

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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Mutawalli Syakrawi^{1*}, Ponidi¹

¹ Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

*E-mail: mutawalli0309202028@uinsu.ac.id

Abstract

Students learn, change attitudes, and develop life skills inside and outside of school by following and obeying the rules in structured education. This study was conducted to analyze and find out what things affect student motivation to learn social studies and know the role and contribution of the school environment to student learning motivation. This study uses a descriptive qualitative method in which the sampling technique used is purposive sampling in determining 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 is very influential on student learning motivation so as 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, which ultimately impacts on students' academic drive. Teacher factors-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 all affect student learning motivation. The quality of social studies learning is improved by the presence of complete facilities, qualified teachers, a comfortable and clean school environment, as well as 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 great human resources for nation 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 takes place in a certain environment, such as at home, school and society. According to [Arif et al. \(2019\)](#), schools are very important in education because they shape children's souls. The structured and tiered design of formal education in schools makes the learning process more effective and efficient. In this context, learning in schools involves not only the transfer of knowledge from teachers to students, but also interaction 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 \(2021\)](#), 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, in accordance with 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 and competent people, so children need strong learning motivation, which can be influenced by the school environment.

All school processes are designed to achieve student learning objectives. Success in following the learning sequence within a certain time is a learning outcome. Sujana says that written, oral, and exams designed to assess learning are learning outcomes ([Afrinaval & Syamwil, 2019](#)). Not only academics, learning outcomes also include good behavior. Learning outcomes can be visible skills, called capabilities. Student learning outcomes are their capacities after following 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 an important 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 easier for motivated students, and therefore, teachers should provide varied, demanding, and interesting learning to engage students (Sihaloho & Sihombing, 2023). Motivation also 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 on 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. According to Endayani (2018) motivation is defined as the drive to achieve, build linkages, and follow habits. Motivation plays an important role in helping students to learn better, persist in the learning process, and achieve academic performance. Teachers have a key role 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 (Aprilida et al., 2021). Therefore, motivating students is essential to achieve optimal learning outcomes. Conversely, unmotivated students often face difficulties in 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 who are 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 greatly 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 are helpful in motivating 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). According to Maschuroh (2021) the educational environment includes everything that surrounds 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 important role in student motivation and learning (Bintari, 2022). A good learning environment makes learning interesting. Physical learning equipment, a good 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 important role in shaping a positive learning environment at school (Afrinaval & Syamwil, 2019). Daily life activities, whether at school, home or social environment, constantly impact students' learning process. Family harmony and a good school climate also contribute to supporting 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 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 have an impact on 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 role models 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. 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. At school, there are students who are passionate and hardworking, while there are also those who 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) using students' mental drive to learn to maintain continuity and achievement of goals in teaching and learning. Learning motivation involves making learning fun and avoiding unhappiness (Sucipta & Meitriana, 2021). Overall, environmental effects have an impact on the underlying personal motivation of individuals

(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 can be influenced by the surrounding environment. 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 main data in this study came from students. The research was conducted at SMP Negeri 2 Secanggang, which is 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 a number of teachers and students as research subjects. Sampling was conducted using purposive sampling technique, to select informants who have knowledge and experience relevant to the issues being investigated. 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 analyzed specifically 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 is used to support and strengthen 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 can understand each student's character and take an approach to get to know them better can make students happier in learning because they can break the classroom atmosphere easily because they have approached students, so that the messages conveyed are easily understood by students (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 very important role in learning and cannot be replaced by technology or social media. Teachers have a lot of responsibility to educate and set 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 the most significant function or job that teachers play 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 are active in learning by giving praise and gifts. This motivates other students to become more active learners. Interactions between teachers and students play an important 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 do not understand, 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' motivation to learn, one of which is school friends (classmates). Based on observations during teaching, it appears that students who have rather low intelligence are still motivated to learn and are active in class when they are with friends who have high motivation to learn. Vice versa, sometimes there are students who essentially have a high level of intelligence who look playful in learning when their classmates have no motivation to learn (Interview Results, Informant I Social Studies Teacher, June 10, 2024).

Conventional education emphasizes the coercive approach, which is teaching based on ideas that the teacher deems important for his or her students. This approach does not consider whether the learning resources offered are appropriate to students' capacities, needs, interests, and levels of ability or progress. It also ignores whether the resources provided match the students' goals and motivations. Since human behavior is motivated by specific goals, so learning will be effective if it is based on the motivation that exists within students. Although they cannot be forced to perform actions as they should, students can be coerced to take part 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 that occurs is bad, then the learning motivation will decrease. Students who feel accepted among their friends will feel valued, respected and treated well. Where there is good interaction between students, students will feel safe and comfortable in the school environment so that they can take part 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, this can be seen from their cohesiveness in making friends at school.

In social studies lessons, student interaction can be seen during learning when the teacher distributes groups. Each student who is divided into groups works together by dividing tasks so that 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 difficult to do alone, and students will ask their friends if there is subject matter that they do not understand. Positive interactions between students in the school environment can have a significant impact on their learning

motivation (Bintari, 2022). First, good interactions create a supportive environment and build a sense of 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 tends to improve 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 subject matter, this collaboration also strengthens the social skills needed to achieve success. 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 improved, which in turn has a positive impact on 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 a collection of books on history, economics, politics and geography. With easy access and a variety of reading materials, students can explore topics that interest them, thus improving their understanding of various aspects of social studies. SMP Negeri 2 Secanggang has several school facilities that can support social studies learning so as to increase students' learning motivation. The library supports social studies learning by providing many books, maps, globes and atlases that are often used by teachers 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 equipped with relevant software can also be a source of motivation for 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 interesting and interactive. The ability to use technology effectively is also an important skill to have 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 the environment in which 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 largely on the school environment in which they study. Outstanding and excellent students will result from an educational environment that is able to meet the needs and ambitions of children. Given that school is the second social context after home, the impact of the surrounding environment on the quality of their learning is significant.

Completeness of school facilities has a very big role on the quality of education, schools equipped with educational facilities, such as a large library and complete with books, sports facilities, and others will certainly motivate students to come to school and learn with enthusiasm which in turn will improve the quality of learning. However, on the contrary, 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. The ability to use technology effectively is also an important skill to have 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 in 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 giving praise to active students and sharing learning tips. Interaction between students is also an important factor 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 not clear enough, students can ask their peers, which shows how important 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 play a role in improving student learning and motivation in various disciplines, including social studies. SMP Negeri 2 Secanggang is equipped with a library containing books, maps, atlases, globes, a computer laboratory, an infocus used by teachers, and a Wi-Fi network that supports effective social studies learning.

Some factors that influence student learning motivation include the teacher's approach and exemplary teaching, school environment and conditions, relationships with peers, 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 very important for improving the quality of learning in schools, including in social studies subjects. Complete facilities, competent teaching staff, and a clean and pleasant school environment all contribute significantly to improving the motivation and quality of social studies learning.

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