

The Influence of Learning Environment, Teacher Competence, Learning Methods, and Student Absorption Capacity on Student Learning Outcomes at Vocational High School of Sunan Ampel

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ABSTRACT

The quality of education in a school, one of which can be seen from the learning outcomes of its students, this is what is examined at SMK Sunan Ampel, if student learning outcomes are good, the quality of school education is good. Student learning outcomes at SMK Sunan Ampel can be measured from four factors, such as: learning environment, teacher competency, learning method and student absorption in receiving lessons. Based on the explanation above, the formulation of the problem in this study is how is the influence of the learning environment, teacher competency, learning methods and student absorption in receiving lessons on student learning outcomes at SMK Sunan Ampel. This study aims to examine whether there is an influence of the learning environment, teacher competence, learning methods and student absorption in receiving lessons on student learning outcomes at SMK Sunan Ampel. The population of this study were students of SMK Sunan Ampel 2023/2024 academic year. In this study, researchers will use saturated sampling. Saturated sampling is a sample selection technique when all members of the population are sampled. The sampling technique in this study used the Saturated sampling technique, where all the population in this study were sampled. Researchers took a sample of 70 respondents, because this study uses multiple linear regression analysis SPSS version 16 application. Based on data analysis shows that the learning environment has a significant effect on student learning outcomes at SMK Sunan Ampel. Meanwhile teacher competency, learning method and student absorption in accepting lessons do not give effect to student learning outcomes at SMK Sunan Ampel.

Keywords: *Student Learning Outcomes, Learning Environment, Teacher Competence, Learning Methods, Student Absorption*

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1. INTRODUCTION

National Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, habits, intelligence and skills needed for themselves, society, nation and state (Article 1 of Law no. 20 of 2003). As one of the institutions that organizes formal education, schools have a very important role in realizing the goals of national education through learning activities. Education has functions that must be considered, as can be seen in Law No. 2 of 2003 which states that: National education functions to develop abilities and shape the character and civilization of the nation that are useful in order to

educate the life of the nation, 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 in knowledge, capable, creative, independent, and become democratic and responsible citizens.

The quality of education in a school can be seen from the learning outcomes of its students, if the learning outcomes of students are good then the quality of education in the school is good, and vice versa. "Learning itself is a process of changing individual behavior through interaction with the environment" (Hamalik, 2008:37, Pratama, 2013).

According to Purwanto (2007:102, Pratama, 2013), factors that influence learning activities and learning achievement can be divided into two groups:

Factors that exist within the organism itself are called individual factors, and factors that exist outside the individual are called social factors. Included in individual factors are: maturity/growth factors, intelligence, training, motivation and personal factors. While included in social factors are family factors/household circumstances, teachers and their teaching methods, tools used in teaching and learning, the environment and opportunities available and social motivation.

The learning process and learning outcomes of students are not only determined by the school, its pattern, structure and curriculum content, but are largely determined by the competence of the teachers who teach and guide them. Competent teachers will be better able to create an effective, enjoyable learning environment and better able to manage their classes so that students' learning runs well and smoothly.

Based on initial observations at SMK Sunan Ampel, the Minimum Completion Criteria (KKM) that must be achieved for Basic Competencies of Normative Subjects is 70, Adaptive is 70 and Productive is 75.

Table 1 Minimum Completion Criteria

Year	Adaptive		Normative		Productive	
	KKM	Mark	KKM	Mark	KKM	Mark
2022-2023	70	73	70	77	75	77
2023-2024	70	75	70	76	75	78

Data Source: Sunan Ampel Vocational School, 2024

KKM is made to improve the quality, the quality of education which will later be useful to be used as a reference by each subject teacher. Minimum Completion Criteria, or often abbreviated as KKM, is something that greatly influences the student learning system. Because of the KKM value, students inevitably have to be required to be able to get a minimum score according to the KKM which has become the school's own provisions. KKM at SMK Sunan Ampel is made to improve the quality, the quality of education which will later be useful to be used as a reference by each subject teacher.

In general, factors that influence differences in learning achievement achieved by students can be classified into 2 factors, namely internal factors and external factors. Internal factors that are formed within students include physical and mental health, attitudes, intelligence or absorption and talent, interests, motivation, learning methods, and so on. While external factors are factors that come from outside the student, including the family environment, school environment, society, and the student's surroundings.

The learning environment is one of the external factors that affect student learning achievement in school. The learning environment is a place where students carry out learning activities and socialize with other people in the environment. Schools are places where formal education is carried out in Indonesia.

Mustofa Setyo Ariwibowo's Journal (2011) examined that there was a positive and significant influence between the learning environment on the learning achievement of PPKn students of the 2008/2009 intake by 7.3% while the remaining 92.7% was explained by other variables not analyzed in this study. The learning environment, especially the campus,

greatly influences students' learning achievement, because on campus students can spend their time studying.

Khausar (2014), in his journal, researched that through the application of varied learning methods, teachers do not only apply one method in the teaching and learning process, students also find it easier to understand learning materials with the teacher's learning methods that are adjusted to the material that will be presented by the teacher during the teaching and learning process and this is also done as a form of teacher concern in order to help improve student learning achievement.

Based on the research above, it can be seen that there is a research gap that can be displayed so that it refers to researchers to conduct research at Sunan Ampel Vocational School with variables of the influence of the learning environment, teacher competence and learning methods on student absorption.

SMK Sunan Ampel is located west of the city center of Jember. Sukorambi is a sub-district in Jember whose majority of residents are farmers, farm laborers and livestock breeders. Seeing the prominent agricultural and livestock potential in the sub-district, SMK Sunan Ampel was established to facilitate SMP/Mts. graduates to continue their education at a higher level and in accordance with the local potential of their community. With an expertise program in the field of agriculture, SMK Sunan Ampel has 1 expertise program.

With more than 100 students, it is important to be able to serve students well and produce competitive graduates in the future. The role of teachers as agents of knowledge transformation is expected to be the spearhead of their learning success. However, this is not easy, several shortcomings and obstacles from various lines are a challenge for teachers.

2. METHODS

This research was conducted at SMK Sunan Ampel, a private vocational school located in East Java Province, Jember. The school is located at Jalan Mujahir 3, Sukorambi Village, Sukorambi District, Jember. It was established on March 5, 2005, and has 1 expertise package. The research period is April 2024 - June 2024. Population according to Freun (1981: 43), Suradi (2002) is all objects observed that meet the requirements or phenomena that have been determined in advance. Meanwhile, according to Emory and Cooper (1991: 242), Suradi (2002) population is a number of elements from which a conclusion will be made. Thus, population is a source of a conclusion about a phenomenon. The population in this study were students of SMK Sunan Ampel in the 2023/2024 academic year. A sample is part of the population that is taken or determined to represent the population to be observed and studied. In this study, the researcher took a sample of 70 respondents.

The questionnaire attempts to select the attributes that already exist in quantitative data collection and conduct a questionnaire trial to see whether respondents understand the purpose of the questionnaire. Researchers must be patient in providing explanations without trying to direct respondents to provide answers. The main purpose of making a questionnaire is to obtain information that is relevant to the objectives of the survey, and to obtain information with the highest possible level of reliability and validity, and each question must be followed up with analysis.

3. RESULTS AND DISCUSSION

Research results

From the results of the questionnaire distributed to 70 respondents, namely students of SMK Sunan Ampel, it can be seen the description of the variables in this study, both independent and dependent variables. The independent variables include: learning environment with indicators are educational process standards, availability of facilities and infrastructure, teacher and employee work culture, implementation of school regulations, then teacher competency variables with indicators are pedagogical competence, personality competence, social competence, professional competence. Learning method variables with

indicators are knowledge skills, teaching and learning processes and use of media, while student absorption variables with indicators are internal and external factors of students, learning situations in the classroom and use of learning media. Then the dependent variable is student learning outcomes with indicators are verbal information, intellectual skills, cognitive strategies, motor skills and attitudes.

Table 2. Recapitulation of Multiple Regression Test Results

Model	Coefficients ^a			t	Sig.
	Unstandardized	Standardized			
	Coefficients	Coefficients			
	B	Std. Error	Beta		
1 (Constant)	1.203	.501		2,400	.024
Learning Environment	.868	.212	.743	4.096	.000
Teacher Competence	.154	.083	.156	1,844	.077
Learning Methodology	-.028	.116	-.030	-.241	.812
Student Absorption Capacity	.138	.128	.143	1,071	.294

a. Dependent Variable: Learning Outcomes

Source: Data processed by researchers, 2024

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
X1,X2,X3,X4,Y	.987a	.975	.971	.564

Source: Data processed by researchers, 2024

In the table above, it can be seen that the coefficient of determination functions to measure the proportion of the contribution of the independent variable (X) to the rise and fall of the dependent variable. Based on the multiple linear regression test, the adjusted R Square value was obtained at 0.971 or 97.1%, while the R square was 0.975 or 97.5%. Thus, it can be concluded that 97.5% of the independent variables including Work Environment (X1), Teacher Competence (X2), Learning Methodology (X3), Student Absorption Capacity in Receiving Lessons (X4), together (simultaneously) explain (influence) changes in the dependent variable on Student Learning Outcomes at SMK Sunan Ampel (Y) which is 97.5%. This value also shows that among the independent variables (X1 to X4) there is a relationship or condition, but there is another influence on Student Learning Outcomes at SMK Sunan Ampel (Y) outside this model or in other words the variables that were not studied were 2.5% which came from $100\% - 97.5\% = 2.5\%$ which is indicated by other variables that were not studied (e) which are found in the multiple linear equation above.

Discussion

The Influence of Learning Environment (X1) on Learning Outcomes (Y)

From the regression analysis, the results showed that the learning environment had a significant effect on student learning outcomes at SMK Sunan Ampel with a significance of 0.000. This can also be seen from the frequency distribution test of the variable which shows that most respondents answered the agree option in questions 2 and 3. The results of this study indicate that the learning environment has an effect on student learning outcomes at SMK Sunan Ampel. Because the learning environment is considered good, it improves student learning outcomes.

The above analysis of 64.3% of male students or 45 students and 35.7% of female students or 25 students of SMK Sunan Ampel who were respondents from grades X and XI showed that the learning environment for them had a significant influence on learning

outcomes with 70% answering in agreement in the 3 indicators of systematic schedules, teaching and learning facilities and good cooperation between teachers and school staff.

This means that the school's efforts to create a comfortable and safe learning environment can improve student learning outcomes at SMK Sunan Ampel. This is in accordance with the theory presented by Based on research by Mustofa Seto Ariwibowo (2011) and Sutadi, Sugiharsono (2016) it was concluded that the learning environment affects student learning outcomes and by Indra Djati Sidi (2005:148), on the Endrians Diamond blog site "The learning environment plays a very important role in creating a pleasant learning atmosphere". This environment can increase learning activity, therefore the learning environment needs to be arranged properly. Slameto (2003:60), on the Endrians Diamond blog site, stated that the student learning environment that influences student learning outcomes consists of the family environment, school environment and community environment. Based on the explanation above, it can be said that the better the learning environment, the more influence it has on improving student learning outcomes at SMK Sunan Ampel and vice versa.

The Influence of Teacher Competence (X2) on Learning Outcomes (Y)

From the regression analysis, it was found that teacher competence did not affect student learning outcomes at SMK Sunan Ampel with a significance of 0.077. The results of this study indicate that teacher competence did not affect student learning outcomes at SMK Sunan Ampel. Because teacher competence was considered low by respondents, it did not improve student learning outcomes at SMK Sunan Ampel.

The above analysis of 64.3% of male students or 45 students and 35.7% of female students or 25 students of SMK Sunan Ampel who were respondents from grades X and XI showed that 60% of SMK Sunan Ampel students answered agree in 4 indicators of the statement, namely Teachers design and compile Teaching Tools, Teachers can be role models for both attitudes and speech for students, Teachers collaborate with the surrounding community to improve the quality of learning, Teachers link learning materials with the initial knowledge that students already have. teachers design teaching tools at SMK Sunan Ampel but some students do not know in detail. This is because during the interview process most students did not know about the existence or absence of teacher teaching tools.

This means that schools and teachers must improve their professionalism and pedagogical skills in order to improve student learning outcomes at SMK Sunan Ampel. This is in accordance with the theory put forward by Sutadi, Sugiharsono (2016), Lutfi Didik Pratama (2013) and Feralys Novauli (2012) concluded that teacher competence affects student learning outcomes. The presence of a teacher in the teaching and learning process still plays an important role, the role of the teacher in the teaching process cannot be replaced by sophisticated tools. To support the success of a student's learning, it is greatly influenced by the teacher factor. Based on the explanation above, it can be said that the higher the teacher's competence, it does not affect the improvement of student learning outcomes at SMK Sunan Ampel.

The Influence of Learning Methods (X3) on Learning Outcomes (Y)

From the regression analysis, it was found that the learning method did not affect student learning outcomes at SMK Sunan Ampel with a significance of 0.812. This means that teachers' efforts to improve their professionalism and pedagogical abilities by implementing various learning methods have not been able to improve student learning outcomes at SMK Sunan Ampel.

The above analysis of 64.3% of male students or 45 students and 35.7% of female students or 25 students of SMK Sunan Ampel who were respondents from grades X and XI showed that 60% of SMK Sunan Ampel students answered agree. Thus it can be concluded that teachers provide explanations that are easy for students to understand at SMK Sunan Ampel. This can be seen from the small number of students who did not complete their Minimum Completion Criteria (KKM) score.

The results of this study indicate that the learning method does not affect the learning outcomes of students at SMK Sunan Ampel. Because the learning method is considered not varied by respondents, it does not improve student learning outcomes at SMK Sunan Ampel.

This is not in accordance with the theory presented by Dewi (2004:1) on the Arripple blog site. Methodological learning activities are rooted in the educator, namely the teacher, and pedagogical learning activities are rooted in the learner. The speed of learners in learning is closely related to the method used because it affects whether or not the method is suitable to be applied. A method has different ways from other methods so that it must look at the family environment, school environment, community environment. Therefore, one of those responsible for education is the teacher. Based on the explanation above, it can be said that the more varied the learning methods, the less effect on improving student learning outcomes at SMK Sunan Ampel.

The Influence of Student Absorption Capacity (X4) on Learning Outcomes

From the regression analysis, it was found that students' absorption in receiving lessons did not affect students' learning outcomes at SMK Sunan Ampel with a significance of 0.294. This means that students' absorption in receiving lessons influenced by internal and external factors cannot improve students' learning outcomes at SMK Sunan Ampel.

The above analysis of 64.3% of male students or 45 students and 35.7% of female students or 25 students of SMK Sunan Ampel who were respondents from grades X and XI showed that 63.3% of SMK Sunan Ampel students answered agree. Thus it can be concluded that when in prime condition, students can understand the lessons well at SMK Sunan Ampel. Respondents answered that when sick the school provides UKS services so that when students are mildly ill they can still study and not fall behind in lessons. But of course when students' health is in good condition they are more focused on receiving learning.

The results of this study indicate that students' absorption in receiving lessons does not affect student learning outcomes at SMK Sunan Ampel. Because students' absorption in receiving lessons is considered low, it does not improve student learning outcomes at SMK Sunan Ampel.

This is not in accordance with the theory presented by the journal La hadisi, Wa Ode Astina and Wampika (2017) the word absorption capacity in the world of education is associated with the ability or quality of student learning individually. So absorption capacity is the ability to capture and understand a material until students can re-describe the material received correctly. Thus, the higher the student's absorption capacity, it does not affect the improvement of student learning outcomes at SMK Sunan Ampel.

4. CONCLUSION

Based on the results of the analysis and discussion of the influence of independent variables on student learning outcomes at SMK Sunan Ampel, several important points can be concluded. First, the learning environment has a significant influence on student learning outcomes. This finding confirms the first hypothesis that the learning environment influences student learning outcomes. Respondents assessed that a good learning environment can improve student learning outcomes at SMK Sunan Ampel Jember. Therefore, efforts to improve student learning outcomes must prioritize improving the learning environment. On the other hand, teacher competence did not have a significant effect on student learning outcomes, so the second hypothesis stating that teacher competence influences learning outcomes was rejected. This shows that even though teachers have high competence, factors such as low emotional, psychological, and intellectual conditions of students can hinder the achievement of optimal learning outcomes.

In addition, the learning method also does not have a significant effect on student learning outcomes, so the third hypothesis is rejected. Although various learning methods are applied, their effectiveness is highly dependent on the physical and psychological

conditions of students. Finally, students' absorption in receiving lessons also does not significantly affect student learning outcomes, which causes the fourth hypothesis to be rejected. This is due to differences in student character, background, and diverse family moral support. Thus, improving student learning outcomes at SMK Sunan Ampel requires a holistic approach that does not only focus on one factor, but also considers various aspects, including the learning environment, student conditions, and external support.

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