 - (1.179)^2\} \{30 \times 57.543 - (1.347)^2\}}} \\
 &= \frac{1.682.081 - 1.588.113}{\sqrt{\{1.514.370 - 1.390.041\} \{1.726.290 - 1.814.409\}}} \\
 &= \frac{93.968}{\sqrt{\{124.329\} \{88.119\}}} \\
 &= \frac{\sqrt{10.955.747.151}}{93.968} \\
 &= \frac{\sqrt{104.526}}{93.968} \\
 &= 0.89
 \end{aligned}$$

The author conducted calculations and analysis using the product moment formula, then matched it with the r product moment value table, then obtained the following results: the empirical r product moment value obtained is: 0.89. After consulting with the critical price table of product moment with N = 30 with df = N-2 = 30-2 = 28, and at a significance level of 5%, the product moment value of the rejection limit is 0.36%. It turns out that the r value at the 5% level is above the r product moment rejection limit.

Based on The calculation above shows that the correlation between variables X and Y is not negative, so there is a positive correlation (a correlation that runs in the same direction). The decision that can be taken is to reject Ho, which means there is no influence of the school environment in increasing the learning interest of students studying at MTs. Sindanglaut, and accept Ha, which means there is an influence of the school environment in increasing the learning interest of students studying at MTs. Sindanglaut. So it can be concluded that the correlation coefficient value is significant.

Discussion

Based on the results of research conducted at Madrasah Tsanawiyah with a sample of 30 students, it was found that the dynamics of the school environment have a positive influence on students' learning interest. The school environment in question includes interactions between teachers and students, relationships between students, the availability of learning facilities, and a classroom atmosphere that supports the learning process. Most students stated that they were more motivated to learn when they felt comfortable socially and physically in the school environment. This shows that a positive school environment not only supports the learning process, but also increases students' interest in participating in lessons with enthusiasm.

The analysis also shows a strong correlation between the dynamics of the school environment and students' learning interests. This indicates that the better the dynamics within the school environment, such as teacher involvement in guidance, mutual respect among students, and the availability of learning support facilities, the higher the students' interest in participating in learning activities. This finding supports the theory of educational ecology, which states that environmental factors, especially within the context of educational institutions, play a significant role in shaping students' attitudes and motivation to learn. At the Madrasah Tsanawiyah level, which is the transition period from primary to secondary education, the role of

the school environment becomes even more crucial because students are in a significant phase of social and emotional development.

However, it should be noted that the relatively small sample size is a limitation of this study. Therefore, the results obtained should be considered as preliminary indications that require further study with a wider range of respondents and other potentially influential variables, such as family background, students' intrinsic motivation, and teachers' teaching styles.

Thus, this study concludes that building a dynamic, safe, and supportive school environment is very important to increase students' interest in learning at Madrasah Tsanawiyah, and should be a primary concern for schools, teachers, and all educational stakeholders. It's important to note that the school environment isn't the only factor influencing students' learning interests. Many other factors influence student learning interests, but they aren't discussed in this study. Other factors that influence students' learning interests include the role of parents, the social environment, the community, and others.

Based on the explanation above, it can be concluded that the school environment influences students' learning interests. The more actively students participate in learning and demonstrate good attitudes and behaviors in their daily lives, the more likely they are to develop positive interests and positive habits in their speech, actions, and behavior. If the school environment effectively supports the learning process and facilitates action, students will be motivated to participate in learning and engage in positive behavior.

CONCLUSION

The education and health sectors have a significant impact on economic growth in Lampung Province. The increase in the Human Development Index over the past five years demonstrates the local government's success in improving the quality of life for its residents, reflected in improvements in the education and health sectors. This increase in the Human Development Index indicates improvements in access to and quality of education and health services, both of which are crucial pillars of human resource development. The continuously increasing budget allocation for the education and health sectors demonstrates the Lampung Provincial Government's commitment to these sectors, as part of its efforts to meet the community's basic needs. This budget increase aligns with Islamic economic principles, which prioritize distributive justice and equity, as well as the allocation of resources for the public good. Furthermore, despite an economic contraction in 2020 due to the pandemic, Lampung Province's economic growth has shown significant recovery in subsequent years. This is in line with improvements in the quality of human resources, which directly impact productivity and regional economic competitiveness.

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