

## **The Impact of School Environment on Economic Achievement: A Case Study of High Schools**

**Lili Andriani\***

<sup>1</sup>Universitas Batanghari Jambi, Indonesia

\*E-mail korespondensi: [lili.andriani@unbari.ac.id](mailto:lili.andriani@unbari.ac.id)

### **Abstract**

The purpose of this study is to analyze the influence of the school environment on learning outcomes in economics. Education also serves to guide humans to uncover the veil of life while positioning themselves as actors in every change. This study was conducted basically to see the influence of the school environment on student learning outcomes using quantitative methods. The results of this study show that the school environment has a partial effect on student learning outcomes in economics. The conclusion of this study is that there is a linear relationship between the school environment and learning achievement at SMAN 11 Kota Jambi . The better the school environment, the better the learning outcomes will be. Conversely, the worse the school environment, the lower the learning outcomes will be.

**Keywords:** School Environment, Learning Achievement

### **INTRODUCTION**

Education plays a crucial role in developing high-quality human resources in Indonesia. Efforts to improve human quality are aimed at developing national cadres who will carry out future development. These high-quality cadres, also known as human resources, are the key to successful development. Therefore, one way to develop high-quality human resources is through education (Yusdi Andra, Denny Denmar, 2020).

Schools, as formal educational institutions, play a significant role in the learning process. Education can transform people's outlook on life, culture, and behavior. Education also serves to guide people in uncovering the mysteries of life and positioning themselves as agents of change. According to Meier (2007:41), education aims to prepare people to face various changes that require mental strength, awareness, and creativity (Pratiwi & Hutabarat, 2024).

To achieve this, a positive school environment and teachers with strong communication skills are essential to boost student motivation and achievement. State Senior High School (SMAN) 11 in Jambi City is no exception. It is an absolute obligation for teachers to cultivate high-achieving students in today's increasingly competitive environment. Furthermore, it is a source of pride for teachers when their students achieve satisfactory learning outcomes (Saputra, Umi, & Widjaja, 2021).

"School environment refers to the surroundings that influence and impact students in their learning and teaching process within the school, including both the social and non-social environments. The school environment includes the physical aspects such as the school building, facilities, classrooms, media resources, and other learning materials, as well as the social environment which plays a crucial role in connecting students with their peers, teachers, and other school staff (Mayasari, Siti Syuhada, & Zuhri Saputra Hutabarat, 2023) and (Hutabarat et al., 2023).

### LITERATURE REVIEW

School environment also refers to the academic environment, which includes the atmosphere and the execution of learning-teaching activities, various extracurricular activities, and so on (Sukmadinata, NS, 2009:164). Based on observations made in the surrounding environment of SMAN 11 Jambi City, it is noted that the school is still facing challenges due to the lack of adequate school infrastructure (Nurdin, Sembiring, Phongsavath, Rahmawati, & Hutabarat, 2022).

This can be seen from the number of tool p e r a g e / m e o f t h e t e a c h e r l e a r n e r w h i c h e x i s t s N o t y e t E n o u g h m e m a d a i, f o r e x a m p l e a m o u n t T h e L C D t h a t i s o w n e d s c h o o l o n l y 2 f r u i t. A p a r t f r o m t h a t, t h e q u a l i t y o f t e a c h e r s a n d t e a c h e r s c o m m u n i c a t i o n T h e t e a c h e r d e l i v e r s t h e m a t e r i a l q u i c k l y a n d m o n o t o n o u s l y. T h i s c a n b e s e e n w h e n s t u d e n t s r e c e i v e t h e l e s s o n m a t e r i a l (M e i v a n d a & Z u h r i, 2 0 2 4) a n d (A l m a u d u d i, S e m b i r i n g, & H u t a b a r a t, 2 0 2 4).

One student is asked to read the material from the book, the other students listen. Then the teacher explains it again and so on. So students tend to be busy themselves, chatting with their friends, there are some students who do homework from other lessons and pay less attention to the ongoing lesson. The learning situations and conditions above cause students to be passive and the pleasant learning atmosphere as expected has not been realized (Pratiwi, Hutabarat, Nabila, Hevinosa, & Mauli, 2024) and (Rosmiati & Hutabarat, 2023).

### RESEARCH METHOD

This research was conducted primarily to examine the influence of the school environment, teacher communication, and student learning motivation on student achievement. The observations used a *cross-sectional/one-shot timeframe*, meaning the information or data obtained were the result of data collection conducted at a specific point in time (Sugiyono, 2010). To answer all the hypotheses that have been formulated, the researcher uses a questionnaire as a tool to obtain information, then gives responsibility to respondents to answer the questions that have been provided and provide responses to the questions asked.

According to Sugiyono (2010:57). "Population is a generalization area consisting of objects and subjects that have certain quantities and characteristics determined by researchers to be studied and then conclusions drawn." Meanwhile, in Arikunto (2012:21) it is said that population is the entire object of research. The population in this study is the students of State Senior High School 11 Jambi City class XI IPS with a total of 156 students consisting of 4 classes. A sample is a part or representative of the population being studied. A sample is a portion of the population that has relatively similar characteristics and is considered to be representative of the population (Sugiyono, 2010:57). Meanwhile, according to Arikunto (2012 : 21), a sample is a portion of the population that is investigated as the actual source of data in a study.

---

## RESULTS AND DISCUSSION

### Research result

The research activity after data from all data sources is collected is to carry out data analysis. Activities in data analysis are grouping data, tabulating data, presenting data for each variable studied, carrying out calculations to answer the problem formulation, and carrying out calculations to test the hypotheses that have been proposed (Phongsavath, Andriani, & Saputra Hutabarat, 2022).

However, before answering the proposed hypothesis, the author will first describe the variables to be studied. In this study, a descriptive analysis was conducted to describe the conditions regarding the school environment, teacher communication, and student learning motivation at SMAN 11 Kota Jambi using a *Likert scale*. This scale was designed to determine the extent to which subjects agreed or disagreed with the statements proposed. Descriptive analysis is used by compiling a frequency distribution table to determine whether the level of value (score) obtained for the research variables falls into the following categories: very good, good, not good, and very not good.

### Descriptive Analysis of School Environment Variables (X)

The school environment variables were measured through a questionnaire consisting of 26 statements, using a scale of 1-4 where respondents who chose the answer option (positive) strongly disagree were given a score of 1, the answer disagree was given a score of 2, the answer agree was given a score of 3 and the answer strongly agree was given a score of 4 (Harbeng Masni, Zuhri Saputra Hutabarat, Lili Andriani, 2010).

Furthermore, the number of respondents with the highest and lowest scores is balanced, so the data tends to be normally distributed. The table above also illustrates that the frequency distribution of the school environment variable is a symmetrical curve. This is indicated by the mode, median, and mean scores located in the fifth interval class. The school environment frequency distribution table above also shows that 39 (34.82%) respondents are in the average group, 25 (22.32%) respondents are above the average group, and 24 (21.43%) respondents are below the average (Almaududi et al., 2024).

This finding contrasts with initial observations, which suggested that the school environment was inadequate, resulting in students' learning being suboptimal. The initial observations were inconsistent with the research findings because the authors only conducted visual observations and did not conduct in-depth research, as they did after conducting the questionnaire. Furthermore, the authors did not identify students' needs and desires in the learning process (Hutabarat, Lela, Masni, & Pratiwi, 2024).

From the distribution of the questionnaire conducted, it is known that the highest score is in the seventh dimension " Classroom Ventilation and Classroom Lighting ", this explains that students based on the results of a survey conducted at SMAN 11 Jambi City, the current classroom ventilation and lighting are in accordance with student expectations. The existing classroom ventilation is able to maintain air circulation in the classroom can be maintained well; The existing classroom ventilation is able to maintain existing air circulation making the air fresher; The quality of the existing windows is very good, so the classroom becomes bright; and the classroom lighting such as the available lamps is very good, so it is very helpful in the teaching and learning process that takes place when the classroom is dark (Masni, Tara, & Hutabarat, 2021).

Meanwhile, the lowest score is in the sixth dimension. " School Libraries as a Learning Support " . This explains that based on the results of the survey conducted, it is known that students assess the School Library as a Learning Support currently does not meet expectations. Existing library facilities are not yet able to provide comfort while studying; the lighting in the library is not good; and the books available in the library are incomplete, so they are not able to support the material given in class. Although the dimensions have a low average score, the scores obtained are still in the good category (Pratiwi & Hutabarat, 2024).

Overall, the school environment at SMAN 11 Jambi City is categorized as good, although there are several areas that need improvement. The school environment is a crucial factor in the learning-teaching process within the school, influencing both the social and non-social aspects. The school environment also includes the academic environment, which consists of the atmosphere and implementation of learning-teaching activities, various extracurricular activities, and more (Sukmadinata, NS, 2009:164)

### **Normality Test**

The normality test aims to determine whether the dependent and independent variables in a regression model have a normal distribution. As is known, the t- and F-tests assume that the residual values follow a normal distribution. There are two ways to detect whether the residuals are normally distributed: *graphical analysis* and *statistical testing* . One of the easiest ways to assess the normality of residuals is to look at a histogram graph that compares the observed data to a distribution that detects normality. A normal distribution will form a straight diagonal line, and the residual data plot will be compared to the diagonal line. If the residual data distribution is normal, the line representing the actual data will follow the diagonal line (Mayasari et al., 2024).

### **Multicollinearity Test**

The multicollinearity test aims to determine whether a regression model detects a correlation between independent variables . A good regression model should not exhibit any correlation between independent variables. If independent variables are correlated with each other, then they are not orthogonal (Ghozali, 2011). Orthogonal variables are independent variables whose correlation value between them is equal to zero. Furthermore, the calculation of *the Variance Inflation Factor* (VIF) also shows the same thing: no independent variable has a VIF value greater than 10. Therefore, it can be concluded that there is no multicollinearity between the *independent variables* in the regression model.

### **Heteroscedasticity Test**

The heteroscedasticity test aims to examine whether there is inequality in the variance of the residuals from one observation to another in the regression model. If the variance from the residuals from one observation to another remains constant, it is called homoscedasticity, and if it differs, it is called heteroscedasticity. A good regression model is one that exhibits homoscedasticity or no heteroscedasticity. This can be concluded that there is no heteroscedasticity in the regression model, so the regression model is suitable for predicting the use of accommodation services based on the input of independent variables (Masni et al., 2021).

## Multiple Linear Regression Equation

A good regression equation model is one that meets the requirements of classical assumptions, including all data being normally distributed, and no correlation between independent variables, as evidenced by a multicollinearity test. The previous analysis has shown that the equation model proposed in this study meets the requirements of classical assumptions, so the equation model in this study is considered good. Regression analysis is used to test hypotheses about the partial influence of independent variables on the dependent variable.

## Results of the Coefficient of Determination ( $R^2$ )

The coefficient of determination value is between zero and one. If  $R = 0$  means that there is no relationship between the independent variable and the dependent variable, while if  $R = 1$  means that there is a strong relationship between the independent variable and the dependent variable. By considering the variation of the R Square value of 0.644, it means that the percentage contribution of the influence of school environment variables, teacher communication and motivation on learning outcomes is 64.4%, while the remaining 35.6% is influenced by other variables not revealed in this study, such as interest and attention, attitude and learning habits, perseverance, physical and psychological factors (Sudjana, N., 2010), while external factors arise from outside the student, such as the family environment and community environment (Slameto, 2010).

## F Test Results (Simultaneous)

The F test is basically used to test the significant influence of several independent variables on the dependent variable. This F test aims to determine whether the independent variables, namely (school environment, teacher communication and motivation in the model together influence learning outcomes. For decision making, it can be seen from the sig value, if the sig value  $< 0.05$  then the conclusion is that there is a significant influence between the independent variables (school environment, teacher communication and motivation) on the dependent variable of learning outcomes (Priyatno, 2012).

hypothesis testing carried out using a partial test (t-test) as seen in Table 4.12, a significance value of less than 5% was obtained, so it can be concluded that the school environment ( $X_1$ ) has an effect on learning outcomes (Y) at SMAN 11 Jambi City. This means that there is a linear relationship between the school environment ( $X_1$ ) and learning outcomes (Y) at SMAN 11 Jambi City. The results of this study show the same results as the research conducted by Latief, A (2014), and Suhardiansyah (2013), where the results of the study showed that the school environment has a positive and significant influence on learning outcomes.

However, what differentiates this study from previous studies is that in Latief, A's (2014) study, the school environment coefficient obtained was negative, meaning that the better the school environment, the lower the learning outcomes. This is inversely proportional to the results of the author's research, where the school environment coefficient value was positive, meaning that every improvement in the school environment will be followed by an increase in the learning outcomes obtained by students. Conversely, the worse the school environment, the lower the learning outcomes achieved by students. This is in accordance with the opinion put forward by Sudjana (2009) who stated that the school environment school hold role important in development learn and educate, because the school environment not only influences learning achievement, but also will influence the motivation of each student (Almaududi et al., 2024).

Then for the research conducted by Suhardiansyah (2013), in this study the researcher used three indicators in measuring the school environment, namely through 1) the social environment, which includes the community environment, both large groups or small groups; 2) the personal environment, including the environment of individuals as a person who influences other individuals; and 3) the cultural environment, including cultural and technological products that can be used as learning resources and which can be supporting factors for teaching. While the author himself in measuring the school environment emphasizes more on the relationship between teachers and students, the relationship between students and students, learning spaces and places, classroom facilities, learning tools, school libraries as learning supports, and classroom ventilation and classroom lighting (Saputra et al., 2024).

Based on the results of the survey conducted, it is known that in general the school environment at SMAN 11 Jambi City is categorized as good, although there are several points that need to be improved. The highest score is in the seventh dimension " Classroom Ventilation and Classroom Lighting ", this explains that students based on the results of the survey conducted at SMAN 11 Jambi City , the current classroom ventilation and lighting are in accordance with student expectations. The existing classroom ventilation is able to maintain air circulation in the classroom can be maintained well; The existing classroom ventilation is able to maintain air circulation making the air fresher; The quality of the existing windows is very good, so the classroom is bright; and the classroom lighting such as the available lamps is very good, so it is very helpful in the teaching and learning process that takes place when the classroom is dark (Rustantono et al., 2024).

Meanwhile, the lowest score is in the sixth dimension. " School Library as a Learning Support " . This explains that based on the results of the survey conducted, it is known that students assess the School Library as a Learning Support currently does not meet expectations. Existing library facilities are not yet able to provide comfort while studying; the lighting in the library is not good; and the books available in the library are incomplete, so they are not able to support the material given in class. Although the dimensions have a low average score, the scores obtained are still in the good category (Suci Rahmadani, 2021) and (Pudjaningsih et al., 2023).

## CONCLUSION

Based on the results of research and discussion that have been conducted in this study, it can be concluded that the school environment, teacher communication, and learning motivation have an influence on student learning outcomes at SMA Negeri 11 Kota Jambi, both partially and simultaneously. In detail, the conclusions in this study will be explained one by one based on the hypotheses that have been proposed as follows: The school environment partially has a positive and significant influence on learning outcomes. This means that there is a linear relationship between the school environment and learning achievement at SMAN 11 Kota Jambi . The better the school environment will improve learning outcomes, conversely, the worse the school environment, the more it will have an impact on decreasing learning outcomes.

---

## REFERENCE

- Agustina, L., Rustivarso., dan Okiana. (2017). Pengaruh Motivasi Belajar Terhadap Hasil Belajar Sosiologi Di SMA. *Jurnal Pendidikan dan Pembelajaran*, Vol. 5, No. 6.
- Ahmadi, A. (2009). *Psikologi Sosial*. Jakarta : Rineka Cipta.
- Anni, C.T. (2008). *Psikologi Belajar*. Semarang: Unnes Press.
- Arifin, Z. (2009). *Evaluasi Pembelajaran, Prinsip, Teknik, Prosedur*. Bandung: P.T. Remaja Rosdakarya.
- Astuti, A.A. (2012). *Hubungan Kemampuan Berkomunikasi Guru Dengan Motivasi Belajar Mata Pelajaran Matematika Pada Siswa Kelas IV SD Muhammadiyah Sokonandi, Umbulharjo, Yogyakarta Tahun Ajaran 2011/2012*. Tesis Universitas Negeri Yogyakarta. <http://eprints.uny.ac.id/7665/>
- Azwar, S. (2007). *Reliabilitas dan Validitas*. Yogyakarta: Pustaka Pelajar
- Balai Pustaka. (2010). *Kamus Besar Bahasa Indonesia*. Jakarta : Balai Pustaka.
- Dalyono, M. (2009). *Psikologi Pendidikan*. Jakarta. Rineka Cipta
- Darmastuti, R. (2009). *Etika PR dan E-PR*. Yogyakarta: Penerbit Gava Media.
- Djamarah, S.B. (2011). *Prestasi Belajar dan Kompetensi Mengajar*. Surabaya : Usaha Nasional.
- Ghozali, I. (2012). *Aplikasi Analisis Multivariate dengan Program SPSS* Cetakan Pertama. Semarang: Badan Penerbit Universitas Diponegoro.
- Gronlund, N.E. (1985). *Measurement and Evaluation in Teaching*. New York: MacMillan Publishing Company.
- Hamalik, O. (2008). *Pendidikan Guru Berdasarkan Kompetensi*. Jakarta: PT. Rineka Cipta.
- Hamdu, G dan Agustina, L. (2011). Pengaruh Motivasi Belajar Siswa Terhadap Prestasi belajar IPA Di Sekolah Dasar. *Jurnal Penelitian Pendidikan*. Vol. 12 No. 1.
- Hapsari, D.W., dan Prasetio, A.P. (2017). Pengaruh Kompetensi Guru Terhadap Prestasi Belajar Siswa SMK Negeri 2 Bawang. *e-Proceeding of Management*, Vol. 4, No. 1.
- Hasbullah. (2011). *Dasar-dasar Ilmu Pendidikan*. Jakarta: Rajawali Pers
- Indriantoro, N. & Supomo, B. (2010). *Metodologi Penelitian*. Jakarta: Indeks.
- Latief, A. (2014). Pengaruh Lingkungan Sekolah Terhadap Hasil Belajar Pendidikan Kewarganegaraan Pada Peserta Didik Di SMK Negeri Paku Kecamatan Binuang Kabupaten Polewali Mandar. *Jurnal Papatuzda*, Vol. 7, No. 1.
- Meier, D. (2007). *The Accelerated Learning*. Bandung: PT Mizan Pustaka.
- Menrisal, dan Etrilia, U. (2017). Hubungan Motivasi Belajar Terhadap Hasil Belajar Keterampilan Komputer dan Pengelolaan Informasi (KKPI) Siswa (Studi Kasus X Jurusan Akuntansi SMK Nusatama Padang). *Jurnal Pendidikan an Teknologi Informasi*, Vol. 4, No. 1.
- Muflichah, I. (2016). Hubungan Kemampuan Komunikasi Interpersonal Guru Dengan Prestasi Belajar Siswa Pada Mata Pelajaran Fikih di MIN Kabupaten Sleman. *Jurnal Pendidikan Madrasah*, Volume 1, Nomor 1.
- Muhammad, A. (2010). *Komunikasi Organisasi*. 7th ed. Jakarta: PT. Bumi Aksara.
- Novauli, F. (2012). Pengaruh Kompetensi Guru Terhadap Peningkatan Prestasi Belajar Pada SMP Negeri di Kota Banda Aceh. *Jurnal Pencerahan*, Volume 6, Nomor 1.
- Purwanto, M. N. (2010). *Prinsip-prinsip dan Teknik Evaluasi Pengajaran*. Bandung: PT. Remaja Rosdakarya.
- Renol, S. (2015). Pengaruh Kompetensi Guru dan Motivasi Belajar Siswa Terhadap Prestasi Belajar Siswa Kelas XI IPS SMA Negeri 17 Medan. *Prosiding Seminar Nasional Pendidikan Ekonomi dan Bisnis*.

- Riduwan dan Kuncoro E.A. (2013). *Cara menggunakan dan memakai Path Analysis (Analisis Jalur)*. Bandung: Alfabeta.
- Robbins, S.P. (2012). *Prinsip-Prinsip Perilaku Organisasi*. Edisi Kelima. Jakarta: Erlangga.
- Rukmana, A., dan Suryana, A. (2010). *Pengelolaan Kelas*. Bandung. UPI PRESS.
- Sabdulloh, U. (2010). *Pedagogik Ilmu Mendidik*. Bandung: Alfabeta.
- Sabri, M.A. (2010). *Pengantar Ilmu Pendidikan*. Jakarta: UIN Jakarta Press.
- Sahabuddin, C. (2015). Hubungan Komunikasi Belajar Mengajar Terhadap Hasil Belajar Peserta Didik Di Sekolah Menengah Kejuruan Negeri I Kabupaten Majene. *Jurnal Papatuzda, Vol. 10, No. 1*.
- Santrock, J.W. (2010). *Psikologi Pendidikan*. Edisi 5 Buku 2. Terjemahan: Harya Bhimasena. Jakarta: Salemba Humanika
- Sardiman, A.M. (2009). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: PT. Raja Grafindo Persada.
- Sarwono, J. (2012). *Metode Penelitian Kuantitatif dan Kualitatif*. Yogyakarta: Graha ilmu
- Singarimbun, M & Effendi, S. (2007). *Metode Penelitian Survey*. Jakarta: LP3ES.
- Singgih, D.G. (2008). *Psikologi Perkembangan Anak dan Remaja*. Jakarta : Gunung Mulia.
- Slameto. (2010). *Belajar dan Faktor-faktor yang mempengaruhinya*. Jakarta: PT. Rineka Cipta.
- Stevani. (2016). Analisis Pengaruh Motivasi Belajar Terhadap Hasil Belajar Ekonomi Siswa Kelas X SMA Negerri 5 Padang. *Journal of Economic Education. Vol. 4, No. 2*.
- Sudjana, N. (2010). *Dasar-dasar Proses Belajar Mengajar*. Bandung: Sinar Baru Algensindo.
- Suhardiansyah. (2013). Pengaruh Lingkungan Belajar di Sekolah, Motivasi Belajar dan Disiplin Belajar Terhadap Hasil Belajar IPS Terpadu.
- Sukmadinata, N. S. (2009). *Landasan Psikologi Proses Pendidikan*. Bandung: PT Remaja Rosdayakarya.
- Sugiyono. (2010). *Metode Penelitian Bisnis*. Bandung: CV. Alfabeta.
- Sukmadinata, N.S. (2008). *Landasa Psikologi Proses Pendidikan*. Bandung: PT. Remaja Rosda Karya.
- Tu'u, Tulus. (2009). *Peran dan Disiplin Pada Perilaku dan Prestasi Siswa*. Jakarta: Grasindo.
- Uchjana, E.O. (2009). *Ilmu, Teori, dan Filsafat Komunikasi*. Bandung : PT. Citra Aditya Bakti
- Umar, H. (2012). *Metode Penelitian untuk Skripsi dan Tesis Bisnis*. Jakarta: Raja Grafindo.
- Walgito, Bimo. (2010). *Pengantar Psikologi Umum*. Yogyakarta: Yayasan Penerbit Fakultas Psikologi Universitas Gajah Mada.
- Wijaya, C. (2007). *Kemampuan Guru Dalam Proses Belajar-Mengajar*. Bandung: PT. Remaja Rosda Karya.
- Almaududi, S., Sembiring, B., & Hutabarat, Z. S. (2024). Analisis Kinerja Pengurus Dan Kualitas Pelayanan Pengaruhnya Terhadap Partisipasi Anggota Koperasi. *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, 7(1), 1861-1864.
- Harbeng Masni, Zuhri Saputra Hutabarat, Lili Andriani, D. A. (2010). *Pengaruh Kepemimpinan Dan Kompensasi Terhadap Motivasi Berprestasi*. 8(1), 33-50.
- Hutabarat, Z. S., Lela, L., Masni, H., & Pratiwi, H. (2024). Ibm MAHASISWA DALAM PEMBUATAN MEDIA 3D PEMBELAJARAN DALAM PERSIAPAN PRAKTEK MENGAJAR. *Pengabdian Deli Sumatera*, 3(1), 36-44.
- Hutabarat, Z. S., Riady, Y., Amral, S., Sumiharti, S., Susanti, H., Saputra, T., ... Taufan, A. (2023). Teaching Practice Program in College of Education – Creativity, Emotional Intelligence and Locus of Control. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 9(1), 244.



2018.2294090

- Zamsir., Masi, L., dan Fajrin, P. (2015). Pengaruh Motivasi Belajar Terhadap Hasil Belajar Matematika Siswa SMPN 1 Lawa. *Jurnal Pendidikan Matematika, Volume 6, Nomor 2*.
- Zulfiansyah, M.I., Parijo, dan Achmadi. (2017). Pengaruh Sumber Belajar di Lingkungan Sekolah Terhadap Hasil Belajar Pada Siswa MA Khulafaur Rasyidin.