

The Effect of School Environment on Students' Learning Outcomes At SDN Legok II Tangerang

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ABSTRACT

A supportive school environment significantly improves students' learning outcomes in Natural and Social Sciences (IPAS) at the elementary school level. This study aims to determine whether the school environment influences IPAS learning among fourth-grade students at SDN Legok II Tangerang. A quantitative ex post facto approach was employed to analyze the impact of the school environment on students' IPAS learning outcomes, involving 54 students from classes IV-A and IV-B. Data were collected using a questionnaire regarding the school environment and a test to measure students' IPAS learning outcomes. The results indicate that the school environment plays a role in enhancing the quality of students' IPAS learning. A relationship exists between the school environment and IPAS learning, with a correlation coefficient of 0.455, indicating that improvements in the school environment are associated with better student learning outcomes. The study reveals that the school environment accounts for 20.7% of the influence on students' IPAS learning, while the remaining 79.3% is attributable to factors outside the scope of this research. Thus, creating a supportive school environment can facilitate better IPAS learning and play a crucial role in student achievement in Natural and Social Sciences.

Keywords: school environment, learning outcomes, natural and social sciences, elementary students

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INTRODUCTION

Education is an intentional and organized process that provides opportunities for learners to develop their potential, enhance their character and knowledge, and gain the competencies required for meaningful participation in society (Pristiwanti et al., 2022). Education is not only a means of preparing for the future, but also for the present, especially for children growing into adulthood. Education is a learning process that every human being (student) undergoes to understand, enrich their knowledge, become more mature, and think critically (Rahman et al., 2022). Therefore, the success of education requires support from various factors that optimize the learning process.

One essential consideration when implementing learning in schools is the environment. The environment comprises all biotic and abiotic factors that shape the existence and welfare of humans and other living beings. In elementary education, the school learning environment is crucial because it provides the foundation for students' academic, social, and emotional development. According to Amaliyah & Rahmat (2021), the learning environment that influences student learning outcomes comprises three components: student development and learning outcomes are influenced by various environments, such as the family, school, and community. Among these, the school environment serves as a key factor in shaping students' educational progress. (A. P. S. Putra et al., 2024).

The learning outcomes specify the measurable competencies students attain through educational processes. These competencies include knowledge acquisition, skill development, and attitudinal growth, collectively demonstrating the extent to which learning objectives have been achieved (Ubaidillah & Darmawan, 2025). In academic settings, it is often argued that educational success is not solely measured by grades on report cards or diplomas; rather, cognitive success can be measured through a student's learning

outcomes (Andryannisa et al., 2023). Learning outcomes emerge from the combined effects of individual learner characteristics and the external circumstances that support or hinder the learning process.

One essential external factor is the school environment, which has been widely recognized as significantly influencing students' academic performance. Numerous studies have supported the existence of a positive relationship between the school environment and learning outcomes. Trisnayanthi et al (2023) convey that the school environment influences the motivation and learning outcomes of elementary students. Research by Camelia et al (2024). Moreover, the results demonstrated a significant positive relationship between the school environment and students' academic achievement (Sari et al., 2025). The research indicates that the learning environment plays a vital role in shaping science learning outcomes among fourth-grade students.

Based on observations and interviews with fourth-grade teachers at Legok II Elementary School in Tangerang, the school environment was found to influence student learning outcomes. However, several obstacles remained, including a limited number of laboratories and teaching aids, which prevented the effective implementation of practical activities. This situation is suspected to impact student learning outcomes in science. The purpose of this research is to analyze the impact of the school environment on the science achievement of fourth-grade students at SDN Legok II Tangerang.

LITERATURE REVIEW

School Environment

The school environment encompasses the physical and non-physical aspects of a school and influences students' learning processes. This encompasses the physical school environment, including the school's surroundings, existing learning facilities and infrastructure, learning resources, and media. Furthermore, the school environment encompasses the academic environment, including teaching, learning, and other activities. For teachers and students, the school environment is a crucial component that can serve as a learning space supporting an effective educational process (Laia & Zagoto, 2022).

According to Dalyono (2020), the school environment is a crucial factor in a child's development and growth, particularly in intelligence. This demonstrates that the school environment plays a role in stimulating children's thinking skills. The school environment also serves as a place for regular and continuous education, enabling students to optimize their intelligence and potential. One aspect of the school environment that influences student achievement is the availability of school facilities (Saribu, 2021).

The definition above indicates that the school environment contributes significantly to students' academic achievement. The school environment also plays a role in providing stimulation that facilitates students to develop their intelligence and thinking skills. Furthermore, the completeness of school facilities influences academic achievement. Therefore, the better the school environment, the greater the opportunity for students to achieve optimal learning outcomes.

Based on a theoretical perspective, this study is grounded in Bronfenbrenner's Ecological Systems Theory (1979), which posits that the school serves as a "microsystem" (Evans, 2006), the most immediate environment in which daily face-to-face interactions occur. This theory posits that the quality of this environment directly influences cognitive growth, social behavior, and academic outcomes, as development occurs through reciprocal interactions between the individual and their surroundings (Demir et al., 2021). It is further supported by the Input-Process-Output (IPO) Theory, a systems framework that views education as a sequence: the school environment serves as a critical input, shaping the quality of the learning process and ultimately determining the output in the form of learning achievements (Hattie, 2012).

Synthesizing these views, the school environment is not merely a passive setting but an active, determining variable. When physical conditions are safe, complete, and well-organized, and when social relations are respectful, supportive, and inclusive, barriers to learning are reduced, attention span increases, and intrinsic motivation rises (Singh et al., 2020). Empirically, Putra et al (2023) confirm that a positive school climate significantly improves learning engagement and participation among elementary-level students, directly contributing to better academic results (Hermita & Putra, 2022). Therefore, the better the physical and

social conditions of the school environment, the greater the opportunity for students to achieve optimal learning outcomes.

Learning Outcomes

Learning outcomes play a crucial role in the learning process because they enable teachers to determine how students' acquired experience or knowledge has developed, in an effort to achieve their learning goals in the subsequent teaching and learning process (Wibowo et al., 2021, in Agusti & Aslam, 2022).

Sudjana (2011:22) states that learning outcomes represent the knowledge, skills, and abilities that students develop as a result of the learning process. Similarly, Susanto (2015:5) defines learning outcomes as the competencies acquired by students through instructional activities, reflected in relatively enduring changes in behavior (Purwaningsih, 2022).

According to experts, learning outcomes are the abilities or behavioral changes students acquire through participation in the learning process. Through learning outcomes, teachers can determine the extent of students' knowledge and skills development, thus providing a basis for planning subsequent learning steps. Therefore, learning outcomes serve as an essential indicator of students' overall learning success.

Conceptually, learning outcomes result from the interaction between internal factors (ability, motivation) and external factors (school environment, family). Among these, the school environment acts as a direct mediator (Lee & Shute, 2010). Research by Riglin et al. (2013) and Andriani & Syahputra (2023) indicates that a positive school environment creates conditions where students can process information more effectively, leading to higher cognitive achievement.

Empirically, Alkharusi (2016) and Lopes et al. (2019) confirm that school environment quality is a consistent predictor of academic outcomes across educational levels. This creates a clear conceptual relationship: the school environment influences the learning process, which in turn determines the level of learning outcomes achieved.

Based on the theories and synthesis described above, the relationship among the variables in this study can be conceptualized. The independent variable is the school environment, which includes both physical and social dimensions. Its indicators include the availability and condition of physical facilities and infrastructure, the quality of interaction between teachers and students, relationships among peers, the implementation of school discipline, and the quality of teaching and learning processes (Evans, 2006). Meanwhile, the dependent variable is the IPAS learning outcomes, measured by indicators such as mastery of knowledge, conceptual understanding, and the ability to apply knowledge in various situations (Lee & Shute, 2010).

The relationship between these two variables is guided by the Input-Process-Output Theory and Bronfenbrenner's Ecological Systems Theory, which hold that the school environment directly determines learning quality (Bronfenbrenner, 1979; Demir et al., 2021). Therefore, the school environment has a positive and significant effect on learning outcomes. This implies that the better the quality of the school environment, the higher the students' IPAS learning outcomes will be (Alkharusi, 2016; Z. H. Putra et al., 2023).

METHODS

This study employs an ex post facto quantitative research method to analyze the influence of the school environment on students' learning outcomes at SDN Legok II Tangerang. According to Creswell (Siroj et al. 2024), this study adopts a quantitative research approach to analyze the influence of the school environment on students' learning achievement. The method is considered appropriate because the research does not involve any interventions or treatments for participants. Instead, it focuses on collecting numerical data through questionnaires and natural and social science learning outcome tests, which are subsequently analyzed to determine the relationships among the variables under investigation.

The study was conducted at SDN Legok II Tangerang during the 2025/2026 academic year. Dinilhaq et al. (2025) stated that population refers to all subjects targeted by the research, while the sample is a subset of the population selected for analysis. This study involved all fourth-grade students of SDN Legok II Tangerang as the research population. The sample comprised 54 students from Classes IV A and IV B, selected

using a saturated sampling approach that included the entire population. The school environment serves as the independent variable. Its measurement was based on several key indicators, namely instructional practices, teacher–student relationships, student peer interactions, school disciplinary practices, and the adequacy of educational facilities and infrastructure. The dependent variable is student learning outcomes, measured using a multiple-choice test aligned with cognitive domain indicators in fourth-grade science.

Data collection was conducted using two instruments: a school environment questionnaire and an IPAS learning outcome test. The questionnaire measured students' perceptions of their school environment, while the learning outcome data reflected their academic achievement in the IPAS subject. Prior to data collection, the questionnaire underwent validity and reliability testing to ensure its quality. The collected data were analyzed using IBM SPSS Statistics software (version 25). Descriptive statistics were initially used to summarize the data, followed by prerequisite analyses, including tests of normality and linearity. Subsequently, hypotheses were tested using Pearson's Product-Moment correlation and simple linear regression. Additionally, a t-test was performed to determine the significance of the regression coefficient, while the coefficient of determination (R^2) was calculated to assess the influence of the school environment on students' learning outcomes in the IPAS subject.

RESULTS AND DISCUSSION

Respondent Characteristics

The respondents in this study were all 54 fourth-grade students at SDN Legok II Tangerang. The sampling technique was saturated sampling, which included all members of the population. The distribution of respondents by class is shown in Table 1.

Table 1. Distribution of Research Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	IV.A	26	48.1	48.1	48.1
	IV.B	28	51.9	51.9	100.0
	Total	54	100.0	100.0	-

Source: Data processed by researchers

As presented above, 54 students, or 26, are from class IV. A (48.1%) and 28 students from class IV.B (51.9%). This indicates that the majority of respondents come from class IV.B with a percentage of 51.9%, while class IV. A student has a percentage of 48.1%. Thus, the number of respondents from both classes is relatively balanced.

Descriptive Analysis

Descriptive statistics were used to describe the distribution of the school environment variable based on student responses. The analysis includes the mean, median, standard deviation, minimum, and maximum values, as shown in Table 2.

Table 2. Descriptive Statistics of School Environment Variables

Statistics		
School environment		
N	Valid	54
	Missing	0
	Mean	87.3889
	Median	88.0000
	Std. Deviation	6.08870

Minimum	71.00
Maximum	98.00

Source: Data processed by researchers

Based on the descriptive statistics for the school environment variable, the number of students is 54. The average value (mean) is 87.39, and the median is 88.00. The standard deviation is 6.09, the minimum value is 71.00, and the maximum value is 98.00. These results indicate that students' school environment scores tend to be high and have a relatively narrow distribution.

In addition to school environmental variables, a descriptive analysis of natural and social science learning outcomes was conducted to provide a general overview of students' academic achievement levels. The descriptive analysis of the natural social science learning outcomes variables is presented in Table 3.

Table 3. Descriptive Statistics of Learning Outcome Variables

Statistics		
Science Learning Result		
N	Valid	54
	Missing	0
Mean		71.30
Median		75.00
Std. Deviation		13.360
Minimum		40
Maximum		95

Source: Data processed by researchers

Based on the descriptive statistical analysis of the variables of natural and social sciences learning outcomes, the data reveal that, among 54 students, the average (mean) is 71.30, the median is 75.00, the standard deviation is 13.360, the minimum is 40, and the maximum is 95. The relatively large standard deviation indicates that student learning outcomes vary. With an average value of 71.30, students' natural and social science learning outcomes are in a fairly good category.

Normality Test Analysis

As part of the preliminary statistical examination, the dataset's distributional characteristics were investigated using *SPSS Statistics*. The outcomes demonstrated that, according to Cahyani et al. (2024), the purpose of the normality test is to evaluate the distribution pattern of the data. A significance level of less than 0.05 in the Linearity row signifies a linear relationship between variables X and Y. Meanwhile, a significance level exceeding 0.05 in the Deviation from Linearity row indicates that the relationship does not significantly deviate from a linear pattern. The analysis outcomes are summarized in Table 4.

Table 4. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		54
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	11.89461182
Most Extreme Differences	Absolute	.070
	Positive	.049
	Negative	-.070
Test Statistic		.070
Asymp. Sig. (2-tailed)		.200^{c,d}

Source: Data processed by researchers

The normality assessment, based on the Kolmogorov–Smirnov test, the Asymp. Sig. value (2-tailed) is 0.200. Since the p-value is greater than 0.05, the assumption of normality is satisfied; H_0 is retained, and H_a is not supported, indicating that the dataset meets the normality assumption.

Linearity Test Analysis

A linearity test was performed using SPSS to assess the linear relationship between the study variables. The relationship was considered linear when the results of the linearity analysis revealed a Linearity significance value of less than 0.05 and a Deviation from Linearity significance value greater than 0.05, as summarized in Table 5.

Table 5. Linearity Test Results

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes *	Between Groups	(Combined)	5614.676	21	267.366	2.225	.020
School Environment		Linearity	1960.724	1	1960.724	16.320	.000
		Deviation from Linearity	3653.952	20	182.698	1.521	.141
Within Groups			3844.583	32	120.143		
Total			9459.259	53			

Source: Data processed by researchers

Table 5 presents that the relationship between the School Environment and Learning Outcomes appears linear. This is evidenced by the significance value in the Linearity row (0.000), which is below the 0.05 threshold, indicating a statistically significant linear association between the two variables. Furthermore, the Deviation from Linearity value of 0.141 exceeds 0.05, indicating no significant deviation from linearity. Therefore, the linearity assumption has been satisfied. Since both pre-requisite assumptions, namely normality and linearity, have been met, the analysis proceeded with the Pearson correlation test.

Pearson Correlation Test

Hypothesis testing for the problem formulation in this study uses Pearson's correlation analysis in SPSS 25. The Pearson correlation test was used to determine the relationship between the school environment and students' academic achievement. Correlation analysis was employed to assess the relationship between the school environment and students' academic achievement. The hypothesis testing procedure relies on the Sig. (2-tailed) value. A p-value lower than 0.05 provides sufficient statistical evidence to reject the null hypothesis and accept the alternative hypothesis (H_a), indicating a significant association between variables X and Y. In contrast, a p-value greater than 0.05 supports the null hypothesis and indicates that no statistically significant relationship exists between the variables (Noor et al., 2025). The results of the Pearson correlation test are presented in Table 6.

Table 6. Pearson Correlation Test Results

		Correlations	
		School Environment	Learning Outcome
School Environment	Pearson Correlation	1	.455**
	Sig. (2-tailed)		.001
	N	54	54
Learning Outcome	Pearson Correlation	.455**	1
	Sig. (2-tailed)	.001	
	N	54	54

Correlation is significant at the 0.01 level (2-tailed).

Source: Data processed by researchers

As described above, the correlation coefficient (r-count) is 0.455, with a significance level of 0.001 (< 0.05), indicating a significant relationship between the School Environment and Learning Outcomes.

Simple Regression Test

To assess the influence of the independent variable on the dependent variable, a simple regression analysis was conducted using SPSS Version 25. The results of the analysis are summarized in Table 7.

Table 7. Simple Regression Test Results

		Coefficients ^a			
Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	-16.001	23.731		-.674
	School Environment	.999	.271	.455	3.687

a. Dependent Variable: Learning Outcomes

Source: Data processed by researchers

Based on the results of a simple regression test, the significance value is 0.001. Since the p-value is $0.001 < 0.05$, H_0 is rejected, and H_a is accepted. Thus, the school environment variable is positively associated with student learning outcomes. This indicates that the better the school environment, the higher the student learning outcomes.

T Test

After conducting a simple regression analysis, a t-test was performed to assess the significance of the school environment variables' influence on student learning outcomes. The t-test is used to determine whether the independent variable has a significant influence on the dependent variable. If the Sig. if the value is < 0.05 , then H_0 is rejected, and H_a is accepted. This implies that the school environment variables have a significant influence on the learning outcome variables. Conversely, if Sig. > 0.05 , then H_0 is accepted, and H_a is rejected. This indicates there is no significant influence. The t-test results are computed in SPSS and are presented in Table 8.

Table 8. T-Test

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	-16.001	23.731		-.674	.503
	School Environment	.999	.271	.455	3.687	.001

a. Dependent Variable: Learning Outcomes

Source: Data processed by researchers

As illustrated above, the calculated t-value is 3.687, and the p-value is 0.001. Since the p-value of $0.001 < 0.05$, H_0 is rejected, and H_a is accepted. This indicates that school environment variables have a significant effect on learning outcomes. Therefore, the hypothesis is accepted.

Determination Coefficient Test

To determine the explanatory power of the school environment variable on student learning outcomes, a coefficient of determination analysis was conducted. The coefficient value was obtained from the Model Summary output in SPSS Statistics version 25, and the results are summarized in Table 9.

Table 9. Results of the Determination Coefficient Test

Model Summary ^b				
Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.455 ^a	.207	.192	12.00844

a. Predictors: (Constant), School Environment

b. Dependent Variable: Learning Outcomes

Source: Data processed by researchers

Based on the results of the coefficient of determination test, the R value was 0.455, and R Square was 0.207 (20.7%). The R value of 0.455 indicates a positive relationship between the School Environment and Learning Outcomes. Meanwhile, R Square = 0.207 indicates that the school environment variable explains 20.7% of the variance in the learning outcome variable. Thus, the contribution of the School Environment to student Learning Outcomes in Science is 20.7%, with the remainder attributable to other factors not examined in this study.

DISCUSSION

The findings demonstrate that the school environment has a significant effect on the learning achievement of fourth-grade students at SDN Legok II Tangerang. This is demonstrated by the Pearson correlation analysis, which yielded a correlation coefficient of 0.455 and a p-value of 0.001, both below the 0.05 threshold. These results confirm a meaningful relationship between the quality of the school environment and student learning outcomes. The effect of the school environment was further supported by the simple regression and t-test analyses, both of which indicated a statistically significant effect on learning achievement. A supportive school environment contributes positively to the learning process and encourages students to achieve better academic results. Such an environment is reflected in harmonious interactions between teachers and students, positive peer relationships, effective school discipline, appropriate teaching methods, and adequate educational facilities.

The coefficient of determination analysis reveals that the school environment accounts for a proportion of the variation in student learning outcomes. Nevertheless, the remaining variation is attributable to factors beyond the scope of this study. These may include learning motivation, learning interest, family support, cognitive abilities, study habits, and broader social and environmental influences. Therefore, efforts to improve student achievement should not rely solely on enhancing the school environment but should also involve strengthening other supporting factors that collectively contribute to learning success. These findings are consistent with previous studies conducted by Sihalohe et al. (2023). The findings indicate that the school environment has a positive and significant effect on students' academic achievement. A supportive learning environment can enhance students' motivation, foster a more comfortable learning atmosphere, and facilitate better academic performance. Consequently, students who perceive their school environment positively are more likely to achieve higher learning outcomes.

These results are consistent with previous studies. Trisnayanathi et al. (2023) reported that the school environment contributes to both learning motivation and academic achievement among elementary students. Likewise, Camelia et al. (2024) identified a significant positive relationship between the school environment and student learning outcomes. Similarly, Sari et al. (2025) found that the learning environment plays a crucial role in improving students' achievement in natural and social sciences. The consistency of these findings underscores the view that the school environment is a key external factor influencing student success.

This study further confirms that the school environment significantly affects fourth-grade students' science learning outcomes at SDN Legok II Tangerang. Higher-quality school environments tend to be associated with better academic performance. Factors such as positive teacher-student interactions, harmonious peer relationships, effective school discipline, and adequate learning facilities contribute to a productive and supportive learning atmosphere. In contrast, an unfavorable environment may hinder the learning process and reduce students' academic achievement. Therefore, schools should continue to improve the quality of their learning environment by providing sufficient facilities, fostering a safe and comfortable school climate, and strengthening positive relationships among all members of the school community to support better learning outcomes.

CONCLUSION AND RECOMMENDATIONS

Based on the findings, the school environment plays a significant role in shaping fourth-grade students' learning outcomes at SDN Legok II Tangerang. Statistical analysis reveals a positive relationship between the school environment and student achievement, as indicated by the Pearson correlation coefficient of 0.455 with a significance value of 0.001 (< 0.05). The regression and t-test results further confirm that the school environment significantly influences students' academic performance. Moreover, the coefficient of determination indicates that the school environment explains 20.7% of the variation in IPAS learning outcomes, while the remaining **79.3%** is influenced by other factors beyond the scope of this research. These findings underscore that improvements in the school environment are likely to be followed by better student learning outcomes.

The present study has several limitations that need to be considered when interpreting the results. First, the research focuses solely on the school environment as a single independent variable, omitting other potential factors such as learning motivation, student interest, family support, and teaching methods. Second, the sample is limited to only 54 students from one elementary school; hence, the findings cannot be generalized to all schools or different grade levels. Third, data on the school environment were collected via self-reported questionnaires, which may reflect students' subjective perceptions. Lastly, the study uses a cross-sectional design, meaning it captures conditions at a single point in time rather than tracking changes over time.

Of the findings and limitations, it is recommended that schools and teachers continue to improve both the physical and social aspects of the school environment by enhancing learning facilities, maintaining a safe and comfortable atmosphere, and fostering positive relationships among teachers and students. Students are encouraged to make effective use of available school resources and maintain positive interactions with their peers and teachers to support their learning. Future research should involve larger, more diverse samples, examine additional factors such as learning motivation, family environment, and teaching strategies, and employ mixed-methods or longitudinal approaches to provide a more comprehensive understanding of the relationship between the school environment and learning outcomes.

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