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The Influence of Learning Motivation and Learning Environment on Undergraduate Students' Learning Achievement of Management of Islamic Education, Study Program of Iain Batusangkar In 2016

Nova Asvio^{a*}, Arpinus^b, Suharmon^c

^{a*} IAIN Batusangkar

^{b,c} IAIN Batusangkar

*Corresponding Author: Email: nova.asvio@iainbatusangkar.ac.id

Abstract: This research was started from the students' achievement in Strata I Management of Islamic Education of IAIN Batusangkar in the academic year 2016 on learning were high. The average of students' achievement index 3,50. This research was aimed at finding the influences of students' learning motivation and learning environment on students' learning achievement. This research belongs to correlational study of quantitative research. The samples were 129 students and a validity and reability questionnaire was used as instrument. It was calculated by using IBM SPSS 11 program for Windows. The findings revealed that there were positive significantly influence of students' learning motivation and learning environment on students' learning achievement ($F_{count} > F_{table} (57,631 > 3,07)$).

Keywords: Motivation, Learning Environment, Students' Learning Achievement.

1. Introduction

The objective of this study is identifying the effect of learning motivation and learning environment on undergraduate students' achievement of Islamic Education Management of the State Institute for Islamic Study (IAIN) Batusangkar in 2016. Preliminary studies indicate that the students' average GPA on the first semester of the study program reached 3.50. Conclusions can be drawn from interviews that several students states that the GPA obtained is due to the contribution of all parties, such as family and the campus and the surrounding environment or community.

The high GPA is the impact of various factors working in the background. Syah (2010) states that the factors affecting the learning achievement are (1) internal aspects (physiological such as physical health; psychological such as intelligence, attitude, aptitude, interest and motivation, (2) external aspects (environmental, social and non-social); and (3) learning approach. Huitt (2003) concluded that the factors that affect the learning achievement are (1) home context variables (home environment, socioeconomic status, parental involvement, education of mother); 2) school-level context variables (school characteristics, processes, leadership, curriculum); 3) classroom input variables (teacher and student characteristics); 4) classroom process variables (teaching strategies, teacher behavior, student behavior, classroom processes).

Seventy percent of students' achievement on campus is determined by the ability of the students themselves, the rest by the environment (Sudjana, 2011). By having education, people become clever since education forces them to learn something unknown before, to able to do something, and to behave as good as possible. Learning is a form of accretion or mental changes in a person expressed in ways of behaving new based on experience and training. Learning activity is complex because it is a process that is influenced by many factors and covers various aspects, both from within and outside the human self.

Hattie (2009) revealed that the motivation is important in improving students' academic achievement. It can be seen from the findings that states that the influence size of the motivation on learning achievement equals to $d > 0:40$, namely with the scoring of 0.48. Hattie also discovered the

importance of environmental influences on students' achievement with the acquisition of $d = 0.55$. Based on these research findings, we argue that research on the influence of motivation (internal factors) and the environment (external factors) must be conducted. These two variables have very important influence on learning achievement.

For this reason, IAIN Batusangkar invited the Vice Regent of Tanah Datar HE Irdinansyah Tarmizi to welcome and motivate 1,500 new students in 2015. He expressed that education should be increased and be a pioneer. In addition, he added that the objectives of doing so is that new students can enroll lectures well and reach the achievement; at the same time they can adapt to the environment and maintain the good name of the alma mater and participate in activities in mosques and their surrounding (Document study on www.iainbatusangkar.ac.id, August 28th, 2015).

The study is also based on Indonesian Government Regulation No. 13 in 2015 about the National Education Standards Article 1 Paragraph 9 on the standard of facilities and infrastructure (study rooms, places to exercise, places for worship, libraries, laboratories, workshops, playgrounds, outdoor creative and recreative places and other learning resources needed to support the learning process of learning, including the use of information and communication technology. From observation, the findings show that the campus has already meet the above standards. Each room has projector, whiteboard, a set of stationery, fan (air conditioning), desks and sufficient chair and tables for the students. Meanwhile, the campus already has a place to exercise, a place to woship, library, laboratory, playground and outdoor creative and recreative places.

It is argued that the students' high learning motivation creates a conductive learning environment which influences on the acquisition value (achievement). It is proven by students' Grade Point Average (GPA) reaches the level of 3.50; however, it is certainly supported by internal and external factors. Internal factor is the students' personal motivation, leading to good learning achievement. Meanwhile, external factor is the environment such as close to the highway, convenient classroom, Wi-Fi availability, computer rental services and internet cafes.

Psychological aspect (in this case, motivation) strongly influences students' learning achievement since it drives someone to do something (Syah, 2010). In the learning process, it should involve the role of the social environment. Students are quicker to learn logic and social from their own friends. Through social relationship, students can learn in effective ways compared to non-social relations. Therefore, students interact and communicate, share experience and so forth which allows them fairly evolved (Sanjaya, 2008). Based on this description, this research was focused on The Influence of Learning Motivation and Environment on Undergraduate Students' Learning Achievement of Islamic Education Management Study Program of IAIN Batusangkar in 2016.

This research was very important because Partono and Minarni (2006), revealed that discipline in learning and learning environment influence learning achievement. Hamdu and Agustina (2011) also revealed that the influence of student's learning motivation showed significantly high correlation and donate the influence of 48.1% on student's science performance. Then Pujadi (2007) revealed that the indicators on the school environment such as the quality of lecturers, the weight of the course material, and methods lectures proved to have a significant relationship with stduents' learning motivation.

Next, Munawaroh (2013) reveals that an efficient learning style that teachers apply do have an effect on students' motivation. Soni and Jain (2014) also reveals that the school environment affects students' learning outcomes better. Opit (2014) in Manado argued that there is a positive effect of motivation on learning achievement of students' learning plan. Abarantes (2007) in Portuguese revealed that students learn more when they are motivated and interested in the course. Teachers need to motivate their students to obtain better results.

Sinaga (2015) in Medan, concluded that students' achievement who take course is better than the students who do not take the course. Egunsola (2014) in Nigeria also concluded that parental educational qualification, economic status, occupation and home location are correlated with and have significant influences on students' academic performance in Agricultural Science in Adamawa State secondary schools. The last, Izatillah (2015) in Jakarta, states that there is significant, positive relationship between parent's involvement and student's English learning achievement.

2. Learning Achievement

2.1. Definition

According to Tu'u (2004), learning achievement is the outcome a person gain when doing certain tasks or activities. It is the acquisition of knowledge or skills developed by the subjects, usually indicated by test scores or number grades given by teachers. In this research, learning achievement means the

results achieved from the effort to learn the value of the last semester (GPA semester), which is expressed in numerical terms.

Poerwanto (2007) states that learning achievement is result someone achieved in learning as stated in the report cards. Furthermore, Winkel (2003) states that learning achievement is a testament to the success of students in the learning or someone’s ability in doing learning activities in accordance with the quality gained. Learning achievement is derived from the evaluation conducted showing the high or low grades on students’ achievement (Hamdu and Agustina, 2011).

Based on some expert opinions above, we conclude that learning achievement is a form of results of works obtained from the learning process and learning evaluation either in basic, secondary and higher education presented in letters or numbers. For this reason, we took students’ 2016 odd semester GPA as an indicator of the achievement.

2.2. Factors Influencing the Learning Achievement

Nasution (1993) stated that factors affecting the learning process and results are depicted in the following chart.

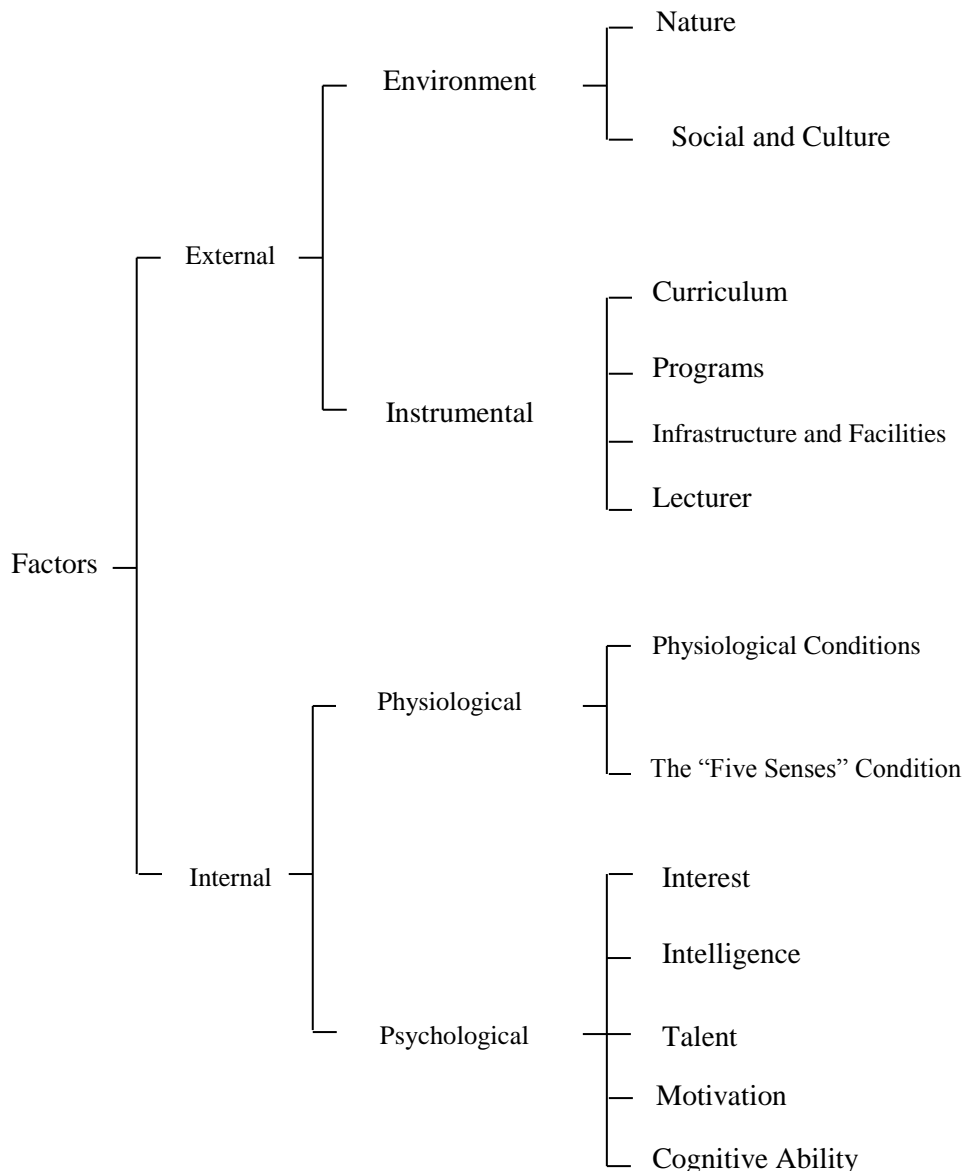


Figure 1. Factors Affecting the Process and Learning Outcomes

There many factors affecting the learning achievement, we consider that motivation and environment are variables that greatly affect the learning achievement. Motivation is closely related to the need, which is supported by the study of the Maslow’s theory of needs (Dimiyati, 2006) that divides needs into five levels, namely (1) the physiological needs, (2) the need for security, (3) social needs, (4) the need

for self-esteem, and (5) the need for self-actualization. Therefore, motivation related to the need for self-actualization, where Maslow said that this requirement with regard to the need to be something that according to his ability. Rogers (Dimiyati, 2006) supports this assessment by stating that every individual has the primary motivation in the form of a tendency for self-actualization, characterized by (1) stems from the innate nature, (2) the behavior motivated achieve personal development is optimal, (3) actualizing themselves also act as an evaluation of the experience.

3. Learning Motivation

Relationship between motivation and learning is issued by Suprijono (2009). He states that motivation to learn is the process that gives the spirit of learning, direction, and persistence of behavior. That is, the motivated behavior is behavior that is full of energy, focus and enduring. Furthermore, Winkel (2003) defines that the motivation to learn is the overall driving force within the students who lead activities and provide direction on learning activities. Thus, motivation is born from the need to achieve the goal. Motivation to learn is very important for the realization of learning achievement. For this reason, students must have the ability to motivate themselves since it is truly required to gain such achievements.

To increase learning motivation, Makmun (2000) states that we can identify some indicators in certain stages. Motivation indicators are: 1) the duration of the activity; 2) the frequency of the activity; 3) persistence of the objectives of the activity; 4) fortitude, tenacity and ability in the face of actions and difficulties to achieve the objectives; 5) devotion and sacrifice to achieve goals; 6) the level of aspirations to be achieved by the activities carried out; 7) the level of qualification achievement; and 8) toward its attitude toward the target activity.

Hamzah (2008) defines that the characteristics or indicators of motivation are: 1) desires and wishes to success; 2) encouragement and learning needs; 3) hopes and ideals of the future; 4) awards in learning; 5) interesting activities; and 6) the existence of a conducive learning environment. Meanwhile, dimensions and indicators of motivation based on the Brophy and Good (1990) theory of learning motivation are 1) intrinsic dimension actively involved in the learning activities, the urge to find out things related to lessons and encouragement to learn independently; and 2) extrinsic dimension avoiding teachers' punishments, encouragement to get praise from the teacher, the urge to please parents, the urge to get good grades and encouragement from friends.

I use all the indicators mentioned above in arranging a questionnaire study due to their significant differences. As the consequence, all of them would represent an assessment on learning motivation.

4. Learning Environment

Learning environment (or experts often called as educational environment) is all external conditions and influence on educational activities (Hadikusumo, 1996). Meanwhile, Tirtarahardja and Sullo (2005) defines learning environment as a place where education takes place. Based on the definitions above, it is concluded that learning environment is a place where education takes place and influenced by external factors on the sustainability of the activities inside.

These factors greatly affect the smooth running of the learning process and accomplishments expected; how a student can learn in an unharmonious family environment, or campus with insufficient facilities, it must be low. Education environment can be divided into three, namely the family, school, and community environments (Ahmadi, 2003).

5. Hypothesis

- a. There is an influence of learning motivation on undergraduate students' learning achievement of Islamic Education Management Study Program of STAIN Batusangkar in 2016;
- b. There is an influence of learning environment on undergraduate students' learning achievement of Islamic Education Management Study Program of STAIN Batusangkar in 2016; and
- c. Both learning motivation and learning environment influence undergraduate students' learning achievement of Islamic Education Management Study Program of STAIN Batusangkar in 2016.

6. Thinking Framework

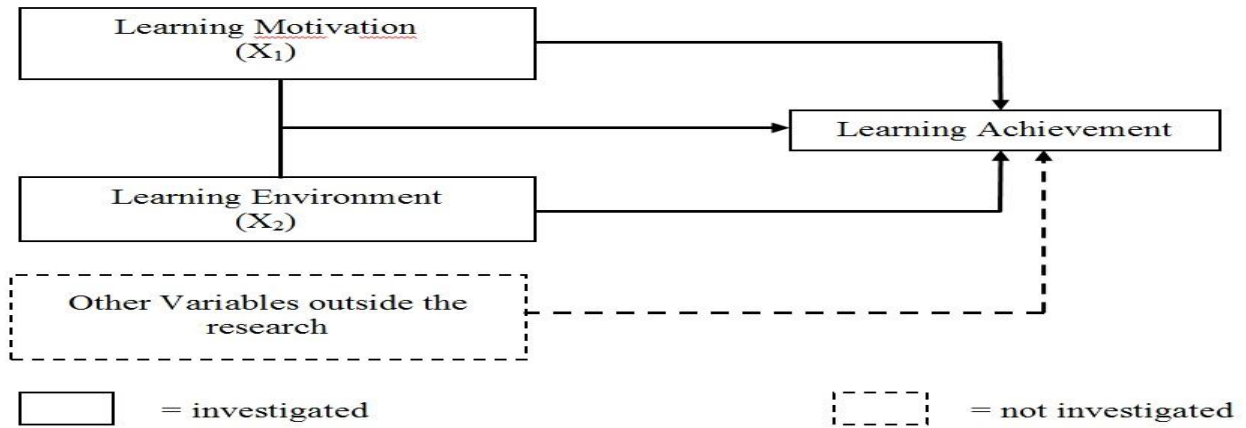


Figure 2. Thinking Framework

7. Materials and Method

According to its purpose, this study included into descriptive quantitative research study which obtains data in the form of numbers or numbered quantitative data (Sugiyono, 2008). Quantitative descriptive used is descriptive correlation causation where the we intend to determine whether there is influence (correlation) between motivation and learning environment to learning achievement (Arikunto, 2006).

The population of this study is 191 people with a total sample of 129 obtained by using Slovin's formula (Sevilla, 2007). Then, samples are taken by using simple random sampling technique. The study was in accordance with the opinion of Husein (2008), which said that the simple random sampling is taking a sample by assigning a number to each population then have the numbers randomly as the number of samples required. This is done by lottery.

Data were collected using a questionnaire consisting with 65 statements that has tested for their the validity and reliability. Data were then analyzed using univariate and bivariate ways. The bivariate analysis is conducted by using linear regression analysis.

8. Results and Discussion

8.1. Learning Motivation

Table 1. Scores Variable Frequency Distribution of Undergraduate Students' Learning Motivation of Islamic Education Management Study Program of IAIN Batusangkar in 2016.

Variable	Mean	Median	Standard Deviation	Minimum-Maximum
Learning Motivation	131.64	131.00	9.265	103 – 153

Based on respondents' answers on learning motivation variable, it is obtained that the lowest score is 103 and the highest is 153. The result of the calculation of the frequency distribution resulted in an average score of 131.64, 131.00 for the median and standard deviation of 9.265. The average and median scores are not so much different and still within one standard deviation.

Detailed overview of the distribution of students' learning motivation can be seen in the following figure.

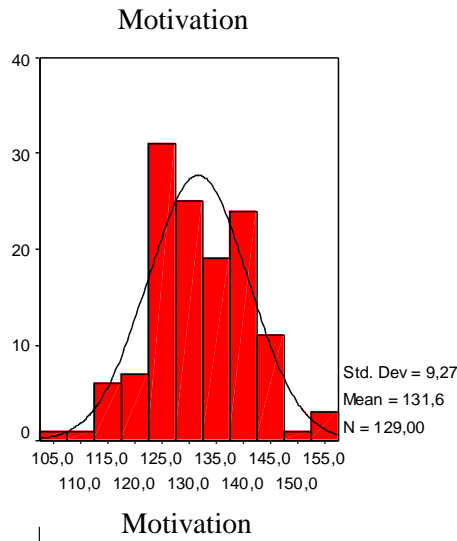


Figure 3. Variable Score Frequency Distribution of Learning Motivation (X_1)

8.2. Learning Environment

Table 2. Variable Score Frequency Distribution of Undergraduate Students' Learning Environment of Islamic Education Management Study Program of IAIN Batusangkar in 2016.

Variable	Mean	Median	Standard Deviation	Minimum-Maximum
Learning Environment	89.56	89.00	6.506	76 – 105

Based on respondents' obtained answers, the lowest score of learning motivation is 76 and the highest is 105. The calculation results of the frequency distribution resulted in an average score of 89.56, the median of 89.00 and a standard deviation of 6.506. Value score average and median are not much different and still within one standard deviation.

Detailed overview of the distribution of students' learning environment can be seen in the following figure.

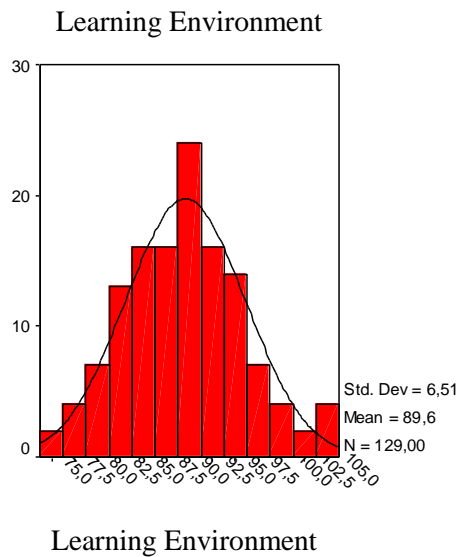


Figure 4. Variable Score Frequency Distribution of Learning Environment (X_2)

8.3. Learning Achievement

Table 3. Variable Score Frequency Distribution of Undergraduate Students' Learning Achievement of Islamic Education Management Study Program of IAIN Batusangkar in 2016.

Variable	Mean	Median	Standard Deviation	Minimum-Maximum
Learning Achievement	3.4987	3.4800	0.26545	2.72 – 3.98

Based on respondents' obtained answers, the lowest score of learning achievement is 2.72 and the highest is 3.98. The calculation results of the frequency distribution resulted in an average score of 3.4987, the median of 3.4800 and a standard deviation of 0.26545. Value score average and median are not much different and still within one standard deviation.

Detailed overview of the distribution of students' learning achievement can be seen in the following figure.

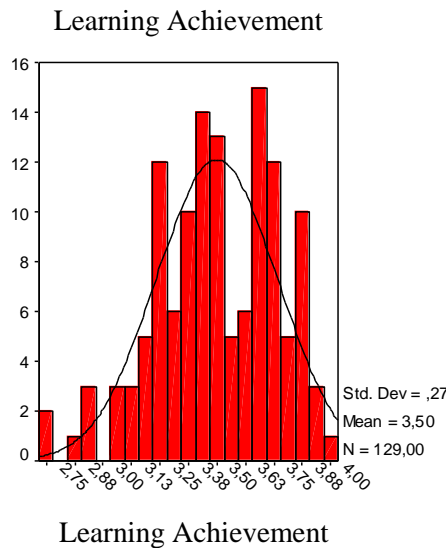


Figure 5. Variable Score Frequency Distribution of Learning Achievement (Y)

8.4. Influence of Learning Motivation on Learning Achievement

The influence of learning motivation on learning achievement can be seen on the following table.

Table 4. Influence of Learning Motivation on Undergraduate Students' Learning Achievement of Islamic Education Study Program of IAIN Batusangkar in 2016.

Variable	R	R2	Equation	Probability (P _{value})
Motivation	0.577	0.333	$Y = 1,323 + 0,017 * \text{motivation} + e$	0,000

The equation used is as follows:

$$Y = a + bX + e$$

$$Y = 1,323 + 0,017 * \text{motivation} + e$$

The influence of learning motivation on learning achievement showed a very strong influence ($r = 0.577$) and positively-patterned. It means that learning motivation has a very strong effect on learning achievement. The coefficient of determination (R Square) of 0,333 means that the regression line obtained can explain the 33.30% learning achievement or equation obtained motivational variables are correct in predicting variable learning achievement. From the statistical test results, it is obtained significant positive influence between learning motivation on learning achievement by the probability value of ($p_{\text{value}} = 0.000$).

Regression coefficient value declares that learning motivation takes a positive and significant influence on learning achievement. This can be seen by the results of the t test, which showed that the value t for the learning motivation is 7.959 ($t_{\text{count}} > t_{\text{table}} = 7.959 > 2.92$).

The study found that learning motivation has a significant influence on the undergraduate students' learning achievement of Islamic Education Management of IAIN Batusangkar in 2016. This fact reveals that their motivation to learn, at individual level, is able to improve their learning achievement. [Suprijono \(2009\)](#) states that the motivation to learn is a process that encourages learning, direction, and persistence of behavior. That is, the motivated behavior is behavior that is full of energy, focus and endurance. Furthermore, [Winkel \(2003\)](#) defines that the motivation to learn is the overall driving force within the students which leads to activities and provide direction on learning activities.

Thus, it can be deduced that motivation is derived from the need to achieve the goal. Motivation to learn is very important for the realization of learning achievement. For that reason, students must have the ability to motivate themselves since it is mainly required to achieve the accomplishment.

This assessment is also in line with the theory proposed by [Djamarah \(2008\)](#) who revealed that motivation was a change in one's personal energy that is marked by the emergence of feeling (feeling) and the reaction to achieve certain goals. Similarly, [Mc. Donald \(Sardiman, 2011\)](#) argues that motivation is a change of one's energy that is characterized by the emergence of "feeling" and preceded with the response to their destination. So, by having goals to be accomplished, students themselves will have an energy change or a strong impetus to achieve these goals. Then, it is called motivation.

These findings show that students have a particular intrinsic motivation within themselves. It has been proven from the data analysis that suggests the influence of learning motivation on students' achievement. Intrinsic motivation within a person lasts longer does not rely on impulse or the influence of others, so that it is more effective in improving learning achievement.

The findings in this study are consistent with some of the following research. First, the study conducted by [Sunarijah \(2016\)](#) in high school in Mojokerto which shows that the group of students who have high achievement motivation earn mean better learning outcomes than the group of students who have low achievement motivation. Next, research conducted by [Amrai et al. \(2011\)](#) at the University of Tehran, Iran with correlation data analysis indicated positive and significant correlation between academic motivation and academic achievement of 252 students at the University of Tehran. The academic motivation indicators used by Amrai et al as follows: 1) interest in task; 2) inclination to effort; 3) competitiveness; 4) social power; 5) affiliation; 6) social concern; 7) praise and 8) token with academic achievement was particularly examined. Although the indicators used are weak in relationship to academic achievement, they still have positive and significant influence on academic motivation and achievement.

Later on, [Bakar et al. \(2010\)](#) in Malaysia found a strong correlation between achievement motivation and academic achievement of 1,484 students at the local university in Malaysia. There are five variables related to academic achievement that shows a unique contribution to the study, namely: 1) motivation; 2) attitude; 3) influence of peers; 4) sex, and; 5) tribe. The study which is aimed at examining the environmental factors affecting academic achievement at the university level have found that five variables above do affect academic achievement.

The research conducted by [Bakhtiarvand et al. \(2011\)](#) in Iran on 200 students at Isfahan University found that the achievement motivation moderated relationship of learning approaches and academic achievement significantly ($p < 0.05$). There are three variables in this study, namely achievement motivation, learning approach and academic achievement. From this study, it can be concluded that the achievement motivation influence the learning approach selection and that will have a huge effect on academic achievement where academic motivation will impact on learning approach towards academic achievement.

However, research findings by [Bernaus et al. \(2009\)](#) in Catalonia, Spain found that teacher motivation is related to teacher use of motivating strategies, which in turn are related to student motivation and English achievement. Research variables used were twelve items consisting of English achievement, integrativeness, and attitudes to learning situation, motivation, language anxiety, instrumental orientation, parental encouragement, innovative strategies (teachers), traditional strategies (teachers), innovative strategies (students), traditional strategies (students) and teacher motivation. For motivation variable, he used three most-relevant indicators to classical context, thus effort in learning activities, the desire to learn and learning attitude by testing 694 students.

Later, it was found also by [Jen and Yong \(2013\)](#) in eight Junior High Schools in Brunei Darussalam that there were significant positive associations between students' motivational orientations and science achievement. Tested motivation indicators are: intrinsic motivation, extrinsic motivation, personal relevance, self-efficacy, and self-determination and assessment anxiety. The numbers of research sample are 324 people consisting of 141 male students and 183 female students by using learning motivation questionnaire that has been adapted as a means of data collection.

Furthermore, Lemos and Verissimo (2014) in Portugal reveal that intrinsic motivation was steadily associated to better achievement. These findings used a sample of 200 students with a split between intrinsic motivation and extrinsic motivation in relation to the achievement of learners. So, it can be deduced that intrinsic motivation was positively related to students' achievement while extrinsic motivation has a negative relationship with student achievement.

Next, Moenikia and Zahed-Babelan (2010) at Ardabil Senior High School, Iran argued that academic motivation, and were predictor of mathematics achievement statistically significant. The population of the study is 33,982 Senior High School students in the province of Ardabil, Iran in the 2008-2009 academic year which is divided into 1,359 class. Of this population, 76 classes of 1,670 students were chosen as samples using Cochran's formula and cluster sampling. The study also found that there are differences in the level of learners' motivation of male with female learners in achieving math lesson.

Sedaghat et al. (2011) in Tehran junior secondary schools, Iran on motivation indicates that the motivational factors influences on cognitive engagement and academic achievement. Motivational indicators used in this study consisting of: perceived ability, perceived instrumentality and achievement goals. One thousand three hundreds and seventy-one students have become participants in the the research. Confidence on own's ability affects academic achievement directly or indirectly. He then stated that the perception of high ability leads to approach motivation.

Furthermore, Singh (2011) in India states that the significance of early academic motivation to future academic success should be clear. Indicators he used in examining motivation are students form self-concepts, values, and beliefs about their abilities. Moreover, Singh argued that different types of academic motivation have different implications for academic achievement. In other words, these findings reveal that intrinsic motivation has a significant positive effect on achievement. This study had similar findings with the findings obtained by Lemos and Verissimo in Portugal.

Tella (2007) in Nigeria also reveal the similar things as Singh, Lemos and Verissimo obtained above. He states that gender differences were significant when impact of motivation on academic achievement was compared in male and female students. From the findings, Tella's two hypotheses are accepted, i.e. motivation has impact on academic achievement of secondary school students in mathematics with respect to gender and second highly motivated students perform better academically than the lowly motivated students. From the findings, we assume that Tella perceived interests and attitudes as motivational assessment indicators on the subjects of Mathematics. It is proven by Tella's own statement that this is because these two constructs according to the author are high motivating factor which can lead to better achievement on the part of the learner.

Finally, Yusuf (2011) in Malaysia found that self-efficacy, achievement motivation, and self-regulated learning strategies relate to students' academic achievement. He took three hundred UKM students as respondents in this study. Data collection tool used is in the form of questionnaires divided into four parts, namely questionnaire assessment on self-efficacy, achievement motivation, self-regulated learning strategies and students' academic achievement. His findings reveal that achievement motivation and learning strategies have strong relationship with academic achievement.

Thus, it can be concluded from the above findings that the learning motivation has significant effect on learning achievement. Therefore, it can be stated that the formulation of the problem and the first hypothesis in this study can be answered and accepted ($t_{count} > t_{table} = 7.959 > 2.92$).

8.5. Influence of Learning Environment on Learning Achievement

The influence of learning environment on learning achievement can be figured out in the following table.

Table 5. Influence of Learning Environment on Undergraduate Students' Learning Achievement of Islamic Education Management of IAIN Batusangkar in 2016.

Variable	R	R2	Equation	Probability (P _{value})
Environment	0.562	0.316	$Y = 1,445 + 0,023 * \text{environment} + e$	0.000

The equation used as is as follows:

$$Y = a + bX + e$$

$$Y = 1,445 + 0,023 * \text{environment} + e$$

From the table above, it is stated that learning environment has a strong influence on learning achievement ($r = 0.562$) and positively patterned. It means that learning environment – as well as learning motivation – has a tight correlation learning achievement. The coefficient of determination (R Square) is 0.316 which means that the regression equation obtained can explain the 31.60% various learning achievement. In other words, the learning environment has correctly predicted the learning achievement variable. From the results of statistical test, it is obtained significant positive influence between the learning environment on the learning achievement by the probability value (p_{value}) of = 0,000.

Regression coefficient value declares that the learning environment has a significant positive influence on learning achievement. This is evidenced by the results of the t test, which showed that the value t for the learning environment is 7.657 ($t_{\text{count}} > t_{\text{table}} = 7.657 > 2.92$).

The second research problem has been already answered by the finding that learning environment has a significant impact on undergraduate students' learning achievement of Islamic Education Management of IAIN Batusangkar in 2016. The state of the learning environment will certainly affect students' learning achievement as [Syah \(2010\)](#) argues as follows.

- 1) Social environment such as teachers, administrative staff, and classmates can affect a student's enthusiasm for learning. Further included is a student's social environment, neighboring communities and a group of playmates around the student ghetto;
- 2) Non-social environment such as school building and its location, the house where the students' family live and the location, learning tools, weather conditions and time the students use for learning.

From experts' point of view, learning environment is often called as education environment. Education environment is all the conditions and external influence on educational activities ([Hadikusumo, 1996](#)). Meanwhile, [Tirtarahardja and Sulo \(2005\)](#) defines it as a place where the education runs. Based on these definitions, it is concluded that learning environment is the place where the learning activities runs and influenced by external factors on their sustainability.

Learning environment is a 'collection' of the external factors affecting learning achievement. It consists of a family environment, school/college and the community which have strong influence on students' learning achievement. Family environment is the primary environment in students' learning environment. In line with this statement, [Wirwidjoyo \(Slameto, 2003\)](#) revealed that family is the first and primary educational institutions since it is the first and major influence in one's life, growth and development.

Family environment requires children to learn to interact with other members of the family. Frequency of meeting and communication between members in a family can affect the children's learning achievement. Attention given among family members will help children achieve the expected learning achievement. Family factors that influence learning achievement are parents, situation of the house and the family's economic circumstances ([Slameto, 2003](#)).

The findings prove that the parental support such as attention by reminding children to learn, meeting all the needs and providing comfort to learn, creating and maintaining relationships among harmonious family members will give an enormous impact on students' achievement. Therefore, it is strongly demanded that the students also have a harmonious relationship either on campus or community environment later.

Previous study supporting the study of environmental impact on the learning achievement is the study conducted by [Toha and Wulandari \(2016\)](#) in Malang which found that there is positive influence of parents' attention on learning outcomes of economic class students. These findings reveal that parents' attention has a positive influence on students' learning achievement. This relates to the environmental variables studied in this research, where the we pull a conclusion that family environment in the form of parental attention, which is one indicator of family environment on the environment variable learning course, affect the outcome or learning achievements obtained by learners/students.

[Hafiz et al. \(2013\)](#) in Lahore, Pakistan found that parental involvement has significance effect in better academic performance of their children. He carried out this research by testing the [Epstein \(1995\)](#) about six types of parental involvement, which consist of: 1) parenting (helping families with childrearing and parenting skills); 2) communicating (developing effective home-school communication); 3) volunteering (creating ways that families can become involved in activities at the school); 4) learning at home (supporting learning activities in the home that reinforce school curricula); 5) decision-making (including families as decision-makers through school-sites councils, committees) and; 6) collaborating with the community (matching community services with family needs and serving the community). The

theory is tested on 150 respondents in four Junior High Schools in Lahore, Pakistan. The core of the research is to involve parents to improve their children’s learning achievement.

Then, Adeogun and Olisaemeka (2011) in Nigeria shows that there is a significant influence of school climate on students achievement. In this case, the school climate have a significant effect on the performance of learners. Similarly, the research variables of the learning environment in this research is in the form of the school/campus environment which is also has a significant effect on students’ learning achievement.

School climate that is referred to Adeogun’s research findings is in the form of a good learning environment (neat, peaceful, vacuum, far away from the noise and traffic pollution and environment-friendly) and conducive working conditions (democracy, dialogue, motivation, training and good relations), promoting good relations between home and school (free communication between school and parents), ensuring social-physical environment in good condition (enough space, well-designed building, recreational facilities and sports as well as ventilated classrooms), improving security and discipline safety and ensuring that teachers show care and adequate support to learners. In other words, the findings are strongly support the study of the school’s environmental indicators of this research.

Next, research conducted by Houtenville and Conway (2008) in Australia that uses data from the National Education Longitudinal Study (NELS) indicates that ... parental effort has a large effect on student achievement than school resources. Houtenville and Conway use the family economic status and parental education indicators in parental effort assessment. Budget issued for each school learner and other resources are as the indicator of school resources. In fact, research shows that parental efforts have a strong effect on the students’ learning achievements.

Tomul and Celik (2009) in Turkey reveal the similar thing as Houtenville and Conway in Australia. They found that education level of the parents, and average annual income affect students’ academic achievement in mathematics. Furthermore, they also found that disadvantageous situations such as low income and low education level in the family, negative attitudes of the family, and negative relations with the neighbors have a negative effect on students’academic achievement. In other words, Tomul’s and Celik’s findings prove that the family environment where the place the children grow up has an important role in the students' academic achievement.

Thus, it can be concluded that the findings of this study, which states that the learning environment significantly influences learning achievement apparently supported by the theories of the learning environment by some experts and the findings of previous studies. Therefore, it can be stated that the second hypothesis in this research is acceptable ($t_{count} > t_{table} = 7.657 > 2.92$).

8.6. Influence of Learning Motivation and Environment on Learning Achievement

The influence of learning motivation and environment on learning achievement can be shown in the following table.

Table 6. The Influence of Learning Motivation and Environment on Undergraduate Students’ Learning Achievement of Islamic Education Management Study Program of IAIN Batusangkar in 2016.

Variables	R	R2	Equation	Probability (P _{value})
Motivation Learning Environment	0.691	0.478	$Y = 0,384 + 0,012X_1 + 0,017 X_2 + e$	0.000

From the table above, it can be seen the correlation between independent and dependent variables is 0.691. It means that the learning motivation and environment have strong influence on learning achievement. The coefficient of determination (R Square) between learning motivation and environment on learning achievement is 0.478. Both independent variables (learning motivation and environment) are able to explain the 47.80% learning achievement variable; the rest 52.20% is explained by other variables. From the statistical test results, it is obtained probability value of (p_{value}) = 0.000. In other words, the overall regression equation is already significant.

The doubled linear regression equation obtained is as follows:

$$Y = 0,384 + 0,012X_1 + 0,017 X_2 + e$$

By interpretation as follows:

$a = 0.384$, if learning motivation ($X_1 = 0$), learning environment ($X_2 = 0$), so that learning achievement (Y) is 0.384

$b_1 = 0.012$, if learning motivation (X_1), rise up for 1 unit, so that learning achievement (Y) will increase as 0.012 unit

$b_2 = 0.017$, if learning environment (X_2) rise up for 1 unit, so that learning achievement (Y) will increase as 0.017 unit.

Based on the above equation, it can be concluded that learning motivation and environment altogether have significant influence on learning achievement. In other words, the hypothesis is proven and accepted by $F_{\text{count}} > F_{\text{table}}$ ($57.631 > 3.07$).

The findings of this study showed that learning motivation and environment together have significant effect on learning achievement. This proves that students' motivation to learn and learning environment support (in terms of safe, comfortable and conducive situation) indeed take a very important role in the realization of the expected learning achievement. It could cause problems in increasing students' achievement if students' motivation, both internal and external sides are not available. In addition, students' own environmental factors, good family environment, school and the community needs must support in order to realize the expected accomplishments.

Learning activities when driven by strong energy or passion to achieve the desired objectives, for example in order to obtain a satisfactory GPA, will generate targeted learning activities and last longer so as to realize the expected learning achievement. The findings of this study has become an evidence on the importance of the influence of students' learning motivation in the achievement of the GPA with the average of 3.50. These findings also prove that learning motivation takes a greater impact on students' achievement than the influence of the students' learning environment. This finding is supported by the study of Clark's theory, which states that the achievement of students on the campus of about 70% is influenced by the ability of students themselves, and about 30% are influenced by the environment (Sudjana, 2011).

The finding that learning motivation and environment jointly and significant effect on learning achievement are two factors of the many factors affecting the learning achievement. Motivation is an internal factor and the learning environment is the 'group' of external factors affecting the learning achievement. Through better observing, we saw that by having such motivation, students wake up by themselves if the learning environment supports. In the end, the learning achievement will be eventually achieved as expected.

The motivation that comes from the students themselves though built by the attention of their family, faculty and the communities will be more long-lasting and very effective way to improve learning achievement than the motivation that arise in the material form as a gift or money. Such motivation will make a person more responsible for the effort as he fears to disappoint other people, the people around, whether parents, teachers, neighbors and other people who have given their attention, support so that they can achieve their accomplishments.

Furthermore, the results of this study are also supported by some findings of the previous studies. The first study is Rahman (2012) research at SMK Negeri 3 Yogyakarta that argued that the motivation variable, environment and discipline together positive effect significant learning achievement in the majors Mechanical Audio Video AV 2 Class XI SMK Negeri 3 Yogyakarta as indicated by coefficient $r = 0.888$, r_{count} is greater than r_{table} ($0.888 > 0.339$). These three variables studied by Rahman where 78% of them have an influence on the learning achievement of 34 students majoring in Engineering Audio Video AV 2 class XI CSMK Negeri 3 Yogyakarta. As for the variables of motivation and environment affects almost 35% of learning achievement and the rest influenced by disciplined learners.

Furthermore, Ilyas (2014) research in Yogyakarta shows that there is a positive and significant influence learning motivation and learning environment together on learning achievement Learners Accounting Class XI IPS SMAN 1 Ngaglik of 2013/2014 school year with a value of $R(1.2)$ (0.458), $R^2(1.2)$ (0.210) and F_{count} (12.243) $>$ F_{table} (3.090). Similarly as ours, these findings also use a questionnaire as a research instrument to examine the motivation and the environment and learning achievement data obtained from the documentation studies. The samples were 95 students and instruments testing conducted on 26 respondents.

Next, Septiyana (2011) SMAN 1 Banjarnegara revealed that the learning motivation influence partially gave contribution 5,7% to the learning achievement of accounting subject, while the influence of school environment gave contribution 11%. On these findings, school environment influence larger on the students' learning achievement than the learning motivation. These findings show a very noticeable difference to the findings of researchers, in which we found a greater effect of motivation on learning

achievement rather than the environment. Nevertheless, both variables still have an influence on learning achievement.

Those studies prove to support this research. This study expresses the same opinion about the presence of a positive and significant influence between motivation and the environment to the students' learning achievement. However, Zenzen (2002) findings reveal the opposite that no significant difference between achievement motivation and academic achievement of learners. Researcher assumes this is caused by the instrument used to measure achievement motivation is not valid and reliable if it is used in the study of Zenzen's respondents. Although the instruments used have been tested on other respondents' survey, but this is not necessarily appropriate and effective for this study.

There were many studies that support this study, we assume that the research problem pointed out will become a topic for discussions in the world of education. It is proven from the variation in research conducted by previous researchers. My opinion, the problem of learning motivation and environment in improving students' learning achievement is a global problem and the latest in each year. This is due to the motivation, environment and achievements have relation to the demands for change and the development of education itself.

If we look further, issues of learning motivation and environment is very closely related to Total Quality Management (TQM). Due to the fact that it refers to the concept of TQM in education, we agree with Mulyasa (2011) opinion who states that TQM is a system quality control to meet customer satisfaction as well as possible. In this case, the customer means internal customers (educators) and external customers (students, parents, community and the graduates).

Students as customers and educational products (output) in fact have fundamental weaknesses. Correspondingly, Permadi (Mulyasa, 2011) argues graduates of students who have completed their education are individuals whose behavior and actions are actually influenced not only by their knowledge and skills acquired during education, but by other factors, including working motivation, attitude, and cultural backgrounds as well as environmental influences.

I analyze the indicators of each variable on the previous findings, which then can be deduced that the learning achievement variable is also seen from the achievement cards, academic reports, exam results and so forth. In assessing motivation motivational variable, we use motivational indicators such as interest in doing tasks, the tendency to try, the ability to compete, the ability to understand themselves (believe in yourself), the level of anxiety, a goal to achieve, social power (the ability to build relationships), social care, the desire for awards/honors, attitude in the study and so on.

Some indicators above are generally used by experts and previous researchers as indicators to assess motivation. Here, we also use different words to convey the same meaning as indicators of self-understanding and self-confidence, the same social force with the ability to build relationships, and others. Some previous studies also use the available motivational variables research instruments such as Zenzen whose research uses research instruments from Atkinson's Risk Taking Model of Achievement. In my opinion, this instrument is less effective if it is used in Zenzen's research because of the condition of respondents in each study are different, and although it has been through validity and reliability in the earlier study, it still must go through the validity and reliability at the time of the study.

For the assessment of the environmental variables, theory and previous research uses various indicators which are identified by us as follows.

9. Family Environment

- a) Parental attention
- b) Parents' involvement in the students' education such as: family assistance with the skills of raising and caring for children, establishing effective communication between schools and families, creating ways that families can be involved in school activities, supporting learning activities at home that reinforces school curriculum, engaging families as decision makers through school-site councils, committees, blending community service with the needs of families and the community (Epstein theory).
- c) Parental efforts such as: economic status and parental education.

10. School Environment

- a) School climate such as: a good learning environment (neat, peaceful, vacuum, far away from the noise and traffic pollution and environment-friendly) and conducive working conditions (democracy, dialogue, motivation, training and relationships), promoting good relations between individuals at home and school (free communication between school and parents),

ensuring social environment physically in good condition (enough space, the building is well designed, recreational facilities and sports as well as classrooms ventilated), improving security and discipline of safety and ensuring that teachers show care and adequate support to students.

b) Learning strategy/approach in learning process

c) School budget spent for students and other resources in schools.

Community environment such as positive relationship with the community. Living in an education care community environment will certainly improve the students' achievement in schools and community itself. It can be seen from the effort of an ordinary housewife named Tirta Nursari in Semarang, Central Java who founded "Pasinaon Stalls" (derived from the word "sinau" which means "learning" in Javanese) in 2007 with the aim at eradicating illiteracy in children and other people in her village. The results can be felt by people in the village now, who have been increasing their entrepreneurial as parents are able to open the 'small restaurants' by reading recipes in books and magazines, as well as children who are able to savor the formal education. According Nursari need not to be the biological parents to provide guidance to the children. As long as we feel as parents to provide care and concern to anyone in any way, the problem can be minimized (Aziza and Tirta, 2013).

11. Conclusion

- a. Learning motivation has a significant positive influence on undergraduate students' learning achievement of Islamic Education Management of IAIN Batusangkar in 2016, where the value of t for the learning motivation is 7.959 ($t_{\text{count}} > t_{\text{table}} = 7.959 > 2.92$).
- b. Learning environment has a significant positive influence on undergraduate students' learning achievement of Islamic Education Management of IAIN Batusangkar in 2016, where the value of t for the learning environment is 7.657 ($t_{\text{count}} > t_{\text{table}} = 7.657 > 2.92$).
- c. Learning motivation and environment together have has a significant positive influence on undergraduate students' learning achievement of Islamic Education Management of IAIN Batusangkar in 2016, where the value of $F_{\text{count}} > F_{\text{table}}$ ($57.631 > 3.07$). It is because the values of partial correlation coefficients are than the learning environment. As the result, motivation takes a stronger influence on undergraduate students' learning achievement.

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