



## The Influence Of School Environment On Student Learning Outcomes In Pancasila Education (PP) Class Iv-A

Pristin Aprianto Simamora<sup>1</sup>, Lisbet Sihombing<sup>2</sup>, Janwar Tambunan<sup>3</sup>

Pendidikan Guru Sekolah Dasar, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas HKBP Nommensen Pematangsiantar, Pematangsiantar

[pristinsimamora355@gmail.com](mailto:pristinsimamora355@gmail.com), [lisbetsihombing@uhn.ac.id](mailto:lisbetsihombing@uhn.ac.id), [janwartambunan@uhn.ac.id](mailto:janwartambunan@uhn.ac.id)

---

### Article History:

Accepted: 11 January 2025

Revised: 16 May 2025

Published: 31 July 2025

---

### Abstract

This study aims to determine the influence of the school environment on Pancasila education in Class IV-A UPTD SD NEGERI 122371 PEMATANGSIANTAR. This type of research is quantitative research. The population in this study were all students at SD 122371 Pematangsiantar totaling 16 students. Sampling was carried out using a saturated sampling technique by taking 2 classes, namely class IV-A and IV-B, into classes by applying the influence of the school environment on student learning outcomes in Pancasila Education (PP) Class IV-A. The research data were collected using a questionnaire of 35 questions, the questions have been validated and are included in the valid category. 90.38 so that the influence of the school environment on student learning outcomes in Pancasila Education (PP) CLASS IV-A. Data analysis was carried out using normality tests and hypothesis tests/t-tests. For the normality test using the Kolmogorov-Smirnov Test to determine whether the data in this study is normally distributed or not using the SPSS version 21 statistical program. The sig pre-test and post-test class values meet the sig value of  $0.80 > 0.05$  so that the data can be declared normally distributed. In the normality test using the one-sample Kolmogorov Smirnov test, significant results were obtained  $> 0.05$  so that the normality test was normally distributed. In the homogeneity test, it can be seen from the significance value of 0.39 which indicates that the significance value is greater than 0.05 so that there is homogeneity between the School Environment and Student Learning Outcomes. The validity test can be seen that 32 questionnaires are declared valid, and 3 questionnaires are invalid. And it is concluded that  $r_{count}$  is greater than  $r_{table}$  ( $r_{count}$  from each statement item above  $> 0.05$ ). For example, in statement number 34 ( $0.80 > 0.05$ ), the questionnaire conducted by the researcher in using the data is valid. Based on the results of the validation calculation with 35 questionnaire statement items, the number of respondents was 16 students where the significance level was 5% and Rtable 0.05 where it is known that if  $R_{count} > R_{table}$ . Not all statement items are said to be valid, it can be seen that from 35 statements there are 3 invalid statements and 32 valid statements, so it can be used as a data collection tool, it can be seen that all questions given to students are declared reliable, because the Croabach's Alpha value  $> 0.39$  is 35.

**Keywords :** School Environment Improves Learning Outcomes

## INTRODUCTION

The school environment is one of the learning conditions that influences the student's learning process (Robert M. Gagne. 1997). Education is also a very important process to increase intelligence and develop the potential of students to become people who believe and fear God Almighty, enhance character, strengthen personality, are intelligent, creative, and responsible. Education also functions to guide humans in life while positioning themselves as actors in every change. Education according to Meier (Alawia, 2019) aims to prepare humans to face various changes that require mental strength, awareness and creativity (Javentdo, Khairinal, & Rosmiati, 2021). Schools as formal educational institutions play a significant role in the teaching process. Education can change people's outlook on life, culture and behavior.

According to Djumali et al (Abroto, Prastowo, & Anantama, 2021) education is an effort to prepare humans to solve life's problems in the present and in the future. Meanwhile, according to Trahati (Erna, 2022) education is an activity carried out by humans consciously and programmed to build a good personality and develop the abilities or talents that exist in individual humans to achieve certain goals or targets in living life. The function of education for students is to achieve world order based on freedom, eternal peace, and social justice (Martina, Khodijah, & Syarnubi, 2019). According to Sardiman (Elly & Soraya, 2020) states that in elementary schools, education functions to provide basic provisions for life development, both personal and social life (Syarif, 2020).

Elementary school education is crucial for students because it forms the foundation for their development. Furthermore, Law No. 20 of 2003 defines education as a conscious and planned effort to create a learning environment and process that allows students to actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state (Kristyowati, 2018). From the definition above, Article 3 of Law No. 20 of 2003 states that the purpose of education is not merely to provide a place for teaching and learning, but also to shape character and prepare students to be competitive and face future challenges. Achieving educational goals requires concrete steps from all parties involved, working together to achieve educational goals. One aspect that must be considered in realizing these educational goals is the school environment itself. In simple terms, education is often defined as a human effort to foster personality in accordance with societal and cultural values. On the one hand, school education is tasked with influencing and creating conditions that enable optimal personal development of children. To achieve this, a positive school environment and teachers with strong communication skills are essential to boost student motivation and achievement, and this is no exception at the UPTD SD Negeri 122371 Pematang Siantar (Fauziah, Ma'ruf, & Nurfalah, 2019). It is an absolute obligation for teachers to cultivate high-achieving students in today's increasingly competitive world (Sobri, Nursaptini, Widodo, & Sutisna, 2019).

The school environment is one of the factors that influence student learning outcomes. According to Muhibbin Syah, the school environment is the condition of the school where learning takes place, which also influences the level of learning success. Oemar Hamalik also stated that the school environment is a place for teaching and learning. The existence of the school environment, such as teachers, administrative staff, and classmates, can influence student activities and learning outcomes (Amran & Cahyani, 2018). The physical school environment includes the physical condition of the school, facilities and infrastructure in the classroom, the condition of the school building, and so on (Azura & Sihombing, 2017). Therefore, it can be concluded that the school environment is one of the most common places or vehicles used in the teaching and learning process in the classroom (Destrinelli, Hayati, & Sawinty, 2018). In the school environment, students learn to interact with new environments outside the family environment. Likewise, in the school environment, students will interact with their peers, teachers, and other school members. The school environment can foster interest and stimulate students to prove their learning outcomes obtained from the learning outcomes received, especially in the field of social studies (Nurhayati, 2016).

Learning outcomes are closely related to the teaching and learning activities of students. This means that learning outcomes are the results achieved by students after experiencing the learning process by first conducting a learning evaluation in the classroom. A success achieved by students in the learning process is due to the results achieved by students such as learning achievements at school, especially in Pancasila and Citizenship Education (PPKN) (Yusdasari, Ambarita, & Muncarno, 2020). However, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) will remove the Pancasila and Citizenship Education (PPKN) subject and replace it with Pancasila Education (PP). The Pancasila Education (PP) subject aims to develop knowledge, attitudes, and social skills in the form of concepts and learning experiences selected or organized within the framework of Civics studies. According to Notonegoro, Pancasila is the philosophical foundation and ideology of the state which is intended to become a way of life for the Indonesian people, acts as a glue of unity and integrity, and functions as a fortress of defense for the sovereignty of the Indonesian nation and state. according to Prof. Dr. Nurcholish Majid argues that Pancasila is the foundation for realizing democracy in Indonesia, providing the foundation and fundamental requirements for democracy and the Indonesian political system (Fitri, Adnan, & Irdamurni, 2020). Pancasila has made significant contributions in several important areas. This is related to Ali Sastroamidjojo, an Indonesian legal expert and diplomat, who provides an interpretation that emphasizes the political dimension of Pancasila. He believes that Pancasila is the foundation and primary source of law in Indonesia. He considers Pancasila to be an adaptive constitutional framework that can adapt to changing times (Anggraeni, Muryaningsih, & Ernawati, 2020).

Therefore, Pancasila Education (PP) learning should emphasize providing hands-on experience in solving problems. Pancasila Education (PP) learning emphasizes providing

hands-on experience in solving problems. PP lessons also serve to develop students' potential to understand sound processes. PP learning activities cannot be conducted solely through lectures; they require students' direct experience interacting with their surroundings. For example, by practicing actions in accordance with Pancasila values, particularly the content of its precepts (Irwandi & Fajeriadi, 2020).

Based on information obtained from teacher Basaria Nainggolan, S.Pd. Many students still experience difficulties in learning because their thinking skills are still lacking in understanding the learning process, this is caused by students lacking support from parents and teachers so that many students do not know the importance of learning for each student. Direct experience and knowledge obtained by students will be more meaningful compared to knowledge only given by teachers without students being actively and directly involved in learning activities. Teachers more often use lecture methods, questions and answers, and assignments, and the learning model is still conventional. What students get is only focused on teachers and books, students are less motivated in learning and do not learn actively, so students have not found interesting things from Pancasila Students (PP). This makes students feel bored and less active in the learning process so that it has an impact on student learning outcomes in Pancasila Education (PP) class IV-A, where some students get scores below the KKM standard (70). Therefore, there is a need for a learning model that can improve student learning outcomes in Pancasila Education (PP) lessons (Alawiyah, Sumarno, & Ningsih, 2022).

From the data of the daily test results of class IV-A students of UPTD SD Negeri 122371 Jl. Kesatria Pematang Siantar. It shows that students who obtained a score of  $\geq 75$  were categorized as complete (75-100) there were 9 students with a percentage of 70% and students who obtained a score of  $\leq 70$  were categorized as incomplete (1-70) there were 7 students with a percentage of 43% (Tuwa & Faraz, 2018).

Based on the data on student scores above, it can be seen that student learning outcomes are relatively low, with the average learning outcome still far from the current KKM of 75. This is the effect of a less conducive, less engaging learning environment, inappropriate or too short learning time management, and so on. Based on the field conditions described by one of the teachers in responding to the current learning situation, it can be said that the situation is unstable between demands and conditions in the field. The current situation will visibly impact the lack of understanding and knowledge of students as the nation's future generations (Fadhilaturrahmi, 2018). Therefore, early identification of problems will be more effective for us to find the most appropriate solutions to be applied to the current world of learning (RESKI, 2018).

Based on the description above, the researcher is interested in conducting research observations conducted in class IV-A at the UPTD of State Elementary School 122371 Jalan Kesatria Pematang Siantar with the title "The Influence of the School Environment on Student Learning Outcomes in Pancasila Lessons (PP) Class IV-A at the UPTD of State Elementary School 122371 Jalan Kesatria Pematang Siantar"

## RESEARCH METHODS

This study consists of two variables: the school environment (Variable X) as the independent variable and learning outcomes (Variable Y) as the dependent variable. The approach used in this study is quantitative research with an experimental approach. Quantitative research is research that works with data and numbers, starting from data collection, interpretation of the data, and the final presentation of results in the form of numbers. In this study, the data are in the form of numbers which are then analyzed using statistics to answer questions or hypotheses (Manah, Astuti, & Ambarita, 2017).

This research was conducted in class IV-A at the UPTD of State Elementary School No. 122371 Pematangsiantar, Siopat Suhu Village, East Siantar District, Pematang Siantar City. The UPTD of State Elementary School No. 122371 Pematangsiantar is a main school located in the middle of a residential area.

The time this research was conducted in the Odd Semester of the 2024/2025 Academic Year. The population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. The population in this study were class IV-A students at the UPTD of SD Negeri 122371 Pematangsiantar (TARIGAN, 2019).

A sample is a portion of the number and characteristics possessed by the population. The sample in this study was all students of class IV-A at the UPTD SD Negeri 122371 Pematangsiantar in the 2023/2024 academic year with a total of 16 students. The sampling technique used by the researcher here is the saturated sampling technique, which is a sampling technique when all members of the population are used as samples. Data collection techniques are a method that can be used by researchers to obtain data to be studied (Ramopoly & Hakpantria, 2019). In the process of collecting data for this study, the researcher used: (Documentation), (Questionnaire) and (Learning Outcome Instrument). In quantitative research, data analysis is an activity after data from all respondents or other data sources are collected. Activities in data analysis are grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied, performing calculations to answer the problem formulation and performing calculations to test the hypothesis that has been proposed (Putri, Nirwana, & Syahniar, 2019).

## RESULTS AND DISCUSSION

This research was conducted at SD Negeri 122371 Jl Kesatria Pematangsiantar in class IV-A with 16 students as the research sample. This research has two variable scores from the test results consisting of 35 statement questions and a questionnaire that has been conducted on 16 students as a form of research sample (Taofik & Wangid, 2022). The two variables are student learning outcomes where student learning outcomes and the school

environment. The following research data in the form of test calculation results in class IV-A of elementary school can be presented as follows:

**Table 1. Per school environment calculation of Pancasila Education learning outcomes**

No	x	Y	xy	x <sup>2</sup>	y <sup>2</sup>
1	80	69	60	6400	7569
2	106	75	7950	5625	11236
3	90	90	8100	8100	8100
4	84	87	7308	7569	7056
5	103	83	8549	6889	10609
6	111	77	8547	5929	12321
7	92	81	7452	6561	8464
8	88	86	7568	7396	7744
9	110	79	8690	6241	12100
10	101	85	8585	7225	10201
11	94	82	7708	6724	8836
12	97	80	7760	6400	9409
13	103	76	7828	7776	10609
14	107	79	8453	6241	11449
15	96	83	7988	6889	9216
16	94	88	8272	7744	8836
Amount	1563	1311	127698	109749	153755

(Data: processed with Microsoft Excel Source)

$$2. = \frac{\sum x}{n} = \frac{1563}{16} = 97.68$$

3. Calculate the value  $\bar{y}$

$$\bar{y} = \frac{\sum y}{n} = \frac{1311}{16} = 81.79$$

4. Calculate the value  $b_1$

$$b_1 = \frac{(\sum xy) - n \bar{x} \bar{y}}{(\sum x^2) - \bar{x}^2}$$

$$= \frac{(127698) - 16 (97,6875).81,9}{(109,749) - 16 (97,6875)^2}$$

$$= \frac{127698 - 954284752856}{109749 - 954284655876}$$

$$= \frac{6709}{284546127}$$

$$= 235779$$

5. Calculate the value  $b$

$$b_0 = y - b_1 \bar{x}$$

$$= 81.9 - 2.3577 \times 976875$$

$$= 85.3 - 23.031781793$$

$$= 23.031781708$$

6. Obtain a simple linear regression model/equation

$$y = b_0 + b_1 x \\ = 23031781.708$$

7. Calculate the SSR value

$$SSR = b_0 \sum y + b_1 \sum xy - (\sum y)^2 \\ = 23031781708 \times 1311 + 23577 \times 127698 - \frac{(1311)^2}{16} \\ = 2888366568 + 3.010 - 735746 - 512109375 \\ = 538699292$$

8. Normality test of school environment and student learning outcomes

From the results of the calculation of the analysis of school environmental data  $97.25 = 26.6148$ , these results were used to find the normality data for Pancasila Education learning outcomes and the results of the calculation of learning outcomes  $81.75 = 235779$ , the  $H_0$  testing criteria were rejected.  $r_{tabel}$  (Nuraini & Ariyanto, 2018).

1. Calculating SSE value

$$SSE = (\sum y)^2 - (b_0 \sum x + b_1 \sum xy) \\ = 153755 - 23031781708 \times 1311 + 23577 \times 127698 \\ = 153755 - 2888781 + 73546 \\ = 153755 - 2661480 \\ = 2661480$$

2. Calculating the SST value  $= \sum y^2 - \left( \frac{\sum y}{n} \right)^2$

$$= 153755 - \frac{(1311)^2}{16} \\ = 153755 - 512109375 \\ = 15210$$

a. Calculating MSR value

$$MSR = \frac{MSR}{df} = \frac{5386992929}{1} = 5386992929$$

b. Calculating MSE value

$$MSE = \frac{SSE}{df} = \frac{SSE}{n-2} \\ = \frac{2661480}{1} = \frac{2661480}{16-2} = \frac{2661480}{14} \\ = 7.9$$

Table 2. Analysis of variance

Variation source	Degree of freedom (df)	Sum of Squares (SS)	Mean Square (MS)
Regression	1	SSR = 5386992929	MSR = 5386992929

Error	14	SSE = 2661480	MSE = 798440
Total	15	SST = 15210	

(Data source processed with Microsoft Excel )

3. Finding f Count

$$F \text{ count} = \frac{MSR}{MSE} \\ = \frac{5386992929}{798440} \\ = 5.389194489$$

4. f table = f  $\alpha(n-2)$

$$f = 0.05 (14) 4.20$$

5. Conclusion

From the simple linear regression equation above, the calculated  $f > f_{table}$  means that the independent variable  $x$ , namely the school environment, has an effect on the independent variable  $y$ , namely the Pancasila learning outcomes of class IV of UPTD SD Negeri 122371 Jalan Kesatria Pematangsiantar (Wahid, Setiyoko, Riono, & Saputra, 2020).

6. Calculating the coefficient of determination calculates the value  $R^2$

$$= R^2 \frac{SSR}{SST} \times 100\% \\ = \frac{5386992929}{15210} \\ = 5.386977719 \\ = 386977719$$

Based on the calculation of the coefficient of determination ( $R^2$ ) above, it can be seen that the value is 386977719, meaning that the school environment has an effect on the learning outcomes of Pancasila Education (PP) Class IV UPTD SD Negeri 122371 Jalan Kesatria Pematangsiantar Academic Year 2023/2024 (Simaremare, Sinaga, & Siahaan, 2023). From the results of the study using a simple *Linear Regression analysis*, the calculated  $f$  was 5.386194489 and the obtained  $f$  table ( $f$ ) = 0.05 (14) = 4.20 which has been consulted with the  $f$  table at the significance level %. It is known that the calculated  $f$  is 5386194489 and the  $f$  table is 4.20 so that the calculated  $f > f_{table}$ , then it is  $H_0$  rejected and  $H_a$  accepted (Riyadi, Afandi, & Yustiana, 2021).

## CONCLUSION

Based on the results of data analysis and hypothesis testing, it can be concluded that the normality test using the one-sample Kolmogorov Smirnov test obtained significant results  $> 0.05$  so that the normality test is normally distributed. In the homogeneity test, it can be seen from the significance value of 0.39 which indicates that the significance value is greater than 0.05 so that there is homogeneity between the School Environment and Student Learning Outcomes.

## Suggestion

Based on the results of research that has been carried out by researchers, suggestions can be put forward that can build successful learning in schools, including the following:

### 1. For Schools

Schools should play a role in providing encouragement and introducing a variety of learning environments so that they can be used to improve the quality of learning, one of which can be used to improve learning outcomes.

### 2. For Teachers

Teachers should master learning in the learning environment during the learning process because the existence of questionnaires makes students more active in learning and aims to ensure that students have a spirit of independence in learning which fosters courage and improves students' thinking processes in learning.

### 3. Suggestions for Students

To the students of UPTD SD Negeri 122371 Pematangsiantar, to be more enthusiastic in learning and train themselves to adapt to each new learning model in order to create a comfortable and interesting learning atmosphere.

### 4. For Other Researchers

Future researchers will want to conduct research on areas that have not been optimally achieved in improving students' listening skills in mastering the school environment during the learning process. This is intended to ensure schools can produce the best and most qualified graduates.

## REFERENCES

Abroto, A., Prastowo, A., & Anantama, R. (2021). Analisis Hambatan Proses Pembelajaran Daring Dengan Menggunakan Aplikasi Whatsapp Di Sekolah Dasar. *Jurnal Basicedu*, 5(Vol 5, No 3 (2021): June Pages 1111-1682), 1632-1638.

Alawia, A. (2019). Penerapan Media Gambar Lingkungan Sekitar Dalam Meningkatkan Kemampuan Menulis Karangan Deskripsi Di Sekolah Dasar. *Pedagogik Journal Of Islamic Elementary School*, 2(2), 147-158. <Https://Doi.Org/10.24256/Pijies.V2i2.959>

Alawiyah, S. A., Sumarno, S., & Ningsih, N. M. (2022). Kesantunan Berbahasa Dalam Film Keluarga Cemara Sutradara Yandy Laurens Sebagai Alternatif Bahan Ajar Di Sekolah Menengah Atas. *Stilistika: Jurnal Pendidikan Bahasa Dan Sastra*, 15(2), 337. <Https://Doi.Org/10.30651/St.V15i2.12490>

Amran, M., & Cahyani, I. G. (2018). Hubungan Lingkungan Belajar Di Sekolah Dengan Motivasi Belajar Ipa Siswa Kelas V Sd. *Jikap Pgds: Jurnal Ilmiah Ilmu Kependidikan*, 6(1), 117-121.

Anggraeni, S. T., Muryaningsih, S., & Ernawati, A. (2020). Analisis Faktor Penyebab Kesulitan Belajar Matematika Di Sekolah Dasar. *Jurnal Riset Pendidikan Dasar*, 1(1), 25-  
*Jurnal PSSA: Pendidikan, Sains Sosial, dan Agama, Volume 10 No 1* 358

37.

Azura, M., & Sihombing, S. F. S. F. (2017). Hubungan Antara Lingkungan Sekolah Dengan Prestasi Belajar Matematika Siswa Kelas Viii Smpn 10 Kota Batam Tahun 2017. *Zona Kebidanan: Program Studi Kebidanan Universitas Batam*, 8(1). <Https://Doi.Org/Https://Doi.Org/10.37776/Zkeb.V8i1.30>

Destrinelli, D., Hayati, D. K., & Sawinty, E. (2018). Pengembangan Media Konkret Pada Pembelajaran Tema Lingkungan Kelas Iii Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, 3(2), 313–333. <Https://Doi.Org/10.22437/Gentala.V3i2.6754>

Elly, Y., & Soraya, J. (2020). Kepemimpinan Kepala Sekolah Dan Lingkungan Sekolah Terhadap Kinerja Guru. *Jurnal Penelitian Dan Pendidikan Ips*, 14(2), 55–61. <Https://Doi.Org/10.21067/Jppi.V14i2.4856>

Erna, S. (2022). *Implementasi Pendidikan Karakter Pada Proses Pembelajaran Di Lingkungan Sekolah Sd Muhammadiyah 1 Bandar Lampung*. Uin Raden Intan Lampung. Opgehaal Van <Http://Repository.Radenintan.Ac.Id/Id/Eprint/16966>

Fadhilaturrahmi, F. (2018). Lingkungan Belajar Efektif Bagi Siswa Sekolah Dasar. *Jurnal Basicedu*, 1(2), 61–69.

Fauziah, A., Ma'ruf, A. H., & Nurfalah, D. (2019). Hubungan Lingkungan Sekolah Dan Hasil Belajar Matematika Pada Materi Pola Bilangan. *Prosiding Seminar Nasional Pendidikan Stkip Kusuma Negara*.

Fitri, R. A., Adnan, F., & Irdamurni, I. (2020). Pengaruh Model Quantum Teaching Terhadap Minat Dan Hasil Belajar Siswa Di Sekolah Dasar. *Jurnal Basicedu*, 5(1), 88–101. <Https://Doi.Org/10.31004/Basicedu.V5i1.570>

Irwandi, I., & Fajeriadi, H. (2020). Pemanfaatan Lingkungan Sebagai Sumber Belajar Untuk Meningkatkan Minat Dan Hasil Belajar Siswa Sma Di Kawasan Pesisir, Kalimantan Selatan. *Bio-Inoved : Jurnal Biologi-Inovasi Pendidikan*, 1(2), 66. <Https://Doi.Org/10.20527/Binov.V1i2.7859>

Javentdo, I., Khairinal, K., & Rosmiati, R. (2021). Pengaruh Komunikasi Guru, Lingkungan Sekolah Dan Budaya Sekolah Terhadap Hasil Belajar Pada Mata Pelajaran Ekonomi Siswa Sma Negeri 14 Kabupaten Muaro Jambi. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 2(1), 443–457. <Https://Doi.Org/Https://Doi.Org/10.38035/Jmpis.V2i1.582>

Kristyowati, R. (2018). Lembar Kerja Peserta Didik (Lkpd) Ipa Sekolah Dasar Berorientasi Lingkungan. *Prosiding Seminar Dan Diskusi Pendidikan Dasar*.

Manah, D. N. E., Astuti, N., & Ambarita, A. (2017). Hubungan Lingkungan Belajar Di Sekolah Terhadap Prestasi Belajar Matematika Sd. *Pedagogi: Jurnal Pendidikan Dasar*, 5(7).

Martina, M., Khodijah, N., & Syarnubi, S. (2019). Pengaruh Lingkungan Sekolah Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Di Smp Negeri 9 Tulung Selapan Kabupaten Oki. *Jurnal Pai Raden Fatah*, 1(2), 164-180. <Https://Doi.Org/10.19109/Pairf.V1i2.3235>

Nuraini, U. P., & Ariyanto, M. P. (2018). *Kontribusi Kedisiplinan, Perhatian Orang Tua Dan Lingkungan Sekolah Terhadap Hasil Belajar Matematika Siswa Kelas Xi Sma N 1 Karanggede*, Boyolali. Universitas Muhammadiyah Surakarta. Opgehaal Van <Http://Eprints.Ums.Ac.Id/Eprint/63069>

Nurhayati, I. (2016). Implikasi Budaya Sekolah Terhadap Peri Kehidupan Akademis. *Edukasia : Jurnal Penelitian Pendidikan Islam*, 11(1). <Https://Doi.Org/10.21043/Edukasia.V11i1.808>

Putri, N. E., Nirwana, H., & Syahniar, S. (2019). Hubungan Kondisi Lingkungan Keluarga Dengan Hasil Belajar Siswa Sekolah Menengah Atas. *Jpgi (Jurnal Penelitian Guru Indonesia)*, 3(2), 98. <Https://Doi.Org/10.29210/02268jpgi0005>

Ramopoly, I. H., & Hakpantria, H. (2019). Hubungan Antara Lingkungan Belajar Di Sekolah Dengan Prestasi Belajar Ips Siswa Kelas Iv Sdn 101 Makale 4. *Elementary Journal: Jurnal Pendidikan Guru Sekolah Dasar*, 2(1), 27-33.

Reski, M. (2018). *Hubungan Antara Lingkungan Sekolah Dengan Hasil Belajar Bahasa Indonesia Pada Murid Kelas Iv Sd Inpres Mannuruki 2 Daya Makassar*.

Riyadi, M. I., Afandi, M., & Yustiana, S. (2021). Pengaruh Lingkungan Keluarga Dan Lingkungan Sekolah Terhadap Prestasi Belajar Siswa Kelas V Sd Negeri Di Gugus Pangeran Diponegoro Genuk. *Prosiding Konstelasi Ilmiah Mahasiswa Unissula (Kimu) Klaster Humaniora*.

Simaremare, R. L., Sinaga, A. T. I., & Siahaan, A. L. (2023). Pengaruh Efikasi Diri Dan Lingkungan Sekolah Terhadap Prestasi Belajar Siswa Kelas Viii Smp Negeri 6 Pematang Siantar Tahun Ajaran 2022 / 2023. *Jurnal Sains Student Research*, 1(2), 402-414.

Sobri, M., Nursaptini, N., Widodo, A., & Sutisna, D. (2019). Pembentukan Karakter Disiplin Siswa Melalui Kultur Sekolah. *Harmoni Sosial: Jurnal Pendidikan Ips*, 6(1), 61-71. <Https://Doi.Org/10.21831/Hsjpi.V6i1.26912>

Syarif, E. (2020). Penataan Lingkungan Sekolah Yang Kondusif Dan Pengaruhnya Terhadap Hasil Belajar Geografi Siswa Kelas Ix Ips Sma Negeri 6 Takalar. *Lageografie*, 18(2), 171. <Https://Doi.Org/10.35580/Lageografie.V18i2.13298>

Taofik, T., & Wangid, M. N. (2022). Hubungan Lingkungan Keluarga Dan Lingkungan Sekolah Berbasis Agama Terhadap Prestasi Belajar Siswa. *Jppi (Jurnal Penelitian Pendidikan Indonesia)*, 8(1), 136. <Https://Doi.Org/10.29210/020221320>

*Pristin Aprianto Simamora, Lisbet Sihombing, Janwar Tambunan– The Influence Of School Environment On Student Learning Outcomes In Pancasila Education (Pp) Class Iv-A At Uptd Sd Negeri 122371 Jalan KesatriaPematang Siantar*

Tarigan, A. A. (2019). *Hubungan Antara Lingkungan Belajar Di Sekolah Dengan Prestasi Belajar Siswa Kelas Iv Sd Negeri 057188 Pondok Sinembah Ta 2018/2019*. Universitas Quality. Opgehaal Van [Http://Portaluniversitasquality.Ac.Id:55555/Id/Eprint/546](http://Portaluniversitasquality.Ac.Id:55555/Id/Eprint/546)

Tuwa, P. H., & Faraz, N. J. (2018). Pengaruh Kreativitas Mengajar Guru, Pola Asuh Orang Tua, Dan Iklim Sekolah Terhadap Prestasi Belajar Siswa. *Harmoni Sosial: Jurnal Pendidikan Ips*, 5(1), 67–78. <Https://Doi.Org/10.21831/Hsjpi.V5i1.13790>

Wahid, F. S., Setiyoko, D. T., Riono, S. B., & Saputra, A. A. (2020). Pengaruh Lingkungan Keluarga Dan Lingkungan Sekolah Terhadap Prestasi Belajar Siswa. *Syntax Literate ; Jurnal Ilmiah Indonesia*, 5(8), 555. <Https://Doi.Org/10.36418/Syntax-Literate.V5i8.1526>

Yusdasari, M., Ambarita, A., & Muncarno, M. (2020). Hubungan Lingkungan Belajar Sekolah Dan Motivasi Belajar Terhadap Hasil Belajar Peserta Didik. *Pedagogi: Jurnal Pendidikan Dasar*, 8(1).