

The Role Of The School Environment On Student Learning Success, A Descriptive Study at MTS Dzunnuraini

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Abstract

The environment or place where the education process takes place which includes family, school, and community education. Because after all, when talking about educational institutions as a place for education to take place, then of course it will involve environmental issues in which the education is carried out. Everyone who is in the educational institution (family, school and community), will definitely experience changes and developments according to the color and style of the institution. This research aims to explore The environment school. This research uses a qualitative method, namely a Field Reaseach. The results show that the role of the environment is an important foundation in achieving child achievement in MTS schools

Keywords: *environment school, Learning Succses*

INTRODUCTION

The environment or place where the education process takes place which includes family, school, and community education. Because after all, when talking about educational institutions as a place for education to take place, then of course it will involve environmental issues in which the education is carried out. Everyone who is in the educational institution (family, school and community), will definitely experience changes and developments according to the color and style of the institution. Islam sees that education is the most strategic means to elevate human dignity in various fields of life (Nata, 2013).

Therefore, changes must be continuously improved to achieve an optimal educational process. The process of education and teaching is not only general material, religious material must be given in full. As the Prophet Muhammad SAW, ordered Muslim people to spread or convey the teachings of the Islamic religion that he knows, even though he understands only one verse. The need for persuasive approaches to students as monitors of environmental problems in which education is carried out (family, school, and community).

Efforts to improve and improve the quality of education seem to never stop. Many reform agendas have been, are being, and are being implemented. Various innovative programs participated in enlivening education reform. Educational reform is the reconstruction of education, namely improving the relationship pattern of schools with their environment and with the government, patterns of planning development as well as patterns of managerial development, teacher learning and restructuring of learning models (Majid, 2007).

Observing the learning process that took place at MTS Dzunnuraini, it seemed that it was far from the expected procedures. This can be seen from the packaging and presentation of strategies that are less systematic and effective so that the learning process seems conventional without a better design. For example, in preparation for learning that is less mature, the implementation seems monotonous and plus there are educators (teachers), who are unable to attend. This issue needs to be considered as a form of effort to create a joint alternative in the context of optimal student achievement.

A person's view of learning will affect his actions, which are related to learning, and everyone has a different view of learning. For example, a teacher who interprets learning as an activity of memorizing facts will have a different way of teaching with other teachers who interpret learning as an application of principles.

The problems experienced by students at school are often unavoidable, even with good teaching. From everything starting from the teaching and learning process, which is carried out by students in accordance with the predetermined curriculum to the evaluation of teaching and learning, and the development of learning is all an interrelated educational system. With the sense that there are advantages and disadvantages in one component of the system will affect the other components. This is where the need for an active role from all elements in the school to guide teaching in the environment so that it affects the increase in student learning outcomes. From the author's anxiety above, the author will raise in this article the Role of the School Environment on Student Learning Success", a descriptive study at MTs Dzunnuraini.

LITERATUR REVIEW

School Environment Discourse

The environment comes from the word *lingkung* which means "around, around, around a circle, area and so on" (Hoetomo, 2005). The environment according to Sartai (an American psychologist) says that what is meant by the environment (environment) includes all conditions in this world that in certain ways affect our behavior, growth, development or our life processes except genes (Purwanto, 2012).

The school environment, according to Imam Supardi stated "the environment is the sum of all living and inanimate objects and all conditions that exist in the space we occupy (Purwanto, 2012). Schools are formal educational institutions that systematically carry out guidance, teaching, and training programs in order to help students to be able to develop their potential, both concerning moral, spiritual, intellectual, emotional, and social aspects. The school environment is the sum of all living and inanimate objects and all conditions that exist in formal educational institutions that systematically carry out educational programs and help students develop their potential (Imam, 2003).

From the above assumptions about the school environment includes living things in the form of the closest human who surrounds it, namely the family. The family is the main and first educational environment, because humans get education for the first time from the family before getting to know other environments. Other than that, humans get family education starting from the time of the womb and toddlerhood. The basics of personality formation also include all materials, including the school yard environment that must be arranged and addressed as well as material facilities, such as permanent school fences that make them feel safe and comfortable in storing vehicles as well as developing a representative study room with additional space. learning and structuring the school yard from cleanliness and beauty and so on.

Also includes the socio-cultural environment or the community environment around the school whose position is very important for the world of education or schools, because they are interconnected and need each other. the community will feel the direct impact of the progress of the school (Gunawan, 2011). Likewise, on the contrary, from an environment that is not good, less supportive will result in or adversely affect the development of students and schools.

The environment and school influence each other, a bad school environment towards schools in other words can be said to be an unsupportive environment, both a family environment that must always educate and supervise their sons and daughters so that they become good and not naughty children as well as a material environment, for example. Schools whose school grounds are not permanently fenced and not guarded will affect the freedom of students to enter and leave the school grounds whose school grounds are not fenced in and out of the school grounds and this results in school undiscipline or undisciplined learning, the absence of parking spaces, in schools will cause students leave the motorbike anywhere in the school environment that makes it easier for students to skip school at any time, as well as the development of learning room facilities because they feel comfortable.

According to Nana Saodih Sukmadinata, the school environment includes:

- a. The physical environment of the school, including the atmosphere and infrastructure, learning infrastructure and infrastructure.

- b. The social environment concerns students' relationships with their friends, teachers, and school staff.
- c. Academic environment, namely the school atmosphere and the implementation of teaching and learning activities and various extracurricular activities (Saodih, 2004).

The discussion of the school environment is indeed very broad, however, basically it can be classified into three groups according to the explanation above (Nana Saodih Sukmadinata), Regarding the school environment in the form of facilities and infrastructure, it is stipulated in Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards CHAPTER VII concerning standard of facilities and infrastructure:

1. Each educational unit is required to have facilities that include furniture, educational equipment, educational media, books and other learning resources, consumables and other equipment needed to support an orderly and continuous learning process.
2. Each education unit is required to have infrastructure which includes land, classrooms, education unit leadership room, educator room, administration room, library room, laboratory room, workshop room, production unit room, kantun room, power and service installation, place sports, recreation areas and other spaces or places needed to support an orderly and continuous learning process.

Learning Success Discourse

Education is basically a conscious effort to develop the potential of students' human resources by encouraging and facilitating their learning activities. In the whole process of education in schools, learning activities are the most basic activities (Slameto, 1997). Many people think that what is meant by learning is seeking knowledge or seeking knowledge. There are also those who more specifically explain that learning is absorbing knowledge.

However, in detail, some experts explain the meaning of learning, including:

- a. According to Slameto, learning is a business process carried out by a person to obtain a new behavior change as a whole, as a result of his own experience in interaction with his environment.
- b. According to Wasty Soemanto, learning is an active process. What is meant here is active not only visible activities such as body movements, but also mental activities, such as thinking processes, remembering, and so on.
- c. Learning according to Piaget's view is knowledge formed by individuals because individuals who interact continuously with the environment. The environment is changing. With the interaction with the environment, the function of the intellect is growing.
- d. According to the understanding of psychology, learning in general is a process of change, namely changes in behavior as a result of integration with the environment in meeting the needs of life.

From some of the understandings that have been explained, it can be formulated an understanding of learning, which is an activity carried out by individuals and produces a change that occurs through the process of interaction with the environment in a relatively settled time. Changes that occur can be in the form of changes in the level of knowledge or changes in behavior. In general, learning success can be interpreted as a result achieved after carrying out the learning process. If interpreted according to the vocabulary, namely success and learning, it can be understood an understanding of learning success is a result achieved after carrying out activities that lead to individual change or a result achieved after doing learning activities.

However, when talking about the notion of learning success, it cannot be separated from the understanding of learning outcomes and learning achievements. Learning outcomes are often referred to as learning achievements. The word achievement comes from the Dutch *prestatie*, then in Indonesian it is called achievement which is defined as the result of effort. Achievement is widely used in various fields and is defined as a person's ability, skill, attitude in getting things done (Arifin 1999).

Judging from the notion of learning achievement or learning outcomes with learning success, there is a relationship, namely that learning achievement is the level of student success. To find out that the teaching and learning process about a teaching material is carried out successfully

if the specific instructional objectives can be achieved. And to find out whether or not the Special Instructional Objectives (ICT) have been achieved, the teacher needs to hold a formative test after teaching students the unit of discussion. This formative assessment finds out how much students master ICT to be achieved (Djamarah, 1994).

Indicators of successful learning here are:

1. Absorption of the subject matter taught achieves high achievement, both individually and in groups.
2. The behavior outlined in the teaching objectives has been achieved both individually and in groups.

After knowing the concept of understanding of learning success and its indicators, it can also be seen that the expected learning success from the school environment includes three aspects, namely cognitive, affective, psychomotor aspects (Darajat, 1995).

a. Cognitive Aspect

The expected learning success in the cognitive aspect is the success in mastering knowledge.

This includes mastery of knowledge that emphasizes:

Recognizing and improving the material that has been taught

- 1) Understanding understands the simple relationship between facts and concepts.
- 2) Application of the ability to use abstract concepts on specific and concrete objects.
- 3) Analysis, namely analyzing a complex relationship or situation or basic concepts.
- 4) Synthesis, namely the ability to generalize the knowledge obtained.
- 5) Evaluation, namely the ability to assess or solve problems both quantitative and qualitative (Arikunto, 1996).

b. Affective Aspect

The affective aspect includes five aspects, namely paying attention, responding, assessing, organization, and personalizing values. This affective aspect relates to students' mental attitudes, feelings and awareness. Learning outcomes in this aspect are obtained through the internalization process, which is a process towards the inner and spiritual growth of students. This growth occurs when students realize a value contained in the learning process and then these values are used as a value system itself, so that it guides all statements of attitudes, behavior, and moral actions in living this life.

c. Psychomotor aspect

Psychomotor is an aspect concerned with concrete skills. Even so, it cannot be separated from mental learning activities (knowledge and attitudes). The learning outcomes of this aspect are real and observable behavior.

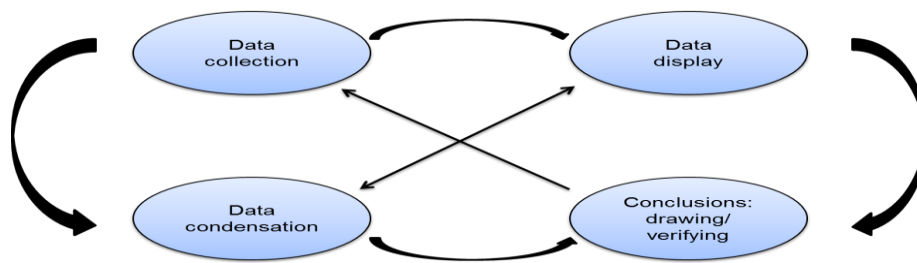
The psychomotor aspect is divided into seven aspects, namely:

1. Perception, namely the ability to use the senses to obtain guidance that is motor activity.
2. Readiness, which includes mental readiness, physical readiness and willingness to act.
3. Guided response, this response includes imitating according to the guidance.
4. Mechanism skills, are jobs that show that the learned response has become a habit.
5. Complex response, real skill of skilled motor movement.
6. Adaptability, the ability to adapt according to the situation at hand.
7. Organization, skills of new movement patterns to adapt to special or problematic situations.

METHOD

Research conducted at MTs Dzunnuraini. This method uses qualitative research methods with the type of problem research. This means that this research attempts to define research points by analyzing interwoven phenomena. The method of collecting information is by using the procedure for observing questions and answers and selecting, which are then combined to be analyzed as a tool to find in-depth meaning about an event.

Researchers use data analysis tested in an interactive way. Assumptions Miles, Huberman, and Saldana data analysis that is carried out in an interactive way must go through the following data processes:



RESULT

Not all educational tasks can be carried out by parents in the family, especially in terms of knowledge and various skills. Therefore, the child is sent to school to study. Basically school education is a continuation of education in the family. In addition, life at school is a bridge for students who connects life in the family with life in society in the future. Thus, the school environment is a unitary space in formal educational institutions that influences the formation of students' social behavior. Through learning, students get direction from the teacher in the form of advice, assignments or others

Schools are formal educational institutions where teachers serve and rehabilitate students. This is the place where students gain knowledge with the guidance of the teacher, have a noble heart or are less noble, it could be that the personal teacher is not good. Under the care of teachers, children receive instruction and education.

Learning achievement is one of the important pillars in indicators of school success, learning achievement is not only due to the teacher element but many others, one of which is from the environment.

there are interesting things from the results of the interview with him "in general Mts Terpadu Dzunnuraini is with other schools, but because the school environment is close to the pesantren environment indirectly students are accustomed to doing things that do not exist in other schools such as fostering knowledge, appreciation, the experience of students about the religion of Islam, which is not found in other schools. At our school, we are not only concerned about memorizing the Qur'an here, we also make students memorize the hadiths of Arba'in. And in the learning process, it is connected to NU subjects as a complement to understanding and at the same time practicing the materials that have been taught.

This is also reinforced by the teacher. In line with the interview statement with Mr. Kamad previously that because the school environment is adjacent to the pesantren, which has an indirect impact on the proximity of the school, such as after the school bell, students are required to read Asmaul Husna, I as Curriculum add eyes Mulok lessons such as Aswaja and Qiroatil Qutub become takahassus (Special) lessons to create their own characteristics among formal schools. We member these subjects because we want students to be able to practice and apply Islamic values kaffah.

The results show that the role of the environment is an important foundation in achieving child achievement in MTS Mts Terpadu Dzunnuraini

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