

# **School Environment and Parents' Motivation on Learning Outcomes through Student Learning Behavior at UPT Vocational Schools**

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## **Abstract**

This research aims to find out and analyze and elaborate on the influence of the school environment and parental motivation on learning outcomes through student learning behavior at UPT SMK Se-Branch Regional Office V Bulukumba-Bantaeng. Research is designed in the form of quantitative analysis. The research population is all SMKN students at UPT SMK Se-Branch of Regional Office V Bulukumba-Bantaeng as many as 11 SMKN. At the same time, the sample in this study involved five schools, namely SMKN 4, 5, 7, 8, and 11. Quota sampling techniques carry out sample determination, and the final sample obtained is 250 students. The data analysis technique used is path analysis. There are seven hypotheses proposed in this study, the whole hypothesis is accepted. Research shows that the school environment improves student learning outcomes compared to parental motivation. Indirectly, the variable of learning behavior becomes partial mediation, meaning that the direct influence is still effective and dominant in improving student learning outcomes, but directly learning behavior is very effective in improving student learning outcomes. The results showed that school support and parental motivation could positively and significantly affect student learning outcomes directly and indirectly through learning behavior at Bulukumba District Vocational High School. Students' level of knowledge becomes the dominant factor seen mostly from the learning results showing that the teaching methods applied well in the school environment have encouraged changes in student learning behavior to be better and more enjoyable. Also, the motivation of people who encourage the formation of productive learning habits for their children shows maximum learning outcomes for students at Bulukumba District Vocational High School.

## **Keywords**

The school environment, Parental motivation, Learning behavior, and Student learning outcomes

## **1. Introduction**

Vocational High School is secondary education with an educational concept that prepares its students to enter the world of work with the knowledge of expertise obtained. As stated in the National Education System Law No. 20/2003 article 15, Vocational High School is a form of vocational education that prepares its learners to work in various fields.

Student learning outcomes are one of the indicators of educational success. Learning outcomes play an important role in learning, where learning outcomes can be a benchmark for changes in the learning experience. According to Cahaya et al. (2022) and Tamsah et al. (2021) that student learning outcomes must reveal aspects of thinking ability (cognitive domain), aspects of values and attitudes (affective domain) and aspects of skills (psychomotor domain) attached to each student Tamsah et al. (2020) suggests where learning outcomes are consistent behavior in the self-due to the interaction of individuals over their environment. The school environment is one of the factors that can affect student learning outcomes. The school environment can be a good place for character growth. According to Rahawarin et al. (2020) that the school environment is a factor that contributes to the development of intelligence in children. The school environment with its influence either directly or indirectly can occur as in daily interactions with fellow schoolmates, while indirect is reading books and so on.

In addition to the environment, parental motivation also influences their children's learning outcomes. Parents can motivate people differently in giving education to their children. The difference obtained by the child indirectly affects his actions in terms of learning (Yusuf et al. 2019; Suharyanto et al. 2021; Kembauw et al. 2021; M Chairul Basrun Umanailo et al. 2019; R. Umanailo et al. 2019). The greatest obligation to educate children rests on the shoulders of parents. The school environment's important role and parental motivation are not the dominant determinants to getting learners with good learning outcomes. Still, in one aspect only, the school environment and parental motivation can also change children's learning behavior. This study explores the influence of the school environment and parental motivation on student learning outcomes directly and indirectly through student behavior at UPT SMK Se-Branch Regional Office V Bulukumba-Bantaeng

## **2. Literature Review**

Learning behavior is a situation that shows the student's response to the lessons he received H Tamsah et al. (2021). The attitude shown by students in receiving lessons is certainly very related to personal conditions, which can be sourced from within him and the school environment. The school environment is the dominant factor that can shape how students behave. The role of the environment is very important to shape the condition of students to increase their passion and learning spirit (Ilyas et al. 2022). This is supported by previous research Tamsan & Yusriadi (2022) who concluded the existence of a significant positive influence of the school environment on learning behavior.

Learning is a process of behavior change. Changes that occur can be in the form of increased understanding and can also pass through a learning process that reduces unwanted things. Learning can be understood as a stage of changing a person's behavior. According to Yusriadi et al. (2019), behavior in learning can be interpreted as an activity in active interaction with the environment. Parents play an important role in encouraging changes in children's behavior. The role of parents is very important in determining the success of their children, including education. According to Yusriadi et al. (2020), the attitude considered by parents is the consistency of educating and teaching their children. This is supported by previous research Asfar et al. (2021), which concluded the significant positive influence of parental motivation on learning behavior.

Learning outcomes are a form of achievement in learning and teaching activities obtained by students. This happens through interaction in teaching and learning. As stated Wirdawati et al. (2021), learning outcomes are an interaction of learning and teaching actions. The school environment is a factor that affects student learning outcomes, so the school's responsibility in creating a healthy and positive environment for student life in school is very important (Umar et al. 2019). According to Sam et al. (2021), where the school environment is learning and teaching, a teaching institution and learning opportunities meet the provisions: students, teachers/teachers, educational programs, dormitories, facilities. Whatever has been arranged and arranged according to certain patterns and systematics allows teaching and learning activities to occur directly and are directed. This is supported by research Mislia et al. (2021) who concluded that there is a positive and significant influence of the school environment on student learning outcomes.

The role of parents can greatly influence development in cognitive, affective, and psychic terms. Opinion (Lestari, 2012) says that the role of parents is the way that parents use related to the perception of the tasks to be done in educating children. Parents with a big role in their children can teach and encourage their children to show the best achievements (B. Sam et al. 2019; Rachman et al. 2019; Hamiru et al. 2019; M.C.B. Umanailo et al. 2019). Concerning parental motivation, according to (Uno, 2010), motivation is a construct of hypotheses used to explain the direction, desires, and behaviors directed at the goal so that motivation is closely related to affiliated needs, habits, achievements, and curiosity of a person in something. This is supported by previous research (Handayani, 2017; Nur, 2016; Pakiding, 2016; Rahman, 2014), which concluded the existence of a significant positive influence of parental motivation on student learning outcomes.

Learning behavior is a student's attitude that responds to every teaching and learning activity. How to learn students contains the attitude of learning done when the learning process takes place (Soemanto, 2017). Student behavior in learning will greatly affect their learning outcomes. Learning outcomes will be shown by changes in learning, attitudes, and gestures in receiving the lessons given. According to (Sudjana, 2011), learning outcomes are behavior changes (Rahmat et al. 2019; Lionardo et al. 2020; Jannah et al. 2019). As a result of learning in a broad sense, behavior includes the cognitive, affective, and psychomotor realms.

### 3. Methods

The sample in this study was 250 students in 5 schools, namely SMKN 4, 5, 7, 8, and 11. Respondents were 165 men (66%) and women, 85 (34%). This study uses a quantitative approach. Path analysis uses SPSS ver.25 for windows software to answer the problem. The population of this study is students. The determination of the sample was carried out by sampling quota techniques from 5 schools, namely SMKN 4, 5, 7, 8, and 11 involving 50 students each per school. The collection of each data and all distributed questionnaires for two months are completed and returned to the researcher.

The school environment variables are carried out with 6 indicators, namely teaching methods, teacher relationship with students, student relationship with students, school discipline, lesson prayers, and school lessons. Six indicators measure parental motivation: forming learning habits, maximum attention to children, giving appreciation, encouraging them to act, determining the purpose of actions, and selecting actions. Learning behavior is measured by six indicators: habits, skills, observations, associative thinking, rational and critical thinking, and appreciation. Finally, six indicators measure student learning outcomes: knowledge, understanding, application, analysis, synthesis, and evaluation (Table 1).

Table 1. Measurement of variable

Variable	Indicator	Statement
School Environment (X1)	Teaching methods	<ul style="list-style-type: none"> <li>Teachers provide fun teaching methods to add to students' passion for learning</li> </ul>
	Teacher relationship with students	<ul style="list-style-type: none"> <li>I want teachers always to be open every time students ask about their subjects.</li> </ul>
	Student relationship with students	<ul style="list-style-type: none"> <li>I have a fun schoolmate, so I am comfortable studying</li> </ul>
	School discipline	<ul style="list-style-type: none"> <li>Schools should provide examples of discipline that students can emulate.</li> </ul>
	Lesson tools	<ul style="list-style-type: none"> <li>Every practice learning requires instrumental completeness to be directed.</li> </ul>
	School time	<ul style="list-style-type: none"> <li>I feel the hours of entry and home are applied consistently by the school</li> </ul>
Parental Motivation (X2)	Forming learning habits	<ul style="list-style-type: none"> <li>I always get good advice from parents regarding how to study at home.</li> </ul>
	Maximum attention to the child	<ul style="list-style-type: none"> <li>Giving gifts if achievement shows the great attention people give me</li> </ul>
	Give appreciation	<ul style="list-style-type: none"> <li>Parents always give an appreciation of every learning achievement.</li> </ul>
	Encourage to do	<ul style="list-style-type: none"> <li>I always get encouragement from parents to race against achievements</li> </ul>
	Determining the direction of action	<ul style="list-style-type: none"> <li>I feel a responsibility to learn both with the direction and goals I want to achieve.</li> </ul>
	Selecting actions	<ul style="list-style-type: none"> <li>Parents are ready to take risks for my actions related to what they teach me.</li> </ul>
Learning Behavior (Y1)	Habit	<ul style="list-style-type: none"> <li>I have enough habits in improving my learning ability in class</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>I carry out certain tasks based on adequate skills.</li> </ul>
	Observation	<ul style="list-style-type: none"> <li>I can take action after making observations of the studied object</li> </ul>
	Associative thinking	<ul style="list-style-type: none"> <li>I can create a good relationship in every lesson.</li> </ul>
	Thinking rationally and critically	<ul style="list-style-type: none"> <li>I was able to analyze to determine causation until I got the right conclusion.</li> </ul>
	Appreciation	<ul style="list-style-type: none"> <li>I appreciate every step of the school in its actions to support students' creativity in learning.</li> </ul>
Student Learning	Knowledge	<ul style="list-style-type: none"> <li>I was able to remember the results of the lessons given in school.</li> </ul>
	Understanding	<ul style="list-style-type: none"> <li>I was able to understand what the teacher was saying.</li> </ul>

Outcomes (Y2)	Application	• Through the lessons given, I was able to have the right formula or way to solve a problem.
	Analysis	• I can analyze the situation before taking any further action
	Synthesis	• What was given by the teacher has encouraged me to be able to give the best answer to the question given?
	Evaluation	• I can solve cases from every lesson

## 4. Results

### 4.1 Path Analysis 1

The Influence of the School Environment (X1) and Parental Motivation (X2) on Learning Behavior (Y1) (Table 2).

Table 2. Effect of X1 and X2 on Y1

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,600	1,387		6,200	,000
	Sekolah X1 Environment	,277	,050	,326	5,534	,000
	The motivation of Tua X2 People	,365	,056	,381	6,477	,000

Source. Processed data results, 2021

School Environment (X1) to Learning Behavior (Y1); The value of the path coefficient ( $\alpha_1$ ) is 0.326 with a significance of 0.000, which means positive and significant (Sig < 0.05). So, it is said that the School Environment variable (X1) has a significant positive effect on Learning Behavior (Y1). Thus, the high low learning behavior (Y1) can be affected by the School Environment (X1) by 0. 326 points. Parental Motivation (X2) to Learning Behavior (Y1); The coefficient value of the path ( $\alpha_2$ ) = 0.381 with a significance of 0.000, which means positive and significant (Sig < 0.05). So, it is said that the Variable Motivation of Parents (X2) has a significant positive effect on Learning Behavior (Y1). Thus, the high low learning behavior (Y1) can be influenced by Parental Motivation (X2) by 0. 381 points (Table 3)

Table 3. Determination test result ( $R^2$ )

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,619 <sup>a</sup>	,383	,378	2,371
a. Predictors: (Constant), Motivation of Tua X2 People, Environment Sekolah X1				
b. Dependent Variable: Belajar Y1 Behavior				

Source. Processed data results, 2021

The determinant value ( $R^2$ ) is 0.383 or 38. 3%, meaning 38. The 5% change in the ups and downs of Learning Behavior (Y1) can be explained by variations in variables X1 and X2, while the remaining 61.7% is explained by other variables outside the model studied.

### 4.2 Path analysis 2

Influence of School Environment (X1), Parental Motivation (X2), and Learning Behavior (Y1) on Student Learning Outcomes (Y2) (Table 4).

Table 4. Effect of X1, X2, and Y1 on Y2

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,741	1,036		7,472	,000
	Sekolah_X1 Environment	,198	,037	,282	5,364	,000
	Motivation of Tua_X2 People	,187	,042	,236	4,412	,000
	Belajar_Y1 behavior	,315	,044	,382	7,130	,000

**Source.** Processed data results, 2021

School Environment (X1) to Student Learning Outcomes (Y2); The coefficient value of the path ( $\beta_1$ ) is 0.282 with a significance of 0.000, which means significant positive (Sig < 0.05). So, it is said that the School Environment variable (X1) has a significant positive effect on Student Learning Outcomes (Y2). Therefore, students' high and low learning outcomes (Y2) can be affected by the School Environment (X1), which is 0.282 points.

Parental Motivation (X2) to Student Learning Outcomes (Y2); The path coefficient value ( $\beta_2$ ) = 0.236 with a significance of 0.000 which means significant positive (Sig < 0.05). Thus, it is said that where the Parental Motivation variable (X2) has a significant positive effect on Student Learning Outcomes (Y2). Therefore, the high and low learning outcomes of students (Y2) can be influenced by Parental Motivation (X2), which is 0.236 points.

Learning Behavior (Y1) towards Student Learning Outcomes (Y2); The coefficient value of the path ( $\beta_3$ ) is 0.382 with a significance of 0.000, which means significant positive (Sig < 0.05). So, it is said that the Learning Behavior variable (Y1) has a significant positive effect on Student Learning Outcomes (Y2). Therefore, the students' high and low learning outcomes (Y2) can be influenced by Learning Behavior (Y1), which is 0.382 points (Table 5).

Table 5. Determination Test Result ( $R^2$ )

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,751 <sup>a</sup>	,565	,559	1,648
a. Predictors: (Constant), Belajar_Y1 Behavior, Sekolah_X1 Environment, Motivation of Tua_X2				
b. Dependent Variable: Learning Outcomes Siswa_Y2				

**Source.** Processed data results, 2021

The determinant value ( $R^2$ ) is 0.565 or 56.5%, meaning 56.5% variation in up and down Student Learning Outcomes (Y2) can be explained by variations in variables X1, X2, and Y1. The remaining 43.5% described other variables outside of the study. To calculate the magnitude of indirect influence, it can be calculated by multiplying independent variables by intervening variables are: X1 Y1 Y2 = ( $a_1 \times b_3$ ) = ( $\rightarrow \rightarrow 0.326 \times 0.382$ ) = 0.124; X2 Y1 Y2 = ( $a_2 \times b_3$ ) = ( $\rightarrow \rightarrow 0,381 \times 0.382$ ) = 0,145

Based on the results of path analysis of all independent, intervening, and dependent variables, a full path analysis model can be created as follows in Figure 1:

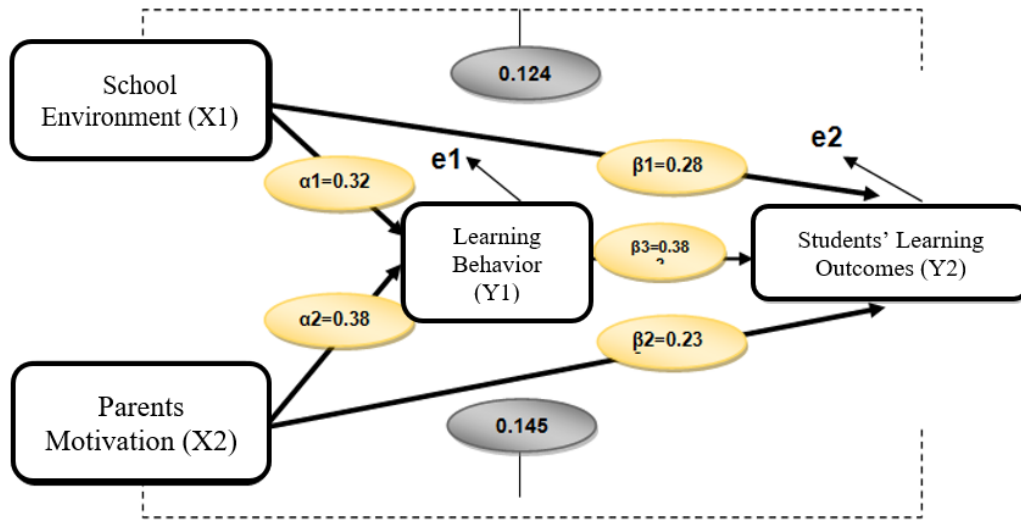


Figure 1. Full model path analysis

## 5. Discussion

Based on the research results on hypothesis 1, the influence of school environment variables on learning behavior is positively significant. The research findings are supported by previous research conducted by Saleh et al. (2021), who concluded the existence of a significant positive influence of the school environment on learning behavior. The school environment is a place to form the character of children. In everyday interactions, a social influence occurs every time there is an impersonation of models and mechanisms of accepting or rejecting groups. The result of good interaction can have an impact on students' characteristics. The environment can lead a person to be a person of a different character.

Based on the research results on hypothesis 2, the influence of parental motivation variables on learning behavior is positively significant. The research findings are supported by previous research by (Arianto, 2015; Soffatunni'mah & Thomas, 2017), which concluded the existence of a significant positive influence of parental motivation on learning behavior. The family is the environment closest to the child. The family plays a role and has a great function to support the development and growth of children optimally. A parent's positive attitude can positively impact their child's behavior (Hurlock, 1997).

Research Umar, Hasbi, et al. (2019) found that children with higher parents involved in social functioning had fewer behavioral problems. But conversely if parents behave less well and are indifferent to children than their children. Then there is a tendency to be irresponsible and have less good behavior. Based on the research results on hypothesis 3, the influence of school environment variables on student learning outcomes is positive and significant. The findings in this study are supported by previous research conducted by Mustafa et al. (2020) who concluded that there is a positive and significant influence of the school environment on student learning outcomes. The school that the teacher manages has organized discussions with students, which are used to assess helping the student learning process and make class discussions well-structured to discuss various problems from the learning materials provided and listen to the discussion as well as possible. Efforts in helping the development of the level of achievement or achievement of students by looking at the learning process as a social process whose main role of the teacher is to help develop students' potential. Efforts or guidance made by teachers can show models or methods and ways of working well by showing verbal or nonverbal as an effective process and way of thinking, encouraging the community yes, we are exposed to our interaction and exchange of ideas between fellow students.

Based on the research results on hypothesis 4, the influence of parental motivation variables on student learning outcomes is positively significant. The findings in the study are supported by previous research conducted Rahawarin et al. (2020), which concluded the existence of a significant positive influence of parental motivation on student learning outcomes. Forming learning habits indicates parental motivation that most affects student learning outcomes. Parents play an important role in accompanying and guiding their children. The role of parents themselves can affect

their children mentally and in cognitive, affective, and psychological aspects. As Lestari (2012) stated that the role of parents is the way used by parents related to views on the tasks that must be carried out in educating children. The findings at UPT SMK Se-Branch Regional Office V Bulukumba-Bantaeng showed that students felt that the achievements of learning outcomes achieved were inseparable from the maximum support of their parents.

Based on the research results on hypothesis 5, the influence of learning behavior variables on student learning outcomes is positively significant. The study's findings are supported by previous research conducted, which concluded the existence of a significant positive influence of learning behavior on student learning achievement. Learning as action and behavior of students is complex, then learning is only experienced themselves. In UPT SMK Se-Branch Regional Office V Bulukumba-Bantaeng, students' learning behavior is reflected in their skills and thinking power which becomes a changed behavior. It has an impact on improving learning outcomes. The change leads to good behavior in the learning process, meaning whether education succeeds with the aim depends on the learning process with the level of learning. The skills he has (Shah, 2010).

The school environment has an important role in improving students' learning behavior. The school environment has an important role in improving students' learning behavior. Based on the research results on hypothesis 6, the influence of school environment variables on learning outcomes through learning behavior is positive and significant. On indirect influences, learning behavior variables become intervening variables that quite well affect the indirect relationship of the school environment to learning behavior. In this study, teach

Based on the results of research on hypothesis 7, the influence of parental motivation variables on learning outcomes through learning behavior is positive and significant, meaning that the better the motivation of parents, it will encourage changes in learning behavior that impact student learning outcomes. On indirect influences, the learning behavior variable becomes an intervening variable that quite well affects the indirect relationship of parental motivation to learning behavior. The role of intervening variables in mediating parental motivation variables for learning outcomes at UPT SMK Se-Branch Regional Office V Bulukumba-Bantaeng shows that learning behavior is an important factor contributing to the improvement of learning outcomes. The high motivation of parents towards their children has proven to change good behavior. According to (Lestari, 2012), the parent's role is how parents use related to views with tasks that must be done to educate children.

## **6. Conclusion**

This study can conclude that the school environment and parental motivation can positively and significantly affect student learning outcomes directly and indirectly through learning behavior at Bulukumba Regency Vocational High School. The teaching methods applied well in the school environment have encouraged changes in student learning behavior. It encouraged the formation of productive learning habits for their children, showing maximum learning outcomes for students at Bulukumba District Vocational High School. Students' level of application of knowledge becomes the dominant factor that is seen mostly from the learning results shown.

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