

Contribution of School Environment to Student Learning Motivation in Social Studies Subjects at SMP Negeri 2 Secanggang, Karang Anyar Village

Kontribusi Lingkungan Sekolah Terhadap Motivasi Belajar Siswa Pada Mata Pelajaran IPS di SMP Negeri 2 Secanggang Desa Karang Anyar

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Abstract

Students learn, change attitudes, and develop life skills inside and outside school by following and obeying the rules in structured education. This study was conducted to analyze and find out what factors affect student motivation to learn social studies and to know the role and contribution of the school environment to student learning motivation. This study uses a descriptive qualitative method, the sampling technique of which is purposive sampling, to determine the research sample. For data collection techniques used are library research and field research, including observation, interviews, and documentation. The results showed that the school environment influences student learning motivation to facilitate the teaching and learning process. Physical factors, such as classroom facilities and cleanliness, affect children's sense of comfort and safety in the school environment. Social interactions between learners, teachers, and education personnel are part of the school environment, which is very important in fostering harmony, collaboration, and a sense of unity in the school community, ultimately impacting students' academic drive. Teacher factors include teaching methods and exemplary school atmosphere and conditions, school friends (classmates), student health, talents possessed by each student, facilities, and infrastructure, completeness of learning tools and media, and family support, which all affect student learning motivation. The presence of complete facilities improves the quality of social studies learning, qualified teachers, a comfortable and clean school environment, and encouragement and motivation from social studies teachers.

Keywords: environment, school, students, motivation.

Abstrak

Siswa belajar, mengubah sikap, dan mengembangkan keterampilan hidup di dalam dan di luar sekolah dengan mengikuti dan mematuhi aturan dalam pendidikan yang terstruktur. Penelitian ini dilakukan bertujuan untuk menganalisis serta mengetahui hal-hal apa saja yang turut mempengaruhi motivasi belajar siswa pada mata pelajaran IPS dan mengetahui peranan dan kontribusi lingkungan sekolah terhadap motivasi belajar siswa. Penelitian ini menggunakan metode kualitatif deskriptif dengan teknik sampling yang digunakan adalah purposive sampling. Untuk teknik pengumpulan data yang digunakan adalah *library research* dan *field research* meliputi observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa lingkungan sekolah sangat berpengaruh terhadap motivasi belajar siswa, sehingga memperlancar proses belajar mengajar. Faktor fisik, seperti fasilitas dan kebersihan ruang kelas, memengaruhi rasa nyaman dan aman anak-anak di lingkungan sekolah. Interaksi sosial antara siswa, pengajar, dan tenaga kependidikan merupakan bagian dari lingkungan sekolah yang sangat penting dalam menumbuhkan keharmonisan, kolaborasi, dan rasa persatuan dalam komunitas sekolah, yang pada akhirnya berdampak pada dorongan akademik siswa. Berbagai faktor, seperti cara mengajar dan keteladanan guru, suasana dan kondisi sekolah, teman sekolah (teman sekelas), kesehatan siswa, bakat yang dimiliki setiap siswa, sarana dan prasarana, kelengkapan alat dan media pembelajaran, serta dukungan keluarga, semuanya berpengaruh terhadap motivasi belajar siswa. Kualitas pembelajaran mata pelajaran IPS dapat ditingkatkan dengan adanya fasilitas yang lengkap, guru yang berkualitas, lingkungan sekolah yang nyaman dan bersih, serta dorongan dan motivasi dari guru IPS. Penelitian ini memperkaya pemahaman tentang dinamika motivasi belajar siswa pada mata pelajaran IPS dan memberikan rekomendasi praktis untuk peningkatan kualitas lingkungan pendidikan.

Kata kunci: lingkungan, sekolah, siswa, motivasi.

1. Introduction

Education is a deliberate effort to improve human potential through learning. Education produces excellent human resources for national and state development. In addition, education helps develop human life and advance a nation through learning. Suryosubroto (in Bintari, 2022) defines education as a deliberate and planned effort to help children develop their potential and abilities to benefit themselves as individuals and as citizens/society by selecting appropriate content (material), activity strategies, and assessment techniques. Education usually occurs in a particular environment, such as at home, school, and society. According to Arif et al. (2019), schools are essential in education because they shape children's souls. The structured and tiered design of formal education in schools makes learning more effective and efficient. In this context, learning in schools involves transferring knowledge from teachers to students and interacting with various instructional resources, media, and the social environment around them.

Learning involves educating a person or group using a variety of tactics, approaches and means to achieve a goal (Sihite et al., 2023). Students engage with teachers, instructional resources, media, and others to learn (Sumardi et al., 2022). According to Maschuroh (2021) According to Maschuroh (2021), learning includes educating or motivating students. Learning outcomes include (1) students learning something they would not have done in the absence of learning and (2) students learning something better. Teachers are critical to student learning (Andeni & Hermita, 2019).

Education systematically develops information, understanding, and behavior to achieve success (Bintari, 2022). National education in Indonesia develops integrity, physical health, knowledge, skills, creativity, independence, and democratic citizenship for students, following Law Number 20 of 2003 Chapter II Article 3. Education increases responsibility, skills, and national culture (Prasetyo, 2022). Everyone can improve their talents and society through education. An excellent educational process will produce more capable people, so children need strong learning motivation, which the school environment can influence.

All school processes are designed to achieve student learning objectives. Success in following the learning sequence within a specific time is a learning outcome. Sujana says that learning outcomes are written and oral, and exams are designed to assess learning (Afrinaval & Syamwil, 2019). Learning outcomes include not only academics but also good behavior. Learning outcomes can be visible skills, called capabilities. Student learning outcomes are their capacities after a learning experience (Arif et al., 2019). After engaging with the learning environment, whether intentional (planned by the teacher) or spontaneous, student learning outcomes are always influenced by various elements that accompany students. Students' learning process always helps them achieve learning objectives. Personal elements, both psychological and physiological, constantly affect student learning outcomes (Sudiyono & Putra, 2023). Internal psychological aspects include intelligence, attitude, talent, curiosity, discipline, independence, and learning motivation; physiological factors include health, fitness, and disability. Students' interactions with teachers, classmates, parents, community, and peers are external social influences, while the school building, family home, instructional techniques, curriculum, learning environment, and weather are non-social influences. Teachers should prioritize these areas to improve student learning.

Student learning motivation plays a vital role in achieving learning goals. According to Rahmatika et al. (2022), motivation can be described as a change in energy, "feelings," and reactions that encourage a person to achieve goals. The "neurophysiological" energy of each individual fluctuates along with their level of motivation, where attachment to a goal comes from

that motivation. Motivation in learning has three main functions: (1) encourages students to learn, (2) focuses learning on clear goals, and (3) influences the choice of learning activities that students take. According to Melinda (2018), there are two types of motivation: (1) Primary motivation, which is fundamental and generally related to human biological or physical reasons, and (2) Secondary motivation, such as learning motivation, which is very important in everyday life. Naturally, students have a variety of different learning motives, and these motivations help teachers improve the quality of learning (Meyanti et al., 2021). Learning will be more accessible for motivated students, and therefore, teachers should provide varied, demanding, and exciting learning to engage students (Sihaloho & Sihombing, 2023). Motivation encourages students to create meaningful work and pursue lifelong learning (Wati & Muhsin, 2019). A person's innate drive to learn and succeed is motivation. Students who have high motivation can put aside unimportant things to enjoy learning. Students' passion for learning drives all of the students' learning activities (Manurung, 2017).

Education standards help students to learn, change attitudes, and learn life skills outside of school (Dewi & Marwan, 2019). The school environment includes classrooms, sports fields, libraries, and student-teacher-staff interactions (Rahmatika, Muriani et al., 2022). The school atmosphere affects students' learning motivation to encourage teaching and learning activities. Classroom cleanliness affects children's safety and comfort at school. Social interactions between students, teachers, and education personnel are part of the school environment. This setting is critical in fostering harmony, collaboration, and a sense of unity within the school community, which ultimately impacts students' academic drive. The change in energy and drive to achieve goals is motivation (Said, 2019). Motivation involves various aspects, such as achievement, relationships, habits, and curiosity. Endayani (2018) states that motivation is the drive to achieve, build linkages, and follow habits. Motivation is essential in helping students learn better, persist in learning, and achieve academic performance. Teachers are vital in encouraging academic participation to increase student motivation (Martina et al., 2019). In this case, learning motivation strongly supports and improves the effectiveness of student learning (Nursakdiah et al., 2023). Motivated students tend to progress faster in their learning process and make the classroom atmosphere more enjoyable (Aprilda et al., 2021). Therefore, motivating students is essential for optimal learning outcomes (Santoso, 2017). Conversely, unmotivated students often need help learning, which can affect their learning outcomes (Makki & Aflahah, 2019). Given the importance of motivation, it is necessary to explore how much influence learning motivation has on student learning outcomes.

A school environment that is helpful, friendly, and fosters a sense of security and comfort for students can increase their motivational drive to learn (Sihite et al., 2023). This is reflected in the assistance provided by educators and classmates during the educational process. Students who feel supported and motivated by their school environment tend to be more eager to attend lessons, complete school assignments, and seek additional knowledge. Students in a conducive school environment show greater motivation to learn than those in a less friendly school environment. Therefore, schools should create a good and attractive atmosphere for students to increase their learning motivation. A conducive atmosphere at school dramatically affects students' enthusiasm for learning, and a comfortable, organized, and supportive environment can stimulate students to learn. Clean classrooms, complete facilities, and a supportive learning environment help motivate students to attend school and learn.

The student learning environment involves not only physical aspects but also mental aspects. This environment consists of all living and non-living elements around us (Sumardi et al., 2022).

Maschuroh (2021) states that the educational environment includes everything surrounding the educational process. All subjects, especially teachers and students involved in learning at school, are influenced by the learning environment (Andeni & Hermita, 2019). School culture, ethos, character, and social connections that exist in schools play an essential role in student motivation and learning (Bintari, 2022). A good learning environment makes learning enjoyable. Physical learning equipment, an excellent place to study, a calm atmosphere, and harmonious social interactions can motivate and enhance learning. A less supportive learning environment can reduce student enthusiasm and learning outcomes (Prasetyo, 2022). In this case, teachers play an essential role in shaping a positive learning environment at school (Afrinaval & Syamwil, 2019). Daily life activities constantly impact students' learning process, whether at school, home, or a social environment. Family harmony and a good school climate also support student learning (Arif et al., 2019).

Based on the background and previous studies, researchers want to explore how the school environment influences student learning motivation in social studies subjects at SMP Negeri 2 Secanggang, Karang Anyar Village. A positive educational environment requires good teacher-student communication. Teachers who connect, inspire, and engage students can motivate them. The educational environment can also encourage learning. Well-stocked libraries, laboratories, and comfortable classrooms can encourage children to learn.

2. Literature Review

2.1 School Environment

According to Sudiyono & Putra (2023), all circumstances that may affect health are considered the environment in medicine. All circumstances that may impact health are considered the environment in medicine. Based on this opinion, many environmental factors can influence a child's development and behavior in achieving success in life, although a student cannot avoid an undesirable environment. Teachers, administrators, and schoolmates can motivate students. Teachers are usually compassionate and good role models, especially in learning, such as attentive reading and conversation, which can motivate students. Good, structured guidance from professors can help struggling students succeed. Learning at school also depends on the teacher and their methods of how a teacher's attitude, personality, knowledge, and teaching style affect student learning outcomes. In addition to instructional approaches, teacher-student relationships, and discipline are also important. Some students are passionate and hardworking at school, while some are discouraged and lazy. Knowing that each student has a range of motivations, attitudes, and interests that motivate them to learn is very important. Teachers may come across unmotivated students. Here, the teacher should use extrinsic incentives. By using rewards or punishments, extrinsic motivation can help students to learn.

2.2 Learning Motivation

According to Rahmatika et al. (2022), students' mental drive to learn is used to maintain continuity and achievement of goals in teaching and learning. Learning motivation involves making learning fun and avoiding unhappiness (Sucipta & Meitriana, 2021). Environmental effects impact individuals' underlying personal motivation (Sihite et al., 2023). Individual reasons for doing something, such as learning effectively, can be shaped, enhanced, and modified by learning and practice or contextual factors. According to Sumardi et al. (2022), the learning process should concentrate on what motivates students to think, focus, plan, and perform learning-related

tasks. Students may be motivated by practice or habit, which the surrounding environment can influence. A teacher must motivate students to achieve learning objectives. Teachers encourage learning by creating a comfortable learning atmosphere. Regular exercise improves children's readiness to learn. Teacher habits can improve student learning.

3. Research Methods

This qualitative research obtains data through observation, interviews, and documentation about the environment and the people involved, including students and teachers (Fiantika, 2022). The primary data in this study came from students. The research was conducted at SMP Negeri 2 Secanggang, located in Karang Anyar village, Secanggang District, Langkat Regency, North Sumatra. The focus of this study examined social studies teachers, students, and school structures and infrastructure using several teachers and students as research subjects. Sampling was conducted using a purposive sampling technique to select informants with knowledge and experience relevant to the investigated issues. This research is expected to provide a clear picture through data with high validity and reliability obtained from library and field sources. The data will be correlated and explicitly analyzed to discuss the role of the school environment in increasing student learning motivation. In this research, source triangulation is used to ensure the truth of the data by combining the results of interviews, observations, and documentation. Data obtained from interviews and observations provide different perspectives, while documentation supports and strengthens statements to make them more credible and easy to understand (Sugiyono, 2023).

4. Results and Discussion

4.1. Relationship between Teacher and Student Interaction

Teachers who understand each student's character and approach getting to know them better can make learning happier because they can easily break the classroom atmosphere. After all, they have approached students so that students easily understand the messages (Maschuroh, 2021). Based on research at SMP Negeri 2 Secanggang, teachers and students communicate well, especially in social studies classes when shopping. Teachers interact with students to find out their personalities so that teachers can adjust their teaching.

Teachers have a significant role in learning and cannot be replaced by technology or social media. Teachers are responsible for educating and setting a positive example for their students. School teachers lead children well. Parents can model their children after teachers. A teacher is a "*director of learning*". Being a "*director of learning*" is a teacher's most significant function or job in teaching. Therefore, every teacher is expected to be able to effectively direct the activities that students do to achieve learning success (academic achievement), as outlined in the objectives of Professional Behavior Management activities. Every teacher should be able to guide learning activities to achieve success and follow the appropriate curriculum and learning objectives.

Teachers appreciate students who excel and actively learn by giving praise and gifts. This motivates other students to become more active learners. Interactions between teachers and students play an essential role in influencing the learning process. Social studies teachers at SMP Negeri 2 Secanggang consistently motivate students at the beginning, middle, and end of the learning process to get them more involved. Teachers also encourage students to work hard if they want to achieve success. When teachers use learning aids to make social studies lessons more

interesting, students engage with the teacher. If students still need help understanding, the teacher re-explains the material and provides comments to assess their knowledge. Teachers apply social studies learning to real life to help students understand and apply the lesson.

Many things influence students' learning motivation, including school friends (classmates). Based on observations during teaching, students with relatively low intelligence are still motivated to learn and are active in class with highly motivated friends. Vice versa, sometimes some students have a high level of intelligence and look playful in learning when their classmates are not motivated to learn (Interview Results, Informant I Social Studies Teacher, June 10, 2024).

Conventional education emphasizes the coercive approach, which is teaching based on ideas the teacher deems necessary for his or her students. This approach must consider whether the learning resources are appropriate to students' capacities, needs, interests, ability levels, or progress. It must also include whether the resources match the students' goals and motivations. Since human behavior is motivated by specific goals, learning will be effective if it is based on student motivation. Although they cannot be forced to act as they should, students can be coerced to participate in an activity. One can lead a horse to water but cannot force the horse to drink. Similarly, with students, teachers can force learning materials on them but cannot force them to learn in the true sense. The most challenging job teachers have to do is to try to inspire their students to keep learning.

4.2 Interaction Relationship between Students

The school environment is a place for students to interact with each other, and this interaction can affect student learning motivation (Andeni & Hermita, 2019). If the interaction between students is good, the impact on student learning motivation will be good; otherwise, if the interaction is terrible, the learning motivation will decrease. Students who feel accepted among their friends will feel valued, respected, and treated well. When there is good interaction between students, students feel safe and comfortable in the school environment and can participate in learning well. In the school environment of SMP Negeri 2 Secanggang, Karang Anyar village, there are good interactions between students that affect learning motivation, and this can be seen from their cohesiveness in making friends at school.

Student interaction can be seen in social studies lessons when the teacher distributes groups. Each student who is divided into groups works together by dividing tasks so they can be completed quickly and effectively. This interaction is also seen outside the classroom, where students respect each other and make friends regardless of differences in ethnicity, religion, or other backgrounds. When students get an assignment from the teacher, they will work together to do it if they feel that the task is challenging to do alone, and students will ask their friends if there is a subject matter they do not understand. Positive interactions between students in the school environment can significantly impact their learning motivation (Bintari, 2022). First, good interactions create a supportive environment and build trust among fellow students. When students feel supported and accepted by their peers, they tend to feel more comfortable participating in learning. This can increase their motivation to learn further, as they feel supported in achieving their academic goals.

Student collaboration improves when the relationships between them are well established. In this situation, students can collaborate, solve problems, and learn from each other through group work and peer interaction. Subject matter is clarified, and social skills are strengthened for success. In addition to helping clarify the subject matter, this collaboration strengthens the social

skills needed to succeed. Effective collaboration can be a source of motivation for students to learn. In addition, positive interactions between students can create a fun and refreshing social climate in the classroom. When students feel happy and comfortable in their learning environment, they tend to be more motivated to attend and actively participate in learning activities. As a result, absenteeism can be reduced, and the quality of classroom interactions can be improved, positively impacting students' overall learning motivation. Thus, good student interactions can be the key to creating a supportive and motivating learning environment.

4.3 Facilities that Support Social Studies Learning

School facilities that enrich social studies learning can provide additional impetus for students to be more self-motivated in studying the subject (Afrinaval & Syamwil, 2019). One important facility is a well-stocked library with books on history, economics, politics, and geography. With easy access and various reading materials, students can explore topics that interest them, thus improving their understanding of social studies. SMP Negeri 2 Secanggang has several school facilities that can support social studies learning to increase students' learning motivation. The library supports social studies learning by providing many books, maps, globes, and atlases that teachers often use as learning media in class. The availability of these learning resources makes it easier for students to understand social studies material.

Technology facilities such as computer laboratories with relevant software can motivate students. By utilizing technology, students can access information more quickly and thoroughly and have the opportunity to learn through simulations or educational games that can make learning more exciting and interactive. Using technology effectively is also essential in understanding many aspects of the modern world, which can provide additional motivation for students in learning social studies.

Likewise, a student's environment is where they interact with others and carry out daily tasks and learning. There are many types of environments, and each environment is made up of different individual personalities that certainly affect the drive and quality of student learning. Of course, a child's success depends mainly on the school environment in which they study. Outstanding and excellent students will result from an educational environment that can meet children's needs and ambitions. Given that school is the second social context after home, the impact of the surrounding environment on the quality of their learning is significant.

The completeness of school facilities has a significant role in the quality of education. Schools equipped with educational facilities, such as an extensive library complete with books, sports facilities, and others, will undoubtedly motivate students to come to school and learn enthusiastically, improving the quality of learning. However, if the school is not supported by the facilities needed in the learning process, it will produce students who lack enthusiasm and low quality (Interview Results, Informant II Social Studies Teacher, June 10, 2024).

Students at SMP Negeri 2 Secanggang also utilize the technological facilities available at school to support learning, where facilities such as computer laboratories can be used by students to learn, including social studies lessons. The school also provides facilities in the form of Infocus, which can be used as learning media when the teacher teaches, making students feel happier and more excited when learning using Infocus. In addition, the school's Wi-Fi network allows students to access the internet quickly, which helps them to do their assignments and study more effectively. Using technology effectively is also essential in understanding many aspects of the modern world, which can provide additional motivation for students in learning social studies. Classroom

facilities can also affect student learning motivation in social studies, a conducive and comfortable classroom can increase student learning motivation. SMP Negeri 2 Secanggang has conducive classrooms that are used for learning activities. The classrooms are equipped with pictures of maps, photos of heroes, and social studies materials made by students from cardboard paper from group assignments. In addition, motivational quotes adorn the classrooms, creating an atmosphere that encourages students to learn better.

5. Conclusion

Teachers at SMP Negeri 2 Secanggang, Karang Anyar Village, create a family atmosphere among students by praising active students and sharing learning tips. Interaction between students is crucial in motivating students, especially in social studies. Students who feel welcomed and respected tend to be more willing to cooperate and feel happy at school. When the teacher's explanation is unclear enough, students can ask their peers, which shows how meaningful good relationships are in attracting attention and increasing their learning motivation. Children learn, share knowledge, and solve problems through group work and friendship.

Adequate school facilities improve student learning and motivation in various disciplines, including social studies. SMP Negeri 2 Secanggang is equipped with a library containing books, maps, atlases, and globes, a computer laboratory, an in-focus used by teachers, and a Wi-Fi network that supports effective social studies learning.

Factors influencing student learning motivation include the teacher's approach and exemplary teaching, school environment and conditions, peer relationships, student health, talents, and available facilities and infrastructure. Completeness of learning tools and media, family support, and inspiration from Islamic Religious Education (PAI) teachers are also essential for improving school learning quality, including social studies subjects. Complete facilities, competent teaching staff, and a clean and pleasant school environment significantly improve the motivation and quality of social studies learning.

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