

The Effect of Learning Environment and School Culture on Students Learning Achievement at Private Vocational School of Self Development in Padangsidempuan City

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Abstract

This study aims to determine whether there is an influence of the Learning Environment and School Culture on Student Achievement. This research is ex post facto with quantitative research methods. The population in this study were students at the Private Vocational School for Self-Help Development in the City of Padangsidempuan, with a total sample of 54 students. The sampling technique used by researchers in this study is purposive sampling—meanwhile, the collection technique is through observation, documentation and distribution of questionnaires. The research questionnaire was tested for validity using the Product Moment correlation formula and reliability using the Cronbach Alpha formula. Data analysis techniques using Multiple Linear Regression Tests, Partial Hypothesis Testing (T-Test), Simultaneous Hypothesis Testing (F-Test) and Coefficient of Determination Test. From the results of data analysis with multiple linear regression analysis, the equation $Y = 15.209 + 0.331 X_1 + 0.342 X_2$ is obtained. The results of the T-test show that the learning environment has a positive and significant effect on student learning achievement by getting $t\text{-count} > t\text{-table}$ ($2.430 > 2.008$) and a significant value < 0.05 ($0.019 < 0.05$). School culture has a positive and significant effect on student learning achievement by obtaining a $t\text{-count} > t\text{-table}$ ($2.303 > 2.008$) and a significant value < 0.05 ($0.025 < 0.05$). Learning Environment and School Culture have a positive and significant effect on Student Learning Achievement by obtaining a value of $F_{\text{count}} > F_{\text{table}}$ ($6.787 > 3.179$) and a significant value of $0.002 < 0.05$. Furthermore, the coefficient of determination obtained by R Square is equal to 0.210 or 21.0% variable X affects variable Y. Based on the results of this study, it is known that there is a positive and significant influence of the Learning Environment and School Culture on Student Achievement in the Private Vocational School of Self-Help Development in Padangsidempuan City.

Keywords : Learning Environment, School Culture, Student Learning Achievement

1. Introduction

The learning environment is one of the factors that arise from outside (external factors) and has an influence on student achievement. A comfortable and effective learning environment will support conducive teaching and learning activities. An environment like this is what is able to make students focus on lessons, and avoid negative things such as smoking, drugs, promiscuity, etc.

The following are the results of initial observations regarding the learning environment obtained by researchers through the distribution of questionnaires to 20 respondents at the Padangsidempuan Self-Help Development Vocational School.

Table 1. Percentage of Learning Environment in Private Vocational Schools of Padangsidempuan Self-Help Development

Num	Statement	Alternative Answers			
		SS	S	TS	STS
1.	My parents give enough attention and affection	0%	5%	65%	30%
2.	The atmosphere in my house is calm and comfortable, so it supports my learning activities at home	5%	15%	60%	10%
3.	The class atmosphere was calm during class hours, so it was easier for me to understand the explanation of the material from the teacher	0%	50%	40%	10%
4.	My teacher always supports and motivates me to keep on studying	15%	20%	35%	30%
5.	My friends and I always share or share about the knowledge or knowledge we have	25%	25%	50%	0%

(Source: Observations at the Padangsidempuan Self-Help Development Vocational School, 2/9/2022)

Based on the survey data above, it can be concluded that the learning environment for students at the Self-Help Development Vocational School in Padangsidempuan City is still not good.

All achievements obtained by schools or students are not only supported by complete facilities and infrastructure, quality teachers, or good student input, but there is also a school culture that has a role in increasing school effectiveness and also as student success in improving school achievement. according to its purpose.

The following are the results of initial observations regarding school culture obtained by researchers through distributing questionnaires to 20 respondents at the Padangsidempuan Self-Help Development Vocational School.

Table 2. School Culture Presentation at the Padangsidempuan Self-Help Development Vocational School

Num	Statement	Alternative Answers			
		SS	S	TS	STS
1.	I always greet and say hello when I meet teachers or school staff	0%	40%	60%	0%
2.	I always come to school on time so I'm never late	10%	45%	45%	0%
3.	We participate in extracurricular activities regularly	0%	0%	90%	10%
4.	I always dress neatly and cleanly according to the rules of the school uniform	20%	30%	50%	0%
5.	Our school always gives awards to outstanding students	40%	35%	20%	5%

(Source: Observations at the Padangsidempuan Self-Help Development Vocational School, 2/9/2022)

Based on the survey data above, it can be concluded that the school culture in the Padangsidempuan Self-Help Development Vocational School cannot be said to be good or positive, as it should be expected.

The learning environment and school culture have an interrelated relationship because both are one of the supporting factors for determining student learning achievement towards the desired results. Therefore, schools must create a learning environment as well as a fun, fair and creative school culture in order to achieve the desired goals together. The success of students can be seen from their learning achievements. Then, the learning achievement can be used as a measuring tool to determine the extent to which students are successful in the learning process at school. The following are the results of initial observations regarding the learning achievement of students obtained by researchers through the distribution of questionnaires to 20 respondents at the Padangsidempuan Self-Help Development Vocational School.

Table 3. Percentage of Student Learning Achievement at the Padangsidempuan Self-Help Development Vocational School

Num	Statement	Alternative Answers			
		SS	S	TS	STS
1.	I have a high concentration while studying at school	10%	40%	50%	0%
2.	I am able to answer questions given by the teacher from the explanation of the material just explained	10%	25%	65%	0%

3.	I always respond to the explanation of the learning material that my teacher gives	0%	25%	75%	0%
4.	I am able to communicate well and politely in public	5%	5%	55%	35%
5.	I am able to explain the material taught by my teacher back to the front of the class	10%	10%	60%	20%

(Source: Observations at the Padangsidempuan Self-Help Development Vocational School, 2/9/2022)

Based on the survey data above, it can be concluded that the learning achievements of students at the Padangsidempuan Self-Help Development Vocational School are still far from being good so that their learning achievements are also unsatisfactory. This is a problem for researchers so that researchers want to know more about the influence of the learning environment and school culture on student achievement.

Based on the results of overall observations that have been carried out by researchers at the Padangsidempuan Self-Help Development Vocational School, it can be concluded that there are still many students who experience problems in learning, this can be seen from several problems including, namely, students who still do not have the courage to express opinions during the learning process due to the lack of teacher-student relationships so that students do not give response to the teacher's explanation, low student enthusiasm for learning, ineffective learning process, lack of relationship between students and parents at home, and lack of teacher professionalism. Besides that, there are still many students who apply a less positive culture at school, this can be seen from the habits that are carried out by students every day at school. The culture in question includes the many students who violate school regulations/rules, the lack of values of decency, honesty, discipline, caring, religious values and also student nationalism.

2. Literature Review

2.1 Learning environment

The student learning environment that has an influence on learning achievement consists of the family environment, school environment, and community environment. (Slameto, 2018).

a. Family environment

The family environment is the first environment that is encountered or felt by someone and also the first place that can influence the individual's character. As for what is included in the learning environment from the family environment are as follows: a. How parents educate, b. Relations between family members, c. Home Atmosphere, d. Family Economic Condition, e. Definition of Parents.

b. School Environment

The school environment includes teaching methods, curriculum, teacher-student

relations, student-student relations, school discipline, learning tools, study time, condition of school buildings, and homework (homework).

c. **Community Environment**

The community environment is where students are in it which also influences their enthusiasm and learning activities. The community environment whose citizens have sufficient educational background, has educational institutions and learning resources in it will have a positive influence on the enthusiasm and development of the younger generation. The community environment that influences student learning includes student activities in the community, social media, associates, and forms of community life.

2.2 School Culture

Meanwhile, according to Deal and Peterson (in Supardi, 2015: 221) school culture is a set of values that underlies behavior, traditions, daily habits, and symbols that are practiced by school principals, teachers, administrative officers, students and the community around the school. School culture is a characteristic, character or character, and the image of the school in the wider community.

2.3. Learning achievement

Learning achievement is a person's ability to solve difficult things, excel, master, match, so that he is able to surpass other students while also being able to overcome obstacles that are passed (Susanti, 2019).

Achievement of learning achievement or student learning outcomes, refers to the following aspects:

- d. Cognitive is mental activity (brain), which includes: understanding, knowledge, assessment, and application.
- e. Affective is a domain related to attitudes and values, including character and behavior such as interests, values, attitudes, emotions and feelings.
- f. Psychomotor is related to skills or skills and the ability to act after receiving experience in the learning process (Tohirin, 2015).

3. Research Method

3.1. Location and Time of Research

This research took place at the Private Vocational School for Self-Help Development in the City of Padangsidempuan, which is located on Jl. Sutan Soripada Mulia No. 25, Sadabuan, North Padangsidempuan, Padangsidempuan City.

3.2. Population and Sample

The population in the study were all students at the Private Vocational School for Self-Help Development in the City of Padangsidempuan, totaling 176 people. The sampling technique used purposive sampling, the number of samples was 54 people.

3.3. Research Variables and Operational Definitions

Independent variables consist of: learning environment (X1) and school culture (X2). While the Dependent Variable: learning achievement.

3.4. Operational variable

Table 4. Variable Operational Definitions

Num	Variabel Name	Variabel Definition	Indicator	Source
1.	Learning Environment (X1)	The learning environment is a condition formed by people who in the environment itself, related to the physical environment and related to the social environment. The environment can be created in such a way as to be able to provide facilities to these students to be able to carry out the learning process	1.Family Environment 2.School Environment 3.Community Environment	Variable Definition According to Martinis Yamin (2013:266) Indicators According to Hasbullah (2015:141)
2.	School Culture (X ₂)	School culture is a set of values that underlies behavior, traditions, daily habits, and symbols practiced by school principals, teachers, administrative officers, students and the community around the school. School culture can also be interpreted as a characteristic, character or image of the school that spread in the wider community.	1. Behavior 2.Tradition 3.Daily habits 4.Symbols	Definition of Variables and Indicators According to Deal and Peterson (in Supardi, 2015:221)
3.	learning achievement (Y)	Learning achievement is an individual's ability to solve difficult things, excel, master, surpass and match other students while being able to overcome obstacles and achieve high learning achievements.	1.Cognitive 2.Affective 3. Psychomotor	Definition of Variables According to Susanti (2019:32) Indicators According Tohirin (2015:151)

3.5. Data collection technique

Data collection techniques through: observation (observation), questionnaires (questionnaire), and documentation.

3.6. Data analysis techniques 1. Research Instrument Test: a. Instrument validity test, b. Instrument reliability test, 2. Descriptive analysis 3. Classical Assumption test: a. Normality test, b. Heteroscedasticity test, c. Multicollinearity test, 4. Multiple Linear Regression Analysis, 5. Hypothesis test: a. Partial Test (T-Test), b. Simultaneous Test (F-Test), c. Coefficient of Determination Test (R²)

4. Findings and Discussions

4.1. Finding

4.1.1. Research Instrument Test

- a. The results of the Validity Test of Learning Environment Variables (X1) and Learning Achievement (Y) show that all questionnaires are valid. For the school culture variable (X2), there are 2 invalid questionnaires, namely questioners 11 and 12.
- b. The results of the questionnaire reliability test, all questionnaires on the three variables were declared reliable.

4.1.2. Descriptive Analysis of Research Data

a. Respondents' Responses Regarding Learning Environment Variables (X1)

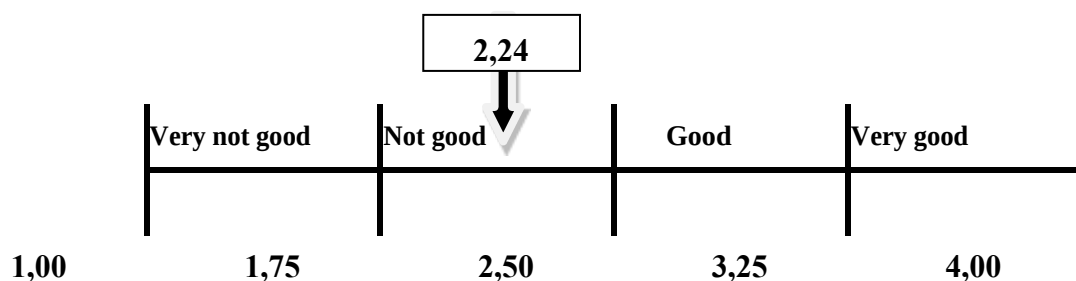


Figure 1. Learning Environment Variable continuum Line (X1)

Respondents' responses regarding the Learning Environment variable (X1) are included in the bad category.

b. Respondents' Responses Regarding School Culture Variables (X2)



Figure 4. 2 . School Culture Variable Continuum Line (X₂)

Respondents' responses regarding the School Culture variable (X₂) are included in the bad category.

c. Respondents' Responses Regarding Learning Achievement Variables (Y)

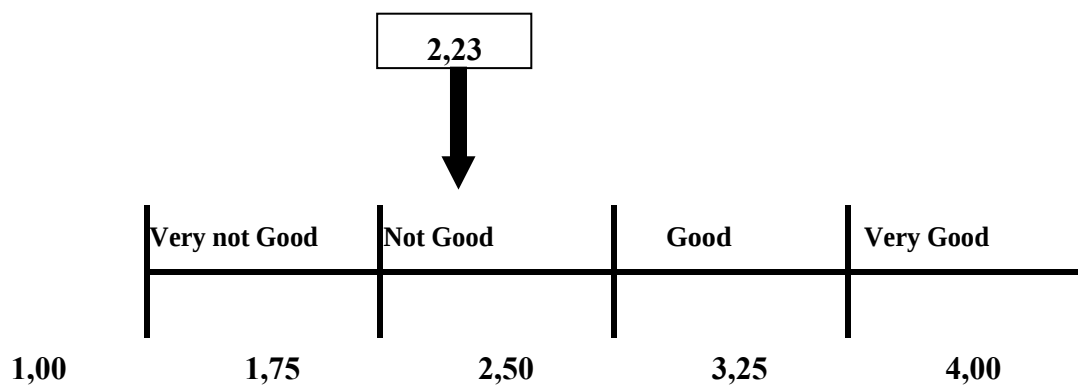


Figure 3 Learning Achievement Variable Continuum Line (Y)

Respondents' responses regarding the Learning Achievement variable (X₂) are included in the bad category.

4.1.3. Data Test Tool

Classical Assumption Test Before forming the regression model, classical assumption testing is first carried out so that the model formed gives a BLUE (Best, Linear, Unbiased, Estimator) estimate. Testing this assumption consists of two tests, namely the Normality test, Heteroscedasticity test, and Multicollinearity test.

a. Normality test

The output of the following normality test calculation results is obtained:

Table 5 Normality Test Results. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		54
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.07364722
Most Extreme Differences	Absolute	.085
	Positive	.085
	Negative	-.072
Test Statistic		.085
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance

Source: Results of Data Processed, 2022)

The Sig value is obtained. Normality test using the Kolmogorov-Smirnov method of 0.200. Because the p-value is greater than alpha ($0.200 > 0.05$), it can be concluded that the residual data is normally distributed.

b. Heteroscedasticity Test

The heteroscedasticity test aims to test whether in the regression model there is an inequality of variance from one residual observation to another. A good regression model is one that has homoscedasticity or does not have heteroscedasticity. One of the methods used to detect the presence or absence of heteroscedasticity is by looking at the plot graphs between the predicted values of the dependent variable, namely ZPRED with the residual SRESID.

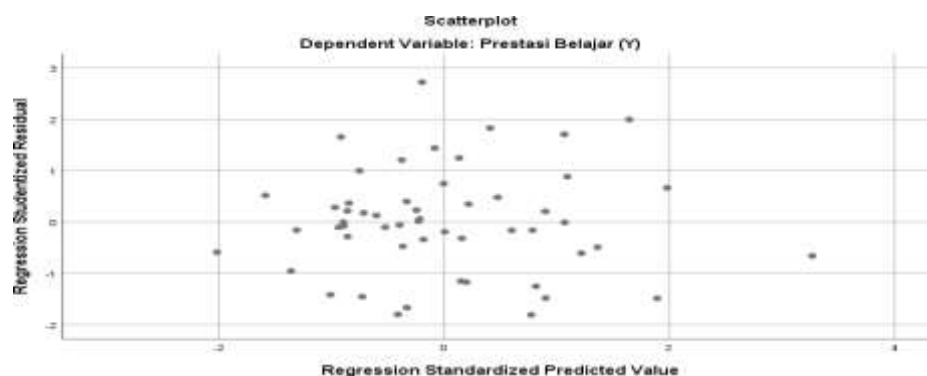


Figure 4 Heteroscedasticity Test Results

Source: Results of Data (Processed, 2022)

Based on Figure 4 it can be seen that the dots spread randomly, not forming a pattern. As well as the points spread both above and below zero on the Y axis. It can be concluded that there is no heteroscedasticity in the regression model, so the regression model is suitable for further analysis.

c. Multicollinearity test

Table 6. Results VIF Multicollinearity test

Coefficients ^a		CollinearityStatistics	
Mode		Tolerance	VIF
1	Learning Environment (X1)	.970	1.031
	School culture (X2)	.970	1.031

a. Dependent Variable: Learning Achievement (Y)

Source: Results of Data (Processed, 2022)

Based on these results it can be concluded that there is no multicollinearity between the independent variables in the model.

1. Multiple Linear Regression Analysis: Learning Environment (X1), and School Culture (X2) on Learning Achievement (Y).

Table 7. Calculation results of the Regression Equation Coefficient Value

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant	15.209	7.736			1.966	.055
	Learning Environment(X1)	.331	.136	.307		2.430	.019
	School Culture (X2)	.342	.149	.291		2.303	.025

a. Dependent Variable: Learning Achievement (Y)

Source: Results of Data (Processed, 2022)

Based on Table 7, it can be seen the value of the constants and the regression coefficient so that the multiple regression equation can be formed as follows:

$$Y = 15,209 + 0,331 X_1 + 0,342X_2$$

- a = 15.209 meaning that if the Learning Environment (X1) and School Culture (X2) are zero (0), then Learning Achievement (Y) will be worth 15.209 units;
- b1 = 0.331 means that if the Learning Environment (X1) increases by one unit, then Learning Achievement (Y) will increase by 0.331 units.
- b2 = 0.342 means that if School Culture (X2) increases by one unit, then Learning Achievement (Y) will increase by 0.342 units.

2. Pearson Product Moment Correlation Analysis

Table 8. Nilai Koefisien Korelasi *Pearson Product Moment Coefficient Value*

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.458 ^a	.210	.179	7.21101

a. Predictors: (Constant), School Culture (X2), Learning Environment (X1)

b. Dependent Variable: Learning Achievement (Y)

Source: Results of Data (Processed, 2022)

The value of the correlation coefficient (R) is 0.458. This value is then interpreted based on Guilford's criteria indicating that there is a moderate relationship between the independent variable and the dependent variable.

3. Hypothesis test

1. Simultaneous Test (Test F)

Table 9. Simultaneous Test (Uji-F)

ANOVA^a					
Model		Sum of Squares	Df	Mean Square	F
1	Regression	705.828	2	352.914	6.787
	Residual	2651.934	51	51.999	
	Total	3357.761	53		

a. Dependent Variable: Learning Achievement(Y)

b. Predictors: (Constant), School Culture (X2), Learning Environment(X1)

Source: Results of Data (Processed, 2022)

Based on table 9, it is known that the Fcount value is 6.787 with a p-value (sig) of 0.002. With $\alpha = 0.05$ and degrees of freedom $v_1 = 2$ and $v_2 = (n-(k+1)) = 54 - (2+1) = 51$, we get Ftable 3.179. meaning that together the variables Learning Environment (X1) and School Culture (X2) have a significant effect on Learning Achievement (Y).

2. Partial Test (t test)

Table 10. **Partial Test (Uji-t) Coefficients^a**

Model	nstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	15.209	7.736		1.966	.055
Learning Environment (X1)	.331	.136	.307	2.430	.019
School Culture (X2)	.342	.149	.291	2.303	.025

a. Dependent Variable: Prestasi Belajar (Y)

Source: Results of Data (Processed, 2022)

1. Partial Hypothesis Testing of Learning Environment Variables (X1)

The significant level (α) is 5%, and the degrees of freedom (v) = $(n-(k+1)) = 54 - (2+1) = 51$ get a ttable value of 2.008.

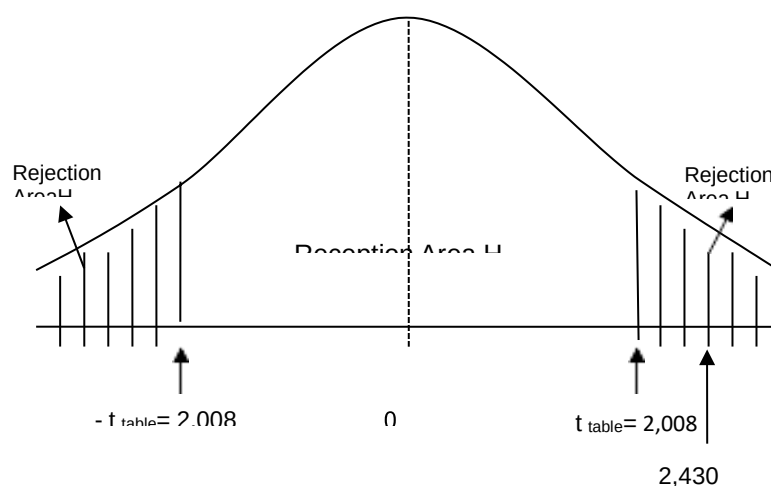


Figure 5. Partial Hypothesis Testing Curve of Learning Environment Variables (X1)

Source: Results of Data Processing with SPSS 25 (Processed, 2022)

From the calculation above, the tcount value for the Learning Environment variable (X1) is 2.430 and the table is 2.008. Because the value of tcount > ttable, it means that the Learning

Environment (X1) has a significant effect on Learning Achievement (Y). 1. Partial Hypothesis

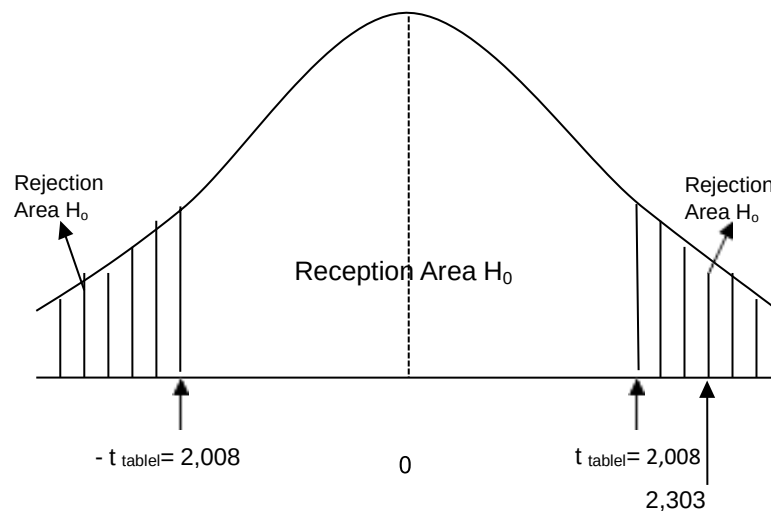


Figure 6. Partial Hypothesis Testing Curve for School Culture Variables (X2
Source: Results of Data (Processed, 2022)

Testing of School Culture Variables (X2) The significant level (α) is 5%, and the degrees of freedom (v) = $(n-(k+1)) = 54 - (2+1) = 51$ get a t_{table} value of 2.008.

From the calculation above, the t_{count} value for the School Culture variable (X2) is 2.303 and the t_{table} is 2.008. This means that School Culture (X2) influences Learning Achievement (Y).

C. Determination Coefficient Test (R^2)

Table 11. Analysis of the Coefficient of Determination

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.458a	.210	.179	7.21101

a. Predictors: (Constant), School Culture (X2), Learning Environment (X1)

b. Dependent Variable: Prestasi Belajar (Y)

Source: Results of Data (Processed, 2022)

$$KD = R^2 \times 100\% = (0,458)^2 \times 100\% = 21,0 \%$$

Thus, based on the coefficient of determination, learning achievement (Y) is influenced by the learning environment (X1) and school culture (X2) by 21.0%, while the remaining 79.0% is

influenced by other factors not examined. To find out the percentage effect of each variable on the Learning Environment (X1) and School Culture (X2) variables on Learning Achievement (Y), the Beta Coefficient $\times$ Zero-order formula is used, with the following results:

Table. 4.12 Koefisien Beta $\times$ Zero-order

Model		Coefficients ^a	
		Standardized Coefficients	Correlations
		Beta	Zero-order
1	Learning Environment (X1)	.307	.358
	School Culture (X2)	.291	.345

a. Dependent Variable: Prestasi Belajar (Y)

Source: Results of Data (Processed, 2022)

Learning Environment (X1) = $0,307 \times 0,358 = 0,1099 = 10,99 \%$

School Culture (X₂) = $0,291 \times 0,345 = 0,1004 = 10,04\%$

Based on the partial percentage calculation results above, it can be seen that the Learning Environment (X1) has an effect of 10.99% on Learning Achievement (Y), and School Culture (X2) has an effect of 10.04% on Learning Achievement (Y).

4.2. Discussion

- Variable Learning Environment (X1) has a significant influence on Student Learning Achievement (Y). This was proven through the t-test which obtained a tcount > ttable ($2.430 > 2.008$) and a sig value <0.05 ($0.019 < 0.05$). Then based on the results of the regression equation, the coefficient value (b1) of the Learning Environment (X1) is 0.331 which means that the Learning Environment (X1) contributes 0.331 to the increase in Student Learning Achievement (Y). If the Learning Environment (X1) increases by 1%, Student Learning Achievement (Y) will increase by 33.1%. The results of this study are in line with the opinion of Muhibbin Syah (2017: 185) where he states that the Learning Environment greatly influences the process of learning and also learning outcomes.
- the variable School Culture (X2) has a significant influence on Student Learning Achievement (Y). This was proven through the t-test on the management of SPSS 25 which obtained a value of tcount > ttable ($2.303 > 2.008$) and sig nilai <0.05 ($0.025 < 0.05$). Then, based on the results of the regression equation, the coefficient value (b1) of School Culture (X2) is 0.342 which means that School Culture (X2) contributes 0.342 to the increase in Student Learning Achievement (Y). If School Culture (X2) increases by 1%, Student Learning Achievement (Y) will increase by 34.2%. The results of this study are in line with the research of Paulina Christiani (2016) which states that a good school culture will shape the output of well-behaved students and support the achievement of student achievement, this is because school culture is the soul (spirit) of a school that gives meaning to the school's educational activities.
- Variable Learning Environment (X1) and School Culture (X2) have a significant influence on Learning Achievement. This was proven through the f-test on the SPSS

25 management which obtained $f_{count} > f_{table}$ ($6.787 > 3.179$) and a sig value $< 0.05\%$ ($0.002 < 0.05$).

5. Conclusion

- a. There is a significant influence between the learning environment (X1) on learning achievement (Y), it can be seen from the results of the multiple linear regression test which shows $Y = 15.209 + 0.331 X1 + 0.342 X2$ and the results of the t test which show that the value of $t_{count} > t_{table}$ ($2.430 > 2.008$) and a significance value of 0.019.
- b. There is a significant influence between School Culture (X2) on Learning Achievement (Y), it can be seen from the results of the multiple linear regression test which shows $Y = 15.209 + 0.331 X1 + 0.342 X2$ and the results of the t test which show that the value of $t_{count} > t_{table}$ ($2.303 > 2.008$) and a significance value of 0.025.
- c. Learning Environment (X1), and School Culture (X2) together have a significant effect on Learning Achievement (Y), it can be seen from the results of the F test which shows that the value of $F_{count} > F_{table}$ ($6.787 > 3.179$) and a significance value of 0.002 .
- d. From the calculation of the coefficient of determination (R^2) we get an R Square value of 0.210, which means that the Learning Environment (X1) and School Culture (X2) contribute 21.0% to Learning Achievement and 79.0% are influenced by other variables.
- e. There are still many shortcomings in the Private Vocational School for Self-Help Development in Padangsidempuan City, namely from the two independent variables studied, namely the Learning Environment (X1) and also School Culture (X2) which make students feel less comfortable with the learning environment and also their own school culture, so give a significant influence on student learning achievement. The supporting factors in implementing a good learning environment and also a positive school culture are the availability of adequate facilities and infrastructure from schools, the willingness of teachers to provide guidance to students with love and affection, and also cooperation between teachers at school and parents at house.

Based on the results of research that has been carried out by researchers regarding "The Influence of the Learning Environment and School Culture on Student Learning Achievement at the Private Vocational School of Self-Help Development in Padangsidempuan City", the researchers provide suggestions as follows:

- a. To the Self-Help Development Vocational School in Padangsidempuan City, it is hoped that it can facilitate students and also teachers at school in order to create a good learning environment and also a positive school culture as we want, for example: adding learning media, creating a school atmosphere a safe and comfortable environment, motivating teachers to be more innovative and creative in teaching students, such as facilitating teachers to attend seminars or workshops on a regular schedule, for example regarding school development, fun learning methods, etc. Schools can also hold positive activities that involve teachers and students such as participating in extracurricular activities, inter-school competitions, commemorating national days, etc., so that students are more active in the school environment so that they spend more time at school than outside of

- school, namely with the convenience of participating in these positive activities.
- b. To the teacher, the researcher gives suggestions that the learning achievement of students needs to be supported by the teachers as well as a good relationship between the teacher and the students such as encouragement of motivation and genuine affection that can be felt by these students so that they are always eager to learn and come to school.
 - c. To parents, parents are expected to give full attention and affection to children in learning. Providing encouragement and guidance to children at home, facilitating children by providing a comfortable study space, meeting children's needs such as paying tuition fees, paying book fees etc. Parents are also expected to always communicate with teachers regarding children's learning problems at school.
 - d. Students are expected to comply with school rules/orders, maintain school cleanliness, maintain school facilities so as to create a comfortable learning environment as expected, participate in positive activities, both inside and outside school, such as dressing tidy to school, arrive on time, attend the flag ceremony every Monday, attend morning assembly, and other positive things. Students must also maintain good relations with school mates, help each other when friends experience difficulties, students are expected to be even more enthusiastic and serious in studying and must continue to develop their abilities to increase their potential and get the expected learning achievements.
 - e. To the next researcher, who wants to research with the same title so that it can be expanded further in terms of the research object, it is better to first analyze and develop variables, research instruments, and large populations, and cover a wider area and can also add indicators existing indicators so that the results of research on the learning environment and school culture on learning achievement are more accurate.

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