THE EFFECT OF LEARNING MOTIVATION, LEARNING STYLE AND LEARNING ENVIRONMENT ON LEARNING ACHIEVEMENT OF CLASS XI STUDENTS PLUS KOPI COLOL, MANGGARAI TIMUR, NUSA TENGGARA TIMUR

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ABSTRACT

This research is motivated by the author's curiosity about student achievement at SMA Plus Kopi Colol which is a "role model" for other schools in East Lamba Leda District, where this school is located. Researchers suspect learning achievement at SMA Plus Kopi Colol is influenced by learning motivation, learning style and a good learning environment. This study aims to determine the effect of learning motivation on learning achievement, the effect of learning style on learning achievement and the influence of the learning environment on learning achievement. This research is quantitative descriptive. The population of this research is class XI SMA Plus Kopi Colol totaling 171 students. The samples taken were 48 students. The sampling technique is purposive sampling. Collecting data by using a questionnaire. The analytical technique used is multiple linear regression analysis and this study uses the SPSS for Windows 21.0 statistical analysis tool. The results showed that learning motivation had a positive and significant effect on learning achievement as indicated by the regression coefficient value of 0.884. Learning style has a positive and significant effect on learning achievement which is indicated by the regression coefficient value of 0.482. The environment has a positive and significant effect on learning achievement which is indicated by the regression coefficient value of 0.350. Learning motivation, learning style and environment simultaneously have a positive and significant effect on learning achievement in class XI students of SMA Plus Kopi Colol.

KEYWORDS: Learning Motivation, Learning Style, Learning Environment, Student Achievement

Introduction

Education is very influential in human life. In the Preamble to the 1945 Constitution, one of the goals of education is to educate the life of the nation and state. The factors that affect student achievement are so many that they are classified into these factors. According to (Mulyasa, 2013) there are several things that affect learning achievement can be grouped into four, namely: "(a) the material or material being studied; (b) environment; (c) instrumental factors; and (d) the condition of the students. These factors, either separately or together, make a certain contribution to the learning achievement of students.

Student learning achievement is the main target to be achieved by educational institutions. As an educational institution, SMA Plus Kopi Colol has a main target in terms of learning achievement for all students. This can be seen from the various achievements that are often achieved by students at SMA Plus Kopi Colol. Although it was founded in 2010 this high school is an outstanding school in East Manggarai district. Achievements can not be separated from student achievement and the hard work of educators. Every time there is a quiz competition at the sub-district and district level, SMA Plus Kopi Colol students get first, second and third place for all subjects.fact, this school is used as a "*role model*" for other schools in the East Lamba Leda sub-district, where this school is located.

Embedded in the facts above is the reason the researcher wants to conduct research at SMA Plus Kopi Colol. The author suspects that student achievement in this school is influenced by high student motivation, learning styles and an environment that is conducive to learning. The author's assumption is supported by the following facts that the author found at the SMA Plus Kopi Colol school.

Regarding learning motivation, SMA Plus Kopi Colol students have shown high motivation in learning. This can be seen clearly from a great desire to learn. Students love the extra lessons in the afternoon that the school recommends. On such occasions they try to ask the teacher for material that has not been understood. In addition, the students also like practicum activities and other training outside school hours such as the practice of processing coffee from land processing, nurseries, rejuvenation until the coffee is ready to be marketed. Other training also includes sports, music, arts and dance activities. There is also the fact that students have high hopes and aspirations to succeed. This can be seen from the willingness to continue studies at various universities through scholarships and achievements. To achieve these expectations, students try their best to take additional lessons and even take the initiative to ask the teacher about the difficulties experienced in learning.

Regarding learning styles, Sternberg quoted (Santrock, 2012) states that "*learning and thinking styles*are not abilities, but the preferred way to use or utilize one's abilities." Researchers found the fact that there were many students of SMA Plus Kopi Colol who preferred learning activities by way of practice and demonstration. For students, such learning activities can absorb material comfortably so that they remember the lesson easily.

Regarding the learning environment, Niranjan Banik, et al said that the influence of the environment is closely related to the reciprocal relationship between students and students, students and teachers in an educational environment. These transactional relationships play an important role in the world of education (Niranjan Banik, Adam Koesoemadinata, Charles Wagner, Charles Inyang, 2013). Researchers found the fact that students studying at SMA Plus Kopi Colol had a good and conducive learning environment. The social environment in which this school stands provides comfort in learning in the form of good motivation from parents and teachers, a quiet and clean school environment, adequate stationery, and the availability of learning facilities. Although educational facilities and infrastructure are not as complete as in schools in urban areas, educators and the community around these schools always provide support and maintain conduciveness to student learning activities. In addition, researchers also found the fact that most of the people in this area make a living as coffee farmers with low incomes. Nevertheless, parents always support their children to study, because in general in remote areas, after school hours, children are obliged to help their parents with their work. Different facts in this area. Parents support their children to learn, both during the learning process and outside of learning hours. Likewise, educators who have a great desire to help and motivate students in learning. There are many teachers who teach free to students. The school also works with parents to provide support for students who want to enter level XI and XII so that they can choose dormitories that are close to the school environment. The goal is for students to concentrate more on studying and take additional lessons in the afternoon.

Research conducted by Muhammad Miftah Farid (Farid, 2014) entitled 'The Influence of Learning Motivation, Learning Style, and Learning Environment on Economic Learning Outcomes at SMA Negeri I Wringinanom Gresik. The results of the study show that these three things have a positive and significant impact on learning outcomes. However, the results are different from the research conducted by Hamsar (Hamsar, 2017) with the title: "The influence of learning styles on the learning outcomes of class IX students in the Natural Sciences subject at Madrasah Tsanawiyah Alauddin Pao-Pao".the

facts described above, the writer is interested in studying more deeply about, "The Influence of Learning Motivation, Learning Style and Environment on Student Achievement in Class XI SMA Plus Kopi Colol, East Lamba Leda District, East Manggarai Regency, East Nusa Tenggara."

Learning Motivation
Mc. Donald and Oemar Hamalik stated that motivation is a change in energy in a person which is characterized by the emergence of "feelings" and is preceded by a response to the existence of goals (Donald & Hamalik, 2013). According to Winkel in Darsono motivation is the overall psychic driving force in students that causes learning activities and gives direction to activities learning, in order to achieve learning objectives (Darsono, 2000). Motivation is defined as a process that describes the intensity, direction, and persistence of an individual to achieve his goals. Robbins, (2008).

According to Sardiman (2009) states that motivation functions as a driving force for every activity that is carried out. Determine the direction of action towards the goal to be achieved. Thus, motivation can provide direction and activities that must be carried out in accordance with the formulation of its objectives. According to Uno (2008) the achievement motive is the motive to succeed in doing a task or job, the motive to obtain perfection. In this case, it is the drive to achieve the ideal self. Motivation when associated with learning, in this case is achievement, it will describe the drive for different achievements in a person. A person's achievement motivation can be studied physically, when someone has an achievement drive, there will be a tendency for differences in attitudes towards a positive direction to achieve certain goals.

Rahmat (2010) states that to achieve success, achievement motivation is very necessary. In other words, achievement motivation is having the desire to be the best. Without the desire to be the best, it will cause someone to do something carelessly or carelessly. Work from work, business from business, and learning from learning. For this reason, it is necessary to have achievement motivation, which is to always try to work with the best possible results, not carelessly, not random, or just being there. Because that's the only thing that makes everyone able to survive in the midst of increasingly fierce competition.

According to Uno (Uno, 2007) the nature of learning motivation is internal and external encouragement to students who are learning to make changes in behavior, generally with several indicators or supporting elements, namely as follows:

1. The existence of desire and desire to succeed.
2. There is a drive and a need for learning.
3. There are hopes and aspirations for the future.
4. There is an appreciation in learning.
5. There are interesting activities in learning.
6. The existence of a conducive learning environment, thus enabling a student to learn well.

Previous research conducted by Frandy Pratama, Firman, and Neviyarni (2019) showed that there was an influence of learning motivation on learning outcomes. Meanwhile, Irvan Zulpadri and Elvina Safitri (2019) said that learning motivation has a significant influence on learning achievement. At the same time, Desi Patulak (2019) also found similar results that learning achievement motivation has a positive and significant influence on learning achievement of .

Learning Style

Learning styles according to De Porter and Henarcki (2000) there are two main categories of how we learn, namely first, how we absorb information easily (modalities) and second, how we organize and process that information (brain dominance). A person's learning style is a combination of how he absorbs, and then organizes and processes information. In addition, the learning style is also the way a person obtains information in the most comfortable way and provides the opportunity for the person to remember the information as new knowledge

(Rose & Nicholl, 2006). Learning style is a convenient way of obtaining and remembering information.

Meanwhile, according to Nasution that learning style or *learning style* is the way students react and use the stimuli they receive in the learning process (Nasution, 2013). That learning style is a reaction caused as a result of the stimuli given during learning. Based on the understanding of learning styles above, it can be concluded that learning styles are the way students receive, capture and process information in the learning process.

Nasution (2013) explains three aspects of learning style indicators:

1. Knowing the characteristics of visual learning styles, with instruments including people who like to talk quickly, always pay attention to lessons in detail, including people who like to pay attention to appearance before making a presentation, easier to remember which is seen rather than listening to explanations, prefers to read books by themselves rather than being read, prefers demonstrations to lectures when the teacher explains the subject matter and prefers to answer questions briefly.

2. Knowing the characteristics of auditory learning style, with instruments including talking to myself when I'm doing assignments. Disturbed by noise when studying, likes to read aloud and listen while studying, can explain to friends who don't understand it, and includes people who can imitate anyone's voice.

3. Knowing the characteristics of the kinesthetic learning style, with instruments including preferring to speak slowly, preferring to pull a friend's hand when they need help, likes talking to friends at a close distance, including people who like to do things with a lot of motion, prefer to learn with way of practice; including people who do not like to wait by sitting still for a long time, like to get lost if they have never been to the area, and writing is difficult for people to understand (bad).

The research findings of Joenita Darmawati (2013) show that it concludes that there is a significant effect of motivation on student achievement and the significant effect of learning style on learning achievement. Setiana (2020) found that there is an influence of learning style with achievement students significantly and relationship pattern unidirectional. Ibnu R. Khoeron (2014) also found the same thing, namely learning style had a significant effect on learning achievement. Meanwhile, Hamsar (2017) found the opposite, namely that there was no significant effect of learning style on student learning outcomes.

Learning Environment

Dalyono (2007) suggests that "The learning environment is a place where learning activities take place that get external influences on the sustainability of these activities. The environment which is a source of learning has an influence in the learning process. The environment in a narrow sense is the natural surroundings outside the individual or human being. The environment includes all materials and stimuli inside and outside the individual, both physiological, psychological, and socio-cultural. Meanwhile, according to Muhammad Saroni (2006) the learning environment is everything related to the place where the learning

process is carried out. This environment includes two main things, namely the physical environment and the social environment, the two aspects of the environment in the learning process must support each other, so that students feel at home in school and want to follow the learning process consciously and not because of pressure or coercion ".

Slameto (2010) The indicators of the learning environment are as follows:

1. The state of the school where the study is located.
2. Teacher teaching methods.
3. Condition of school buildings and school facilities.
4. The relationship between students and teachers.
5. Implementation of school rules.
6. association.
7. Parent participation.

The findings of Nisa Fadlilah (2018) and Zeni Nur Atiya, Drs. Sujiran, M.Pd, Dian Nurul Safitri, M.Pd (2020) there is an influence of the Learning Environment on Student Achievement.

Learning Achievement

Suwarkono et al said that "Learning achievement is the learning achievement achieved by students after studying (Suwarkono et al, 2008: 68)." In this case the learning outcomes in question are the results of daily tests obtained by students, this is reinforced by Abdul Kadir who stated that, "Learning achievement is one measure of the success rate of students after undergoing the learning process (Kadir, 2005: 223)." This success is usually measured within a certain period of time, for example several meetings, a quarter or semester even after graduating at the final level. Learning achievement can provide progress for a student after getting subject matter that has been taught at school, as stated by Rahim (2010: 80) which states that, "Learning achievement is a positive effort he does so that his knowledge changes towards progress after receiving subject matter."

From the description above, it can be concluded that learning achievement is the mastery of knowledge and skills developed in the field of study obtained through the student's business process in the active interaction of the subject with his environment which can be seen from student learning outcomes.

Nasution, S (1987) suggests that learning achievement is said to be perfect when it meets three aspects, namely cognitive, affective and psychomotor. These three aspects are indicators for evaluating student achievement. These three aspects are described this.

1. Cognitive Aspect. Things that are considered from the cognitive aspect include knowledge, understanding, application and analytical skills. This can be seen clearly from the ability to explain and define verbally the material that is absorbed by students. can then put forward concrete examples, conclude the material, have critical reasoning on the material received, and be able to classify and generalize the material being studied.

2. Affective Aspect. As an indicator of learning achievement, affective aspects include attitudes shown by students during the learning process. In its application, children who excel will bring up the attitude of receiving material well, responding, respecting others, able to work in teams and able to show strong character in daily activities.
3. Psychomotor aspects which include physical skills that are raised by students during the learning process. Students are said to have achieved good performance and are able to coordinate the movements of the hands, eyes, feet and other body parts well.

COCEPTUAL FRAMEWORK AND HYPOTHESES

This conceptual framework is a conceptual model of how theory relates to various factors that have been identified as important issues. Theoretically it is necessary to explain the relationship between the independent variable and the dependent variable. Based on the literature review and previous research, a conceptual framework of the research can be drawn up as can be seen in Figure 1. Here, learning motivation, learning style and learning environment are independent variables, while learning achievement is the dependent variable.

Figure 1 Research conceptual framework
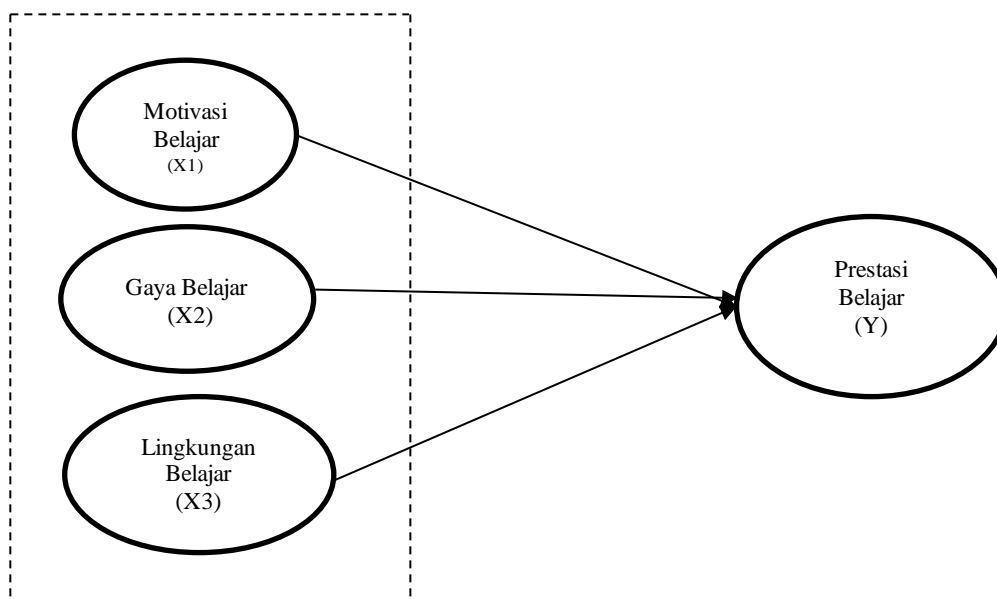
The hypotheses in this study can be described as follows:

H1: Learning motivation has a positive and significant effect on learning achievement in class XI students of SMA Plus Kopi Colol.

H2: Learning style has a positive and significant effect on learning achievement in class XI SMA Plus Kopi Colol.

H3: The learning environment has a positive and significant effect on learning achievement in class XI students of SMA Plus Kopi Colol.

H4: Learning motivation, learning style and environment simultaneously affect the learning achievement of Class XI students of SMA Plus Kopi Colol on learning achievement of students of class XI SMA Plus Kopi Colol.

Method

Types of Research, Population, Sampling Techniques, Research Samples and Data Analysis Techniques

This research is a causal associative study using a quantitative approach. This study analyzes the effect of learning motivation, learning style and environment on student achievement in Class XI SMA Plus Kopi Colol, East Manggarai. The data used is quantitative primary data through an instrument in the form of a questionnaire taken directly from the field. The research population was 171 students of class XI SMA Plus Kopi Colol. The samples taken were 48 students. The sampling technique is *purposive sampling*. The analysis technique used is Windows 21.0 analysis.

Fulfillment of Assumptions and Multiple Linear Regression Analysis

Before conducting multiple linear analysis, there are several assumptions that must be met if the research data is quantitative primary data, including: The research instrument must be valid, the respondent's answers must be reliable, the data are normally distributed, there is no multicollinearity, and there is no heteroscedasticity occurs. Thus, the data will be BLUE (*Best Linear Unbiased Estimator*) so that it meets the OLS (*Ordinary Least Square*) rule. Furthermore, multiple linear regression analysis was carried out consisting of 4 parts, namely the determination test or R-square, simultaneous test (F test), the formation of a regression model and the T test to determine the significance of the coefficients of each independent variable.

Result

Research Instrument Validity Test

Based on statistical calculations, it is known that the significance value of learning motivation is 0.840, learning style is 0.4857, learning environment is 0.670 and the calculated r values of this independent variable are greater than 0.2845. (r table in this study) at a significance level of 0.05. That is, the instrument used to measure each variable, namely a questionnaire or questionnaire, is valid or valid.

Respondent's Answer Reliability Test

Based on the calculation, *Cronbach's Alpha* of all learning motivation variables was 0.784, greater than 0.2845; learning style variable is 0.767 which is greater than 0.2845; learning environment variable of 0.690 is greater than 0.2845; learning achievement variable 0.888 is greater than 0.2845. That is, the answers or opinions of respondents to the research instrument in the form of statements related to the indicators of each variable measured by a reliable or consistent or reliable Likert scale.

Figure 2. Normality Test
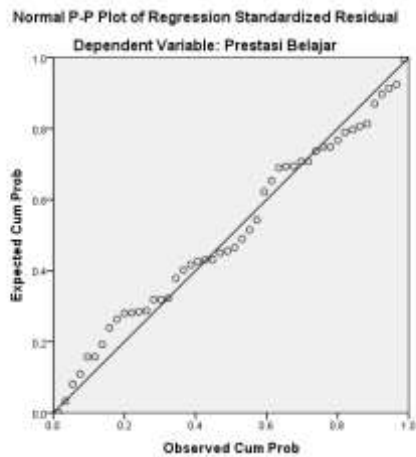
Source: Data processed 2022

Based on Figure 2 above, it can be seen that the residual points tend to spread between diagonal lines, thus the residuals are declared to be normally distributed so that the assumption of normality is met.

Table 1 Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Learning Motivation	.320	3,124
	Learning Style	.929	1,077
	.324	Environment	3,085

Source *: Processed data, 2022*

Table 1 shows that the results of the multicollinearity test shows that the VIF value of all independent variables in this study is less than 10, and the Tolerance value of all independent variables is greater than 0.1, which means that there are no symptoms of multicollinearity.

Figure 3. Graph Method *Scatterplot*
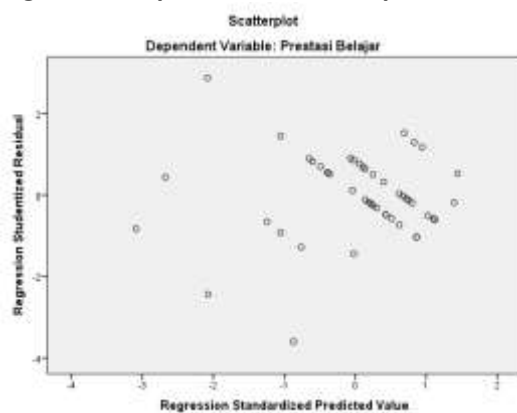
Source: Processed data, 2022.

The results of the heteroscedasticity test show that the points spread randomly, do not form a certain clear pattern, and are well spread over or below the number 0 (zero) on the Y axis, this means that there is no deviation from the classical assumption of heteroscedasticity in the regression model made.

Table 2. Test results with multiple linear regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.079	2.715		.029	.977
Learning Motivation	.884	.177	.820	5,000	.000
Learning Style	.482	.111	.419	4.346	.000
Learning Environment	.350	.169	.336	2,062	.045

Source *: Processed Data , 2022*

From the table above, a research model can be drawn up as follows:
$$Y = 0.079 + 0.884 X1 + 0.482 X2 + 0.350 X3 + e \tag{1}$$

Based on the regression model value above, it can be explained that based on the line model formed, it is known that the regression constant is positive at 0.079. This means that if the variables of learning motivation, learning style, and learning environment remain or do not change or decrease, learning achievement class XI SMA Plus Kopi Colol is equal to (0.079) units.

The learning motivation regression coefficient is positive at 0.884. This means that the higher the learning motivation of class XI students of SMA Plus Kopi Colol, the higher the learning achievement of class XI students of SMA Plus Kopi Colol. As for every increase of 1 unit of learning motivation can increase learning achievement XI grade students of SMA Plus Kopi Colol amounted to 0.884 units.

The learning style regression coefficient is positive at 0.482. This means that the higher the understanding of learning styles in each class XI student of SMA Plus Kopi Colol, the better the learning achievement of class XI students of SMA Plus Kopi Colol. As for every increase of 1 unit of learning style can increase the learning achievement of class XI students of SMA Plus Kopi Colol by 0.482 units.

The learning environment regression coefficient is positive at 0.350. This means that the higher or better the level of conducive learning environment owned by class XI students of SMA Plus Kopi Colol, the higher the learning achievement of class XI students of SMA Plus Kopi Colol. As for every increase in 1 unit of the learning environment, the learning achievement of class XI students of SMA Plus Kopi Colol is 0.350 units.

Table 3. Partial Test Results (t-test)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.079	2.715		.029	.977
Learning Motivation	.884	.177	.820	5,000	.000
Learning Style	.482	.111	.419	4.346	.000
Learning Environment	.350	.169	.336	2,062	.045

Source *: Processed Data , 2022*

Based on table 3 above, it can be concluded that the t value of the variable is obtained learning motivation is 5,000 and the T-table is 2,01537, thus the t-count value is greater than the t-table (5,000>2,01537). While the significance value (Sig.t) is 0.000. Value of Sig. t is smaller than the value of alpha (α) in this study which is equal to 5% (0.05) which means that H_0 rejected and H_1 accepted. It can be concluded that the variable of learning motivation has a significant partial effect on student achievement in class XI SMA Plus Kopi Colol.

Obtained the value of t arithmetic from the variable learning style is 4.346 and t-table is 2.01537, thus the t-count value is greater than t-table (4.346 > 2.01537). While the significance value (Sig.t) is 0.000. Value of Sig. t is smaller than the value of alpha (α) in this study which is equal to 5% (0.05) which means that H_0 rejected and H_2 accepted. It can be concluded that the learning style variable has a significant partial effect on student achievement in class XI SMA Plus Kopi Colol.

Obtained the value of t arithmetic from the variable the learning environment is 2.062 and the t-table is 2.01537, thus the t-count value is greater than the t-table (2.062 > 2.01537). While the significance value (Sig.t) is 0.045. Value of Sig. t is smaller than the value of alpha (α) in this study which is equal to 5% (0.05) which means that H_0 rejected and H_3 accepted. It can be concluded that the learning environment variable has a significant partial effect on student achievement in class XI SMA Plus Kopi Colol.

Table 4. Simultaneous test results

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	130,210	3	43,403	24,035	000[b]
1	Residual	79,457	44	1,806		
	Total	209,667	47			

Source *: Processed data, 2022*

As in table 4 above, the f-count value is 24.035 and the f-table value is 2.82, thus the f-value count is greater than the f-table value (24.035>2.82) while the sig./probability value is 0.000 and the alpha value is 0.05(5%). The test results show the value of sig./probability (0.000) is smaller than the alpha value of 0.05 (5%) thus H_0 rejected and H_3 accepted. This shows that there is a simultaneous significant influence (together) between learning motivation, learning style and learning environment on the learning achievement of class XI students of SMA Plus Kopi Colol.

Table 5. Determination coefficient test results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.788ᵃ	.621	.595	1.34382

Source: Data processed, 2022

The predictive power of the regression model (R^2) formed in this test is 0.494 which indicates that the magnitude of the influence between the variables of learning motivation, learning style and learning environment on student achievement in class XI SMA Plus Kopi Colol. which is 0.621 (62.1%) and the remaining 0.379 (37.9%) is influenced by other factors or variables that are not included in this research model.

Discussion

Based on the above analysis, it is known that the three independent variables (learning motivation, learning style and learning environment) have a positive and significant effect on student achievement in class XI SMA Plus Kopi Colol. Thus, SMA Plus Kopi Colol as an educational institution needs to pay close attention to the learning motivation, learning style and learning environment of students. Because one of the main tasks of educational institutions is the achievement of the ultimate goal of the learning process, namely students who excel.

Conclusion

Based on the results of data analysis, it can be concluded that learning motivation, learning style and environment have a positive and significant effect on student achievement in class XI SMA Plus Kopi Colol. In order to improve learning achievement, SMA Plus Kopi Colol is advised to pay attention to student motivation in learning, understand student learning styles in order to find the right method in the learning process, and still create a good learning environment for students.

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