
THE IMPACT OF STUDENTS' IMPRESSIONS OF THE SCHOOL ENVIRONMENT AND SELF-DISCIPLINE TOWARDS THE LEARNING OUTCOMES FOR ENGLISH

Rahmat Soleh¹, Dudung Abdul Karim², Haris Hamdani³

^{1,2}Study program of Qur'anic Studies and Tafseer, Collage of Qur'anic Studies (STIQ) of Al-Multazam

³Study Program of Industrial Engineering, Universitas Bhayangkara Jakarta Raya

email: stiqalmultazam@gmail.com

ARTICLE INFO

Received

04/11/23

Revised

10/12/23

Accepted

14/01/24

Keywords :

English, Learning

Outcomes, School

Environment,

Self-Discipline,

Student

Impressions.

ABSTRACT

Environmental factors and discipline give an influence on the results of a student's learning at school, especially in English lessons. The purpose of this study was to analyse the impact of students' impression variables on school environment and self-discipline towards the learning outcomes for English. The descriptive survey was the study method utilized, and a total of 60 people were sampled using the random sampling approach. Data collection used a questionnaire that had been validated beforehand. Data analysis used multiple regression, with normality test and linearity test first. The data analysis carried out provides results: 1) The learning objectives for English are significantly impacted by students' perceptions of the educational environment and their level of self-discipline. This is evidenced by $Sig = 0.000 < 0.05$ and F count = 9.162. Meanwhile, the multiple correlation coefficient is 0.493 with a contribution of 24.3% to English learning outcomes. 2) Students' perceptions of the educational environment have little bearing on the English learning objectives. The results of t count = 0.991 and Sig value = 0.326 > 0.05 support this. 3) There is a significant impact of students' impression of self-discipline towards the learning outcomes for English. This is evidenced by $Sig = 0.017 < 0.05$ and t count = 2.451. The computation findings demonstrate how students' perceptions of the classroom and their level of self-discipline affect their understanding of the English learning objectives.

How to cite: Soleh, R., Karim, D. A., Hamdani, H. (2024). The Impact of Students' Impressions of the School Environment and Self-Discipline Towards the Learning Outcomes for English. *English Teaching and Linguistics Journal*,5(1), 39-49.

I. INTRODUCTION

In the era of globalisation, we need to reconsider learning practices in schools. The role of education in preparing students to participate fully in modern society will of course be very different from the role of traditional education. Because education is always evolving and is always faced with changing times (Khoiruddin, 2018). There is a common vision that has taken root in the world of education and is also the expectation of society. This common perception holds that a teacher's job is to teach and provide information and knowledge to students (Nawafil & Junaidi, 2020, p. 215). Even worse, students are compelled to learn in unsettling

and terrifying surroundings because the pressure to perform well on tests and exams diverts their attention. Hence, the need for the cultivation of character values must start early in the family, community, and more importantly in the school environment (Ajmain & Marzuki, 2019). The three educational environments are referred to as the three centres of education by Ki Hadjar Dewantara (Arifin, 2018). Of course, these three environments have educational responsibilities. Educational responsibilities are carried out to educate in shaping students' behaviour and personality (Fauzil'Adzim, 2021).

In addition to the environment, student discipline factors also have an influence on the success of an education. As Linda (Linda Darling et al., 2018) said that the fundamental commitments to students serve as the foundation for effective academic support in the classroom, good, culturally sensitive school climates, and educational and restorative approaches to student behavior and discipline protocols. Learning discipline plays a crucial role in the teaching and learning process since it works to shield students from everything that can obstruct it (Handayani & Subakti, 2021). "Self-discipline", is the capacity of a person to stick to behaviors, ideas, and acts that enhance themselves rather than providing them with immediate satisfaction (Sirikulchayanonta et al., 2011). Discipline is a form of obedience in accordance with values and rules that are believed to be a responsibility (Chaerunisa & Latief, 2021). For example, a student has responsibilities that must be carried out at school. Like every day students come on time and always submit assignments on time. This is one instance where a student's discipline plays a significant part in the learning process they carry out because it affects the educational process that students adhere to in the classroom.

Students' internal and external elements are related to the school environment and self-discipline. Both factors have an impact on students' learning outcomes, especially when they are studying English. Therefore, all members of the education staff at the school must constantly seek to develop, uphold, and enhance the school atmosphere and pupils' self-discipline. Accordingly, a genuine accommodating environment that facilitates the seamless progression of the teaching and learning process is what constitutes an effective learning environment (Angraini et al., 2017).

The reality is in the field, namely in Islamic Boarding School in Kuningan, West Java, especially in schools with a very strong religious base (*Pondok Pesantren*). These schools prioritise learning other foreign languages such as Arabic over English. Therefore, Based on the entry research's findings, it is determined that English language courses in schools are still not fully conducive to their role as cultural centers. This is because there hasn't been enough work done to foster good teaching practices, an English-speaking environment, the capability of utilizing the school as a language lab, the creation of optimal school resilience, and other factors. This indicates that even though engaging with the environment is an essential part of learning, the learning environment for students is crucial (Angraini et al., 2017).

Likewise, the enforcement of discipline from students carried out by schools to them has not shown satisfactory results. A student who has good study habits usually has good study discipline too (Jaya & Suharso, 2018). From the researcher's exploration in the field, it was found that many students ignored discipline. Especially in English language learning. For instance, there are still students who arrive late, who are drowsy and unable to focus during class, who have poor learning readiness, who improperly complete tasks, and who commit various infractions against the school policy. This is because the location between where they live and the school (class) is very close. So that most students underestimate the discipline factor. From some of the students interviewed by the researchers, they argued that coming to school did not have to be fast because it did not take much time. But with these conditions, they gradually underestimate the discipline factor to come to school on time. Hence the need for discipline in teaching and learning interactions. In the context of teaching and learning, discipline is described as a pattern of behavior that is set up in accordance with the rules that all participants have intentionally followed (Khadijah, 2016).

It is believed that a number of factors, including technological advancement, the family and school environments, discipline, student learning motivation, and character, influence how well students learn in schools (Senjaya et al., 2020). The school environment is one of the external factors that can affect students' learning difficulties (Wati & Muhsin, 2019). Therefore, according to the observation results, students who achieve good learning outcomes are students who get a good school environment. This means that effective learning conditions are conditions that are truly beneficial and support the smoothness and continuity of the teaching and learning process. Similarly, the findings of researchers' observations regarding learning discipline indicate that students who are disciplined in their learning both at home and at school make improvement in their learning. Therefore, the school environment and self-discipline have an impact on learning outcomes, especially English lessons.

The difference with the previous research conducted by Kusnarti and Supeno (Kusnarti & Supeno, 2019) entitled the influence of student perceptions of the School Environment and Learning Discipline on English Language Learning Achievement is the place of research that focuses more on Islamic boarding schools, so that this research is expected to be a reference for the success of English language learning in Islamic educational institutions.

II. METHODS

The survey method is the research strategy employed. One of the most popular types of quantitative studies is survey research, which gathers data from a large number of respondents (samples) by employing a questionnaire as the primary data gathering technique (Sulaiman Saat & Sitti Mania, 2020). Because respondents only choose answers that researchers have provided, questionnaire data collection is incredibly efficient. The questionnaire consists of a set of question instruments that have been developed based on measuring instruments for research variables (Syafriada Hafni Sahir, 2021). Data from the questionnaire results were then analysed descriptively. The paradigm in this study can be seen from the following figure:

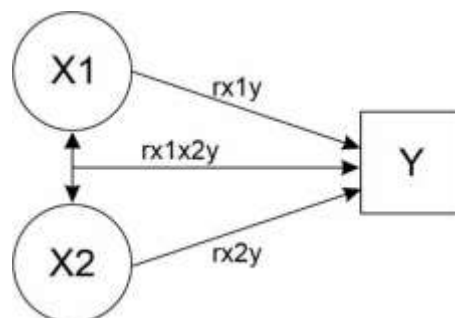


Figure 1. Constellation of Research Variables

Description:

X1	: Impression of School Environment
X2	: Self-Discipline
Y	: The learning outcomes for English
rx1x2y	: Relationship between variables X1, X2 and Y
rx1y	: Relationship between variable X1 and Y
rx2y	: Relationship between X2 and Y variables

The outcomes of the chosen sample comprise the data gathered from this investigation. The sample is typical of the population or a portion of it (Rahmadi, 2011). The best way to determine the sample of a population is as follows: a) The population below 50 people is taken all, b) The population between 50 -100 = 50%, c) The population between 100-300 = 25%, d) The population between 300-500 = 10-20%, and e) The population 500 and above is taken, 5-15% (H. Rifa'i Abubakar, 2021). The sample of this research was class XI students of Islamic Boarding School of Senior High School in Kuningan, West Java, odd semester of 2023/2024 academic year. The sample used was only 10% of the total population, namely 60 students. The data collection technique used a questionnaire method. Then the questionnaire was analysed using statistical software, namely Statistical Product and Service Solution (SPSS). With its strong statistical analysis capabilities, SPSS is an application that operates as a data management system in a graphical interface with clear menus and straightforward conversation boxes (Priyatno, 2008). The grids used as the basis for making instruments in this study are as follows:

Table 1. Instrument Lattice of Students' Impression of the School Environment (X1)

NO	INDICATORS	QUESTIONNAIRE NUMBER	TOTAL
1	Teacher relationship with students	1, 2, 3, 4, 10, 17, 19	7
2	Student-to-student relationship students	5, 6, 7, 8, 9, 20, 21, 28	8
3	School discipline	13, 14, 16, 23, 26, 27	6
4	School Facilities	11, 12, 15, 18, 22, 24, 25, 29, 30	9
Total			30

Table 2. Self-Discipline Grid

NO	INDICATORS	QUESTIONNAIRE NUMBER	TOTAL
1	Obedience	1, 2, 3, 4, 5, 10, 11, 16, 26, 27, 29	11
2	Loyalty	8, 9, 13, 22, 23, 24, 25, 28, 30	9
3	Order	6, 7, 12, 14, 15, 17, 18, 19, 20, 21	10
Total			30

Research that uses a method to describe a research outcome is known as descriptive research (Ramdhan, 2021). In this study, a quantitative method was adopted. In the study concept, technique, hypothesis, fieldwork, data analysis, and data conclusions up to the writing stage, a quantitative approach makes use of elements of measurement, computation, formula, and certainty of numerical data (Musianto, 2002). People who use a quantitative approach will see that social symptoms are real symptoms (Jannah & Prasetyo, 2011). The type of data used is quantitative data expressed in numbers and analysed with statistical techniques and requirements tests.

III. RESULT AND DISCUSSION

The normality and data linearity tests, which are part of the data analysis requirements exam, have been completed. The results of the tests that have been carried out are explained as follows:

One-Sample Kolmogorov-Smirnov Test

		Students' Perception of School Environment	Self-Discipline	English Language Learning Achievement
N		60	60	60
Normal Parameters ^{a,b}	Mean	85.22	86.88	85.87
	Std. Deviation	7.654	9.836	6.565
	Absolute	.101	.174	.122
Most Extreme Differences	Positive	.054	.129	.122
	Negative	-.101	-.174	-.086
Kolmogorov-Smirnov Z		.780	1.350	.945
Asymp. Sig. (2-tailed)		.577	.052	.333

a. Test distribution is Normal.

b. Calculated from data.

Figure 2. Data Normality Test Results

From figure 2, it can be seen that the values in the Sig column are 0.577, 0.052 and 0.333 respectively, which means that all p-values are greater than 0.05. Thus the table above shows that H0 is automatically accepted whereas H1 is refused. Stated differently, it can be said that the data from each of the study's samples are regularly distributed.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Learning	(Combined)		1434.886	27	53.144	1.535	.123
Achievement	Between	Linearity	415.765	1	415.765	12.007	.002
English Language * Students'	Groups	Deviation from Linearity	1019.120	26	39.197	1.132	.366
Impression of School Environment	Within Groups		1108.048	32	34.626		
	Total		2542.933	59			

Figure 3.

Results of Testing the Linearity of the Regression Line The impact of students' impressions of the school environment (X1) towards the learning outcomes for English (Y)

In figure 3, shows that H0 is accepted and H1 is refused because the value in the Sig column of the Deviation from Linearity row is 0.366 larger than 0.05. In other words, it can be

concluded that the regression line of the effect of the student perception variable on the student's school environment (X1) on the English learning achievement variable (Y) is linear.

			Sum of Squares	df	Mean Square	F	Sig.
		(Combined)	1360.121	26	52.312	1.459	.151
Learning Achievement English Language * Self-Discipline	Between Groups	Linearity	585.445	1	585.445	16.334	.000
		Deviation from Linearity	774.676	25	30.987	.865	.643
	Within Groups		1182.812	33	35.843		
	Total		2542.933	59			

Figure 4.

Results of Testing the Linearity of the Regression Line of the Impact of Student Self-Discipline (X2) towards the learning outcomes for English (Y)

In figure 4, as can be seen, H0 is accepted and H1 is refused since the value in the Sig column of the Deviation from Linearity row is 0.643 larger than 0.05. Stated otherwise, the regression line illustrating the relationship between the variable English learning achievement (Y) and the variable mastery of student self-discipline (X2) is linear. The results of calculations and hypothesis testing can be seen in the table below.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.493 ^a	.243	.217	5.810

a. Predictors: (Constant), Self-discipline, students' impressions of the school environment

Figure 5.

Results of Correlation Coefficient Calculation of the Impact of Students' Impression of School Environment (X1) and Self-Discipline (X2) Variables on English Learning Outcome (Y) Variables

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	618.608	2	309.304	9.162	.000 ^b
	Residual	1924.325	57	33.760		
	Total	2542.933	59			

a. Dependent Variable: English Language Learning Outcomes

b. Predictors: (Constant), Self-discipline, students' impressions of the school environment

Figure 6.

Recapitulation of Calculation Results of Regression Coefficient Significance Testing of the Impact of Student Impression Variables on School Environment (X1) and Self-Discipline (X2) on English Learning Outcome Variables (Y)

Coefficients						
Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	52.762	8.579		6.150	.000
	Students' Impression of the School Environment	.131	.132	.153	.991	.326
	Self-Discipline	.252	.103	.378	2.451	.017

a. Dependent Variable: English Language Learning Outcomes

Figure 7.

Recapitulation of the Results of the Calculation of the Regression Line Equation of the Impact of Student Impression Variables on the School Environment (X1) and Self-Discipline (X2) on the English Learning Outcome Variable (Y)

DISCUSSION

Based on figure 5, as may be observed, the multiple correlation coefficient of the independent variables, which are students' perceptions of the school environment (X1) and self-discipline (X2) combined, has an impact of 0.493 on the learning outcomes for English (Y). The combined impact of students' self-discipline and opinions of their educational environment on the English learning results is 24.3%, according to the coefficient of determination (R Square) of 0.243, with other factors accounting for the remaining 75.7%. For hypothesis testing through regression analysis, the calculation results are obtained as shown in figure 3 and figure 4. Based on figure 4, the regression line equation is obtained which represents the impact of student impression variables on the school environment (X1) and self-discipline (X2) on the English learning outcomes variable (Y), namely: $\hat{Y} = 52.762 + 0.131X1 + 0.252X2$.

Meanwhile, paying attention to the computation results is necessary to determine whether the regression line is significant in figure 6. The regression significance criteria as stated in the current provisions state that the regression coefficient is significant "if the Sig value < 0.05 then H_0 is rejected and H_1 is accepted" or "if $F_{count} > F_{table}$ then H_0 is rejected or H_1 is accepted." Stated differently, it can be said that the dependent variable of English learning outcomes (Y) is significantly influenced by the independent variables of students' perceptions of the school environment (X1) and their self-discipline (X2). The number indicated in figure 3's Sig column is the significance value, or Sig. The computed F value is the value that appears in the F column of the same table. The F distribution table's value for a real level of 5% has a denominator degree $(n - k - 1) = 57$ and a numerator degree $(k) = 2$, where n and k are the number of independent variables and respondents, respectively.

Table 7 shows that the F count is 9.162, the Sig value is 0.000, and the F table is 3.16. Given that the regression coefficient is significant, H_0 is automatically rejected and H_1 is approved because the Sig value is less than 0.05 and the F count is greater than the F table.

Stated otherwise, there is a noteworthy correlation between the independent variables of students' perceptions of the school environment (X1) and self-discipline (X2) in relation to the English learning outcomes (Y).

The aforementioned regression and correlation test results make it abundantly evident that the independent variables of students' perceptions jointly have a significant impact on the school environment (X1) and self-discipline (X2) in connection to the English learning outcomes (Y). Table 8 indicates that t count = 0.991 and Sig value = 0.326, with t table = 2.00. Since Sig value > 0.05 and t count < t table, The fact that H_0 is accepted and H_1 is automatically denied indicates that the independent variable X1, students' perceptions of their educational environment, has no discernible effect on the dependent variable Y, which is the English learning outcomes. It is possible to conclude that there is no discernible relationship between the dependent variable Y (English learning outcomes) and the independent variable X1 (students' perception of the school environment) based on the findings of correlation and regression tests as well as the above line model.

Figure 7 shows that Sig value = 0.017 and t count = 2.451 while t table = 2.00. Because the Sig value is <0.05 and t count > t table, H_0 is rejected and H_1 is automatically accepted, which means that there is a significant impact of the independent variable X2 self-discipline on the dependent variable Y English learning outcomes. It is evident from the results of the regression and correlation tests as well as from the above line model that there is a substantial impact of the independent variable X2 (self-discipline) on the dependent variable Y (English learning outcomes).

The following is a discussion of how students' perceptions of the classroom and their level of self-discipline relate to the English learning objectives: The data description produced a correlation coefficient of 0.493 and a coefficient of determination of 24.3% after correlation analysis. It has been established through testing using the Windows version of SPSS version 20.0 that the correlation coefficient is significant. However, the combination of independent factors X1 (student impact on the school environment) and X2 (self-discipline) has an effect on the dependent variable Y (English learning outcomes), as indicated by the Sig value of 0.000 and the F count of 9.162.

Meanwhile, based on the regression analysis, the equation $\hat{Y} = 52.762 + 0.131X_1 + 0.252X_2$ was obtained. The constant value of 52.762 indicates that with students' impression of the school environment and the lowest mastery of self-discipline, it will be difficult for students to produce a good English learning outcome. Meanwhile, the coefficient values of 0.131 and 0.252 indicate that there is an affirmative impact of the independent variables X1 (students' impression of the school environment) and X2 (self-discipline) together on the dependent variable Y (English learning outcomes). The regression coefficient figure also shows that every time there is one increase in the value of students' impression of the school environment, there will be an English learning outcome of 0.131. Likewise, every time there is one increase in the value of self-discipline, there will be an increase in students' English learning outcomes by 0.252.

After testing the linearity of the regression line using the SPSS programme, it was found that the regression line was linear. From the significance testing of the regression coefficients, which was also carried out with the same application programme, it was found that the regression coefficients were also significant, which means it is true that there is a positive impact of variable X1 (students' impression of the school environment) and variable X2 (self-discipline) together on variable Y (English learning outcomes).

The significance value (Sig) is 0.326, the t count is 0.991, and the t table is 2.00 based on the hypothesis testing analysis of the influence of students' perceptions of the school environment on the English learning outcomes. The findings indicate that there is no significant relationship between the independent variable X1 (students' perception of the school environment) and the dependent variable Y (English learning results), with Sig > 0.05

and t count $<$ t table supporting the acceptance of H_0 and rejection of H_1 . Referring to the results of quantitative data analysis and the description of the theory above, the researchers draw the conclusion that students' impressions of the school environment have an insignificant effect on students' English learning outcomes.

Meanwhile, from the impact of self-discipline towards the learning outcomes for English, the results show that the significance value (Sig) is 0.017 and t count = 2.451 while t table = 2.00. Because the Sig value is smaller than 0.05 and t count is greater than t table, The fact that H_0 is rejected and H_1 is accepted indicates that the independent variable X_2 has a considerable impact (self-discipline) on variable Y (English learning outcomes). Based on the results of the quantitative data analysis, the researchers concluded that students' self-discipline has a significant impact on students' English learning outcomes.

The knowledge students acquire in English classes at school is known as English learning outcomes, and teachers typically assess this knowledge via examinations. Learning outcomes for English can also refer to actual or prospective actions that result in changes in a person's abilities, attitudes, and results. On the other hand, self-discipline is a method used by an individual or group of individuals to teach students moral behavior on what is and is not acceptable to the group. Discipline serves the objective of educating and inspiring people to behave in a way that upholds social norms. Students' impressions of the school environment are impressions that are built in the minds of students towards the circumstances that exist and occur in the school environment. In general, a youngster is encouraged to learn in school while being watched over by an instructor (Mulyana, 2009). Based on the findings of quantitative data analysis and the preceding theory description, the researcher concludes that students' perceptions of the school environment and their level of self-discipline have an impact on their English learning outcomes. According to Kusnarti and Supeno's study, "The influence of student perceptions of the school environment and learning discipline on English language learning achievement," this is consistent with the findings (Kusnarti & Supeno, 2019).

IV. CONCLUSION

Some study conclusions can be given as follows, based on the description of the research data and the analysis of the outcomes of the hypothesis testing: English learning outcomes for pupils attending private high schools in the Kuningan district of West Java are significantly influenced by their perceptions of the school environment and their level of self-discipline. Sig value = 0.000 $<$ 0.05 and F count = 9.162 demonstrate this. In the Kuningan district of West Java, private high school students' learning outcomes for English are not significantly impacted by their perceptions of the school environment. The values of Sig = 0.326 $>$ 0.05 and t count = 0.991 support this. There is a significant impact of self-discipline towards the learning outcomes for English of private high school students in Kuningan district, West Java. It is proven by Sig = 0.017 $<$ 0.05 and t count = 2.451. Improving students' views of the classroom and their level of self-control can help them learn English more effectively. Put differently, greater learning outcomes for English are correlated with higher levels of positive views of the learning environment and self-discipline. More research is needed to find out how students' opinions of their school's atmosphere and degree of self-discipline affect their capacity to learn English in classrooms across time periods and regions, as the study's breadth is still considered to be limited.

REFERENCES

- Ajmain, A., & Marzuki, M. (2019). Peran guru dan kepala sekolah dalam pendidikan karakter siswa di SMA Negeri 3 Yogyakarta. *SOCIA: Jurnal Ilmu-Ilmu Sosial*, 16(1), 109–123.
- Anggraini, Y., Patmanthara, S., & Purnomo, P. (2017). Pengaruh Lingkungan Belajar Dan Disiplin Belajar Terhadap Hasil Belajar Kompetensi Keahlian Elektronika Industri Di Sekolah Menengah Kejuruan. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 2(12), 1650–1655.
- Arifin, M. F. (2018). Model kerjasama Tripusat Pendidikan dalam Pendidikan Karakter Siswa. *Muallimuna: Jurnal Madrasah Ibtidaiyah*, 3(1), 78–86.
- Chaerunisa, Z., & Latief, J. (2021). Pengaruh Disiplin Belajar Terhadap Prestasi Belajar IPS di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 2952–2960.
- Fauzil'Adzim, M. (2021). Sinergitas Tri Pusat Pendidikan dalam Penguatan Nilai-Nilai Pendidikan Karakter Peseta Didik. *An-Nuha: Jurnal Kajian Islam, Pendidikan, Budaya Dan Sosial*, 8(1), 79–96.
- Ginting, P., Hasnah, Y., Saragih, M., & Kharisma, A. (2024). The Embodiment of Environmental Discourse in Language Learning: A Critical Ecolinguistic Study of EFL Textbooks in Indonesia. *Language Related Research*, 15(1), 145-175.
- H. Rifa'i Abubakar. (2021). *Pengantar Metodologi Penelitian*. SUKA-Press UIN Sunan Kalijaga.
- Handayani, E. S., & Subakti, H. (2021). Pengaruh disiplin belajar terhadap hasil belajar Bahasa Indonesia di Sekolah Dasar. *Jurnal Basicedu*, 5(1), 151–164.
- Jannah, L. M., & Prasetyo, B. (2011). Pendekatan Kuantitatif. *Materi Pokok Metode Penelitian Kuantitatif*, 1–19.
- Jaya, T. P., & Suharso, S. (2018). Persepsi Siswa Tentang Faktor yang Mempengaruhi Disiplin Belajar Pada Siswa Kelas XI. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 7(3), 30–35.
- Khadijah. (2016). *Belajar dan Pembelajaran* (2nd ed.). Citapustaka Media.
- Khoiruddin, M. (2018). Pendidikan Islam tradisional dan modern. *TASYRI': JURNAL TARBIYAH-SYARI'AH ISLAMİYAH*, 25(2), 92–105.
- Kusnarti, G., & Supeno, S. (2019). Pengaruh persepsi siswa atas lingkungan sekolah dan disiplin belajar terhadap prestasi belajar bahasa Inggris. *Inference: Journal of English Language Teaching*, 2(1), 54–59.
- Linda Darling, Hammond, Channa M. Cook, & Harvey. (2018). *Educating the Whole Child: Improving School Climate to Support Student Success*. Learning Policy Institute.
- Mulyana, R. (2009). Penanaman etika lingkungan melalui sekolah peduli dan berbudaya lingkungan. *Jurnal Tabularasa*, 6(2), 175–180.
- Musianto, L. S. (2002). Perbedaan pendekatan kuantitatif dengan pendekatan kualitatif dalam metode penelitian. *Jurnal Manajemen Dan Kewirausahaan*, 4(2), 123–136.

- Nasution, D. K., & Kharisma, A. J. (2024). LEARNING TRANSLATION METHODS: STUDY ANALYSIS OF TOURISM BROCHURE" INSPIRATION OF HISTORICAL HERITAGE". *Jurnal As-Salam*, 8(1), 16-33.
- Nawafil, M., & Junaidi, J. (2020). Revitalisasi paradigma baru dunia pembelajaran yang membebaskan. *Jurnal Pendidikan Islam Indonesia*, 4(2), 215–225.
- Priyatno, D. (2008). *Mandiri belajar SPSS: untuk analisis data dan uji statistik*.
- Rahmadi. (2011). *Pengantar Metodologi Penelitian* (Syahrani, Ed.). Antasari Press.
- Ramdhan, M. (2021). *Metode penelitian*. Cipta Media Nusantara.
- Senjaya, P., Kotamena, F., Ong, F., Andika, C. B., Purwanto, A., & Pramono, R. (2020). School environmental influences, student discipline and learning motivation toward increasing senior high students achievement. *International Journal of Advanced Science and Technology*, 29(05), 4572–4586.
- Sirikulchayanonta, C., Ratanopas, W., Temcharoen, P., & Srisorrachatr, S. (2011). Self discipline and obesity in Bangkok school children. *BMC Public Health*, 11, 1–8.
- Sulaiman Saat, & Sitti Mania. (2020). *Pengantar Metodologi Penelitian* (Mudzakkir, Ed.; 2nd ed.). Pustaka Almaida.
- Syafrida Hafni Sahir. (2021). *Metodologi Penelitian* (1st ed., Vol. 1). KBM Indonesia.
- Wati, A. K., & Muhsin, M. (2019). Pengaruh Minat Belajar, Motivasi Belajar, Lingkungan Keluarga, dan Lingkungan Sekolah Terhadap Kesulitan Belajar. *Economic Education Analysis Journal*, 8(2), 797–813.