



The relationship between learning environment and learning motivation to natural and social sciences learning outcomes of the fourth-grade elementary school students

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ABSTRACT

This study investigated the relationship between learning environment, learning motivation, and Natural and Social Sciences learning outcomes of the fourth-grade students of Gugus Mangkubumi, Klaten Regency. The method employed was quantitative, with an ex-post facto correlation research approach. The research population consisted of all fourth-grade students at Gugus Mangkubumi, with a sample size of 106 students selected using the saturated sampling technique. The analysis revealed a positive relationship between learning motivation and learning environment with Natural and Social Sciences learning outcomes. Learning motivation has a greater impact than the learning environment on learning outcomes. This study emphasizes the importance of focusing on students' intrinsic motivation and creating a conducive learning environment to help them achieve academic success. The study's findings highlight the importance of educational interventions that focus on developing intrinsic motivation and creating a supportive learning environment.

Hubungan lingkungan belajar dan motivasi belajar terhadap hasil belajar natural and social sciences siswa kelas IV

ABSTRAK

Kata Kunci:

Lingkungan belajar
Motivasi belajar
Hasil belajar
Ilmu pengetahuan alam dan sosial
Siswa kelas IV

Tujuan dilakukannya penelitian ini adalah untuk menyelidiki hubungan lingkungan belajar, motivasi belajar, dan hasil belajar IPAS pada siswa kelas IV Gugus Mangkubumi, Kabupaten Klaten. Adapun metode yang digunakan adalah metode kuantitatif dengan jenis penelitian korelasi ex-postfacto. Populasi penelitiannya adalah seluruh siswa kelas IV di Gugus Mangkubumi, dengan sampel sejumlah 106 siswa yang dipilih dengan memanfaatkan teknik sampling jenuh. Hasil analisis didapatkan bahwa ada hubungan positif antara motivasi belajar dan lingkungan belajar dengan hasil belajar IPAS. Motivasi belajar memberi pengaruh yang lebih kuat daripada lingkungan belajar terhadap hasil belajar. Penelitian ini menekankan pentingnya memperhatikan motivasi intrinsik siswa dan menciptakan lingkungan belajar yang kondusif agar menunjang peningkatan prestasi akademik. Implikasi dari penelitian ini adalah perlunya intervensi pendidikan yang memberi tekanan pada pembangunan motivasi intrinsik dan penciptaan lingkungan belajar yang mendukung bagi siswa.

1. INTRODUCTION

Education is a fundamental requirement for human development. Education can help people improve their quality of life and become more qualified [1]. Organizing learning and learning processes is necessary to achieve effective education. However, the learning process will not run smoothly unless several factors are considered. The success or failure of this process can be attributed to various internal and external factors that all impact the effectiveness of learning [2]. Internal factors in learning include learning motivation, readiness, interests and talents, learning styles, and psychological circumstances [2]–[4]. On the other hand, external factors include the learning environment, family, school, peers, and socioeconomic status [5], [6].

Among the factors mentioned above, learning motivation as an internal factor and learning environment as an external factor stand out as two elements that strongly influence student learning outcomes. Learning motivation acts as a powerful internal motivator, encouraging students to work harder and persevere when confronted with learning challenges [7], [8]. The study's findings revealed that intrinsic motivation, which motivates individuals to perform activities for personal pleasure and satisfaction, significantly impacts learning outcomes [9]. According to the study, Students with high intrinsic motivation are more committed, interested in the subject, and perform better academically. On the other hand, a conducive learning environment, parental and school support, and positive interactions with peers all contribute to a supportive external environment that allows students to learn more effectively. Hsb's research found that learning environment factors, such as social support from family and teachers and a positive classroom environment, have a major effect on students' motivation and learning achievement [10]. The above statement implies that motivation is one of the internal factors contributing significantly to effective learning. Learning motivation contributes to a more comfortable learning environment for students, generates high enthusiasm, and assists students in controlling their emotions when faced with learning difficulties.

The level of learning motivation varies; students with high learning motivation are more enthusiastic about participating in learning activities, which leads to the desired results [11]. Research claims that highly motivated students are more engaged in learning, have greater perseverance, and perform better academically. Schunk and Lutfiwati conducted a study that found that strong intrinsic motivation may improve students' learning capacity and academic achievement. Motivated students have established objectives, strive to achieve them, and are more resilient to obstacles encountered during the learning process [12].

Besides internal learning motivation, external environmental factors significantly impact learning effectiveness. The learning environment is a unit that includes interactions between various elements, such as learning activities, physical and social environmental conditions, and every other aspect that influences the learning process, such as room conditions, facilities, and social interactions [13]. Individuals can access education directly or indirectly through this learning environment, depending on their surroundings' natural and social aspects. Research suggests that the physical condition of the classroom has a significant part in improving learning outcomes. Munalisa et al. discovered that lighting, air quality, temperature, and proper spatial layout can boost students' academic performance by up to 16%. Comfortable classrooms and proper infrastructure enable students to learn with greater focus and comfort, enhancing their ability to absorb and comprehend the subjects [14]. Positive social interactions within the learning environment also have an important part. According to research, social support from peers and teachers is strongly associated with students' learning motivation and academic achievement.

Positive social interactions can foster a conducive learning environment in which students feel supported and motivated to achieve their academic objectives [15], [16].

Learning Natural and Social Sciences in the Merdeka Curriculum emphasizes the importance of a positive learning environment and high motivation to achieve the best learning outcomes [17]. The Merdeka Curriculum allows schools to develop a flexible learning process responsive to student needs [18]. In this context, a better learning environment and increased learning motivation are two major factors that undoubtedly influence one another to improve learning effectiveness.

There have been many studies on learning motivation, including the effect of learning environment on learning outcomes [19], the effect of learning interest, parental support, and environment on learning behaviour and outcomes [20], the effect of parents' economic standing, motivation, and learning environment on learning outcomes [21], and the effect of learning motivation and learning interest on learning outcomes [22]. However, earlier studies focused solely on a single aspect, such as the learning environment or learning motivation, without considering the relationship between the two. This study aims to close this gap by thoroughly investigating the interaction between the learning environment and learning motivation on Natural and Social Sciences learning outcomes within the context of the Merdeka Curriculum.

This study contributes significantly to the literature by investigating the relationship between learning motivation and learning environment in the context of Natural and Social Sciences learning in the fourth grade, particularly within the framework of the Merdeka Curriculum. This study is unique in that it takes a thorough approach to assessing both aspects at the same time, whereas other studies have separated the analysis into internal and external factors. The methodology comprises empirical research and case studies, which provide detailed insights into how motivation and learning environment interact and affect learning effectiveness. The findings are intended to improve knowledge of learning dynamics in elementary schools and lay the groundwork for developing more effective learning practices.

Contribution to the Literature

The contributions of this study are:

- Emphasizing the need for educational interventions to increase students' intrinsic motivation.
- Providing in-depth insights into the dynamics of learning in primary schools.
- Applying the findings within the framework of the Merdeka Curriculum emphasizes the flexibility and relevance of learning to students' needs.

2. METHOD

This study employed a quantitative approach with an ex-post facto correlational design to assess the impact of the learning environment and motivation on students' Natural and Social Sciences learning outcomes. This design was chosen because it allows researchers to examine the relationship among variables using existing data without requiring experimental manipulation [23]. The research sample consisted of 106 fourth-grade students chosen using the saturated sampling technique, involving all population members as research subjects. Data was collected using a questionnaire that had been evaluated for validity and reliability, as well as documentation of the end-of-semester learning outcomes on Natural and Social Sciences. Figure 1 provides a more clear illustration of the information.

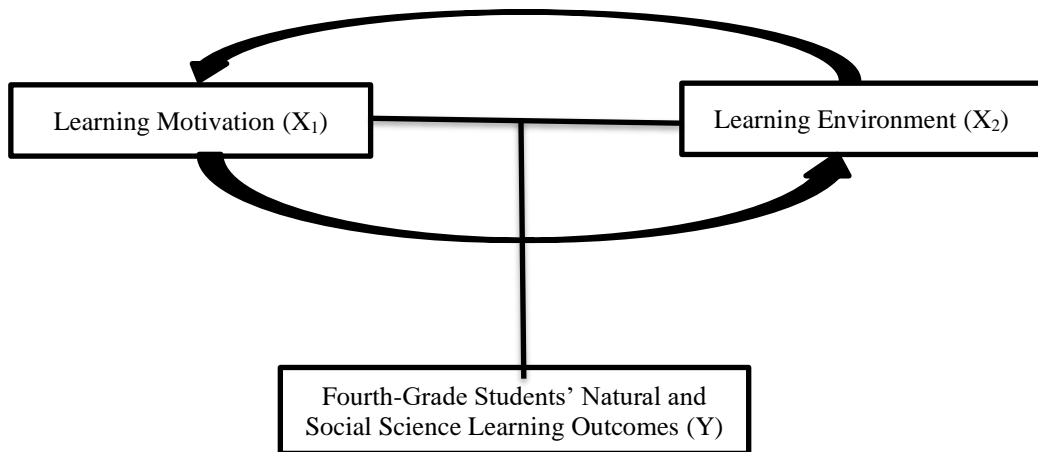


Figure 1. The Relationship between Independent Variables (X₁ & X₂) and the Dependent Variable (Y)

Figure 2 displays the research implementation up to the data processing and conclusion stages.

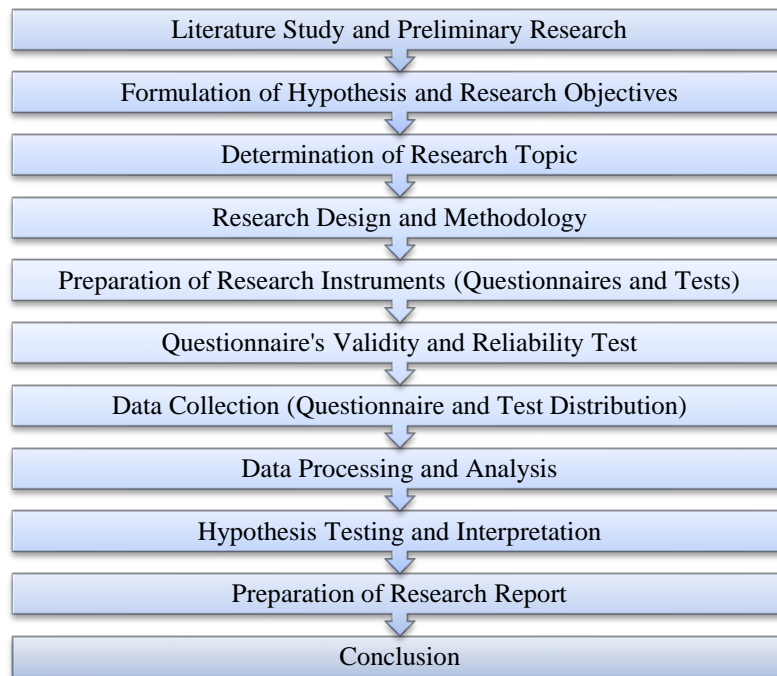


Figure 2. The Research Process up to the Data Analysis and Conclusion Stages

The research instruments comprised a learning motivation questionnaire and a learning environment questionnaire, each with 30 statement questions assessed for validity and reliability using factor analysis and Cronbach's Alpha, respectively. The analysis encompassed descriptive statistics that analyzed the data's characteristics, classical assumption tests (normality, linearity, multicollinearity, and heteroscedasticity), Pearson correlation analysis, and multiple linear regression to test the relationship and contribution of the independent variables to the dependent variable. This study followed ethical research guidelines by getting informed consent from all participants and ensuring the confidentiality of the obtained data.

The learning environment and motivation instruments contained 30 statement items. Following the validity calculation criteria, the test resulted in 16 valid statements. The Significance Value (P-value) is the validity testing criterion. A significance value of less than 0.05 indicates validity, and a significance value greater than 0.05 indicates invalidity. Table 2 displays all of the outcomes of the item validity test.

Table 1. Validity Tests

Variables X ₁ and X ₂	(P-Value)	Description
Learning Environment	<0.041	Valid
Learning motivation	<0.041	Valid

The test findings demonstrate that both variables, learning environment and motivation, have a significant value of less than 0.05, indicating their validity. According to the data acquired in assessing the reliability of the learning environment and learning motivation variables, the following values are obtained:

Table 2. Reliability Test

Variables X ₁ and X ₂	Cronbach Alfa	Description
Learning Environment	0.807	Reliable
Learning motivation	0.771	Reliable

The questionnaire component is reliable if the Cronbach Alpha value exceeds 0.60 [28]. The Cronbach Alpha value for the learning environment variable is 0.807 > 0.60, indicating that the statement items on the learning environment variable are reliable. Furthermore, the reliability of the learning motivation variable yields a Cronbach Alpha value of 0.771 > 0.60. Therefore, the statement items related to the learning motivation variable are reliable.

3. RESULT AND DISCUSSION

This study examines how fourth-grade students' learning environment and motivation affect their Natural and Social Sciences learning results. The data for this study were computed, processed, and analyzed using the SPSS version 25. The objective of the data collection was to see if there is a relationship between learning environment and motivation and Natural and Social Sciences outcomes.

The results section consists of data description, prerequisite analysis testing, such as the basic assumption test and the classical regression assumption test, and final analysis or hypothesis testing. Basic assumption tests include normality and linearity, but classical regression assumption tests include multicollinearity and heteroscedasticity.

To collect data on the learning environment and motivation variables, 106 respondents, all of whom were fourth-grade students, were provided with a questionnaire with 16 statement questions. Table 3 shows the data distribution based on the calculations.

Table 3. Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Learning Environment	106	31.00	64.00	5228.00	49.3208	6.66554
Learning Motivation	106	32.00	60.00	4921.00	46.4245	5.77836
Natural and Social Sciences Learning Outcomes	106	57.00	93.00	7757.00	73.1792	8.23789

Based on the data distribution calculation, the learning environment's average (mean) is 49.3208, the standard deviation is 6.665, the lowest value (minimum) is 31, and the highest value (maximum) is 64. The total amount of data (sum) is 5,228. Table 4 displays the calculation of research data based on the frequency distribution of scores on the learning environment questionnaire.

Table 4. Score Frequency Distribution of Learning Environment Questionnaire

Interval	Frequency	Percentage (%)
31-34	2	1,89%
35-38	8	7,55%
39-42	5	4,72%
43-46	20	18,87%
47-50	22	20,75%
51-54	23	21,70%
55-58	17	16,04%
59-62	8	7,55%
63-66	1	0,94%

Based on Table 4, the learning environment in the interval class 47-50 has the highest frequency, with 22 students or 20.75%. The interval class with the lowest frequency is the 63-66 interval, with one student or 0.94%.

Data on Natural and Social Sciences learning outcomes variables were obtained from the first end-of-semester assessment scores of fourth-grade students (106 students). The data distribution calculation shows that the average is 73.17, the standard deviation is 8.237, the data variance is 147.287, The lowest value is 57, the highest value is 93, and the total is 7,757. The detailed data is displayed in Table 5.

Table 5. Natural and Social Sciences Learning Outcome Categories

	Class Interval	f	%
Excellent	>81	25	23,5849
High	73-81	32	30,1887
Moderate	65-73	31	29,2453
Low	<65	18	16,9811
Total		106	100

Table 5 shows that 25 students (23.5%) have excellent Natural and Social Sciences learning outcomes with the interval of more than 81, 32 students (30%) have high Natural and Social Sciences learning outcomes with the interval between 73 and 81, 31 students (29%) have moderate Natural and Social Sciences learning outcomes with the interval between 65 and 73, and 18 students (16.98%) have low Natural and Social Sciences learning outcomes with the interval lower than 65.

Referring to the calculations, the highest student score was 93, while the lowest score was 57. The total student score was 7,757, with an average of 73.17. According to the score criteria, the learning outcomes of the fourth-grade students of Gugus Mangkubumi in the Natural and Social Sciences subject were satisfactory.

The quantitative data analysis revealed significant findings about the relationship between learning motivation, learning environment, and learning outcomes. The first data processing stage was the normality test using the Kolmogorov-Smirnov procedure. According to Table 6, the significance value of Asisymp. Sig (2-tailed) for all variables is 0.200. The results show that the data is normally distributed, as evidenced by the insignificant p-value. These findings indicate that the assumptions underlying additional statistical analysis are met, ensuring the validity and reliability of the findings.

Table 6. The Normality Test of One-Sample Kolmogorov-Smirnov

Data	Learning Motivation	Learning Environment	Natural and Social Sciences Learning Outcomes
Test Statistic	0.067	0.071	0.067
N	106	106	106
Asymp. Sig. (2-tailed)	.200 ^{c,d}	.200 ^{c,d}	.200 ^{c,d}

The linearity test then determines whether or not there is a linear relationship between variables X and Y. Table 7 displays the results of the linearity test.

Table 7. Linearity Test

Data		Mean Square	Sig.
Natural and Social Sciences Learning Outcomes * Learning Motivation	Between	(Combined)	156.970
	Groups	Linearity	3098.365
		Deviation from Linearity	23.270

Table 7 shows that the linearity deviation Sig. value is 0.947, which is greater than 0.05. This finding implies a significant linear relationship between variables X1, X2, and Y. These findings are consistent with investigations conducted by other researchers. A number of research, including Chandra and Khiong's, suggest that learning motivation and environment favourably impact student learning outcomes. The structural analysis in this study indicated that learning motivation significantly impacts learning outcomes, whereas the learning environment plays an indirect function via learning motivation [24]. Azma's research supports this relationship by finding that learning motivation significantly influences learning outcomes, whereas the learning environment has a direct beneficial impact [25]. Overall, this diverse research group indicates a significant linear relationship between learning motivation, learning environment, and learning outcomes in an educational setting.

Further examination of the regression coefficients reveals significant data about the relative contributions of learning motivation and learning environment to learning outcomes. Before performing the regression test, we must understand the variables' relationship. According to Khotimah et al., we can apply the multicollinearity test [26] to establish the level of relationship between each variable. The multicollinearity test result is displayed in Table 8.

Table 8. Multicollinearity Test

Model	Sig.	Collinearity	
		Tolerance	VIF
(Constant)	0.007		
Learning Motivation	0.000	0.975	1.026
Learning Environment	0.000	0.975	1.026

Table 8 in the Collinearity Statistics section shows that the X1 and X2 variables have a tolerance value of 0.975, which is more than 0.10. The VIF value for the X1 and X2 variables is 1.026, less than 10.00. Thus, based on the criteria of the multicollinearity test, the research findings indicate the presence of multicollinearity symptoms in the regression model. The regression model will employ one or more of the abovementioned approaches to test and demonstrate that the relationship between the independent variables is significantly related.

The next step was to run a regression test. The regression test seeks to discover the cause-and-effect relationship between variables X and Y. This study employed multiple linear regression tests because two independent variables, learning motivation (X₁) and the

learning environment (X_2), affected learning outcomes (Y). Table 9 depicts the multiple linear regression test.

Table 9. Multiple Linear Regression Test Result

Model	Sig.	Unstandardized Coefficients	
		B	Std. Error
(Constant)	0.007	15.902	5.796
Learning Motivation	0.000	0.560	0.064
Learning Environment	0.,000	0.216	0.055

The regression analysis results demonstrate that learning motivation and learning environment significantly predict the Natural and Social Sciences learning outcomes. The intercept (constant) shows that the expected learning result value is around 15,902 when the predictor is zero. The standardized coefficient (Beta) offers information on the significance of each predictor. In this case, the Beta value of learning motivation is 0.616, indicating that increasing learning motivation by one standard deviation increases learning outcomes by 0.616. Similarly, the Beta value of the learning environment is 0.273, indicating that increasing the learning environment by one standard deviation increases learning outcomes by 0.273 standard deviations.

Both variables had significant t-values (Learning Motivation: $t = 8.799$, $p < 0.001$; Learning Environment: $t = 3.902$, $p < 0.001$), demonstrating the relationship between motivation, environment, and learning outcomes.

Table 10. The Result of T-test

Model	T	Sig.
(Constant)	2.744	0.007
Learning Motivation	8.799	0.000
Learning Environment	3.902	0.000

The t-test results show that the overall regression model is statistically significant in predicting the Natural and Social Sciences learning outcomes of the fourth-grade students ($F(2, 103) = 53.091$, $p < 0.001$). These findings suggest combining learning motivation and environment might greatly improve learning outcomes. The F-value and the p-value show that the regression model accounts for most of the variance in learning outcomes. Specifically, the regression model accounts for approximately 50.8% of the variance in learning outcomes, suggesting good predictive power.

Takdir et al. conducted similar research and discovered that learning motivation and environment substantially affect learning outcomes, particularly in Natural and Social Sciences topics at the elementary school level [27]. Sholihah and Kurniawan reported similar results, confirming that high levels of learning motivation and a supportive learning environment can boost student progress [28]. Nurdyansyah and Fahyuni found that a learning environment that encourages student discovery and interaction improves Natural and Social Science learning achievement [29]. Similarly, Banawati et al. found that learning motivation and learning environment influenced elementary school students' Natural and Social Sciences learning outcomes [30]. Ali's study confirms the findings of this study, which suggest that the learning environment contributes favourably to learning outcomes [31]. Overall, these data support the role of learning motivation and learning environment in determining learning outcomes, particularly for elementary school Natural and Social Sciences subjects.

Teachers and educators must develop learning experiences that stimulate students' attention and curiosity while recognizing their efforts and achievements. Furthermore, this study underlines the necessity of having a helpful learning environment. Although the learning environment has a lesser impact on Natural and Social Sciences learning outcomes than learning motivation, a conducive atmosphere is nevertheless vital in facilitating students' learning processes.

These findings emphasize the significance of learning motivation and learning environment as predictors of Natural and Social Science learning outcomes in fourth grade. They emphasize the need to provide a comfortable learning environment and motivate students to improve their basic education performance.

Table 11. The F Test

Model	Mean Square	F	Sig.
Regression	1808.504	53.091	.000 ^b
Residual	34.064		

a. Dependent Variable: Natural and Social Sciences learning outcomes

b. Predictors: (Constant), Learning Environment, Learning Motivation

The model summary reveals that the regression model with learning motivation and learning environment as variables explains a significant variance in NATURAL AND SOCIAL SCIENCES learning outcomes. The coefficient of determination (R²) of 0.508 shows that the model's predictors explain approximately 50.8% of the variance in learning outcomes. The corrected R Square, which accounts for the number of predictors and sample size, is 0.498. These adjusted values imply that the model retains its explanatory power even after accounting for these factors.

The standard error of the estimate (5.836) is the average deviation of observed values from projected values using the regression model. Smaller values imply a better fit between the model and the data. The findings indicate that combining learning motivation and learning environment favourably enhances the Natural and Social Sciences learning outcomes.

In the context of the Merdeka Curriculum, these findings provide insight into optimizing a combination of learning motivation and learning environment to increase student learning outcomes. The Merdeka Curriculum allows schools to tailor the learning process to individual student's needs, and the findings of this study support a strategy that stresses student empowerment by promoting intrinsic motivation and fostering a supportive learning environment. More research can be conducted in the future to look into specific strategies teachers might use to simultaneously improve both of these factors.

The findings also significantly contribute to the literature on elementary schools in Indonesia, notably within the framework of the Merdeka Curriculum. This study contributes to understanding learning dynamics in elementary schools by investigating the relationship between learning motivation and learning environment. It also serves as a foundation for developing more effective learning strategies. As a result, the study's findings are useful for education practitioners and policymakers working to improve the quality of elementary school education.

However, because this study only involved fourth-grade students, the findings may not be generalizable to a larger population. Future research should broaden the study's scope by involving more schools from different locations to strengthen its generalizability.

4. CONCLUSION

This study found that learning motivation and learning environment significantly improve fourth-grade students' learning outcomes in the Natural and Social Science subject. Data analysis revealed that both variables were normally distributed, had a significant linear relationship, and did not exhibit multicollinearity problems. Multiple linear regression tests revealed that learning motivation (Beta = 0.616) outperformed learning environment (Beta = 0.273) in predicting learning outcomes. The regression model was significant ($F(2, 103) = 53.091, p < 0.001$), accounting for approximately 50.8% of the variance in learning outcomes. The findings highlight the importance of creating a favourable learning environment and boosting learning motivation to improve student achievement in elementary school. The findings emphasize the necessity of concentrating on students' intrinsic motivation and fostering a favourable and helpful learning environment. Furthermore, the findings highlight the importance of educational interventions that focus on developing intrinsic motivation and fostering a supportive learning environment.

AUTHOR CONTRIBUTION STATEMENT

ZMFA improved the research concept and design, developed the questionnaire, collected and analyzed the data, and wrote and edited the manuscript. AJ guided the research and writing of the manuscript.

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