

Optimizing Student Learning Outcomes: The Role of School Environment in Islamic Elementary Schools

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ABSTRACT

The school environment plays a vital role in enhancing student learning outcomes, particularly in Islamic elementary schools where academic, social, and religious values are emphasized. A positive school climate can influence students' affective, cognitive, and skill development. This quantitative study investigated the impact of the school environment on student learning outcomes at Muhammadiyah Baitul Falah Elementary School. A total of 135 students from grades four to six participated. Data were collected using a Likert-scale questionnaire and analyzed through linear regression using SPSS version 26. The analysis revealed a significant positive relationship between the school environment and student learning outcomes. The regression analysis produced a significance value of 0.00 (< 0.05) and a regression coefficient of 0.570. These findings indicate that every unit increase in the school environment correlates with a 0.570 unit increase in student learning outcomes. Key contributing factors included a supportive academic atmosphere, well-maintained physical facilities, and positive social interactions within the school community. The results highlight the importance of creating a conducive learning environment to support holistic student development in Islamic elementary schools. Enhancing school infrastructure, fostering positive interpersonal relationships, and encouraging a student-centered academic culture are essential strategies. While this study underscores the value of the school environment in shaping learning outcomes, it is limited to a single institution. Future research with broader samples is necessary to generalize these findings across other Islamic educational settings.

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1. INTRODUCTION

A conducive school environment plays an important role in supporting student development and improving overall learning outcomes. In terms of physical conditions, adequate facilities, such as clean

and comfortable classrooms, help improve students' concentration and learning comfort (Nurastanti et al., 2019; Martini et al., 2019; Rani et al., 2022; Ansor & Pratiwi, 2022). In addition, positive social interactions between students, teachers, and peers create a pleasant learning atmosphere and strengthen character and emotional development (Latief, 2016; Tamara, 2016; Sari et al., 2017; Hermawan, 2020; Kurniawan, 2022; Khairunnisa & Rigiante, 2023; Ambarawani et al., 2024). On the other hand, academic support through appropriate teaching methods and relevant curriculum encourages active participation of students and improves their understanding, especially at the elementary school level (Muslih, 2016; Fadhilaturrahmi, 2018; Hikmawati et al., 2022; Winie et al., 2023; Soraya & Alizza, 2023). Thus, creating an optimal school environment in physical, social, and academic aspects is a strategic step to achieve maximum learning outcomes.

Although the ideal school environment can support student learning outcomes, there is often a gap between expectations and reality in the field. Factors such as limited facilities, lack of adequate learning resources, and social dynamics that are not always harmonious can be obstacles to achieving optimal academic achievement (Putriana, 2015; Fadhilaturrahmi, 2018). In addition, the lack of synergy between teachers, students, and parents also contributes to low learning outcomes (Muslih, 2016; Efendi, 2020). In Madrasah Ibtidaiyah, this challenge is increasingly complex because schools do not only focus on academic achievement but also on character formation based on Islamic values. Without the support of a conducive school environment, both physically and socially, students' academic potential and character are difficult to develop optimally.

Islamic elementary schools, or Madrasah Ibtidaiyah, are unique in combining the national curriculum with Islamic religious education. The main goal is not only to equip students with knowledge but also to form Islamic character in everyday life (Taufiqurrahman, 2023; Akhmadi, 2023). Programs such as strengthening religious character through the Al-Qur'an Education Park and a multicultural Islamic education approach further enrich students' learning experiences (Mida & Maunah, 2023; Mubin & Aryanto, 2022). In addition, a conducive learning environment also plays an important role in improving students' academic achievement. Several studies have shown a positive relationship between the school environment, learning interest, and student learning outcomes in various Islamic elementary schools (Ansor & Pratiwi, 2022; Tunnisa et al., 2025; Yunita, 2018). Therefore, the balance between academic aspects and character building must continue to be considered so that Islamic elementary schools can produce a generation that is not only intellectually intelligent but also has noble morals (Sutrisno & Rofi'ah, 2023; Wahyudi, 2024). Education in Islamic elementary schools is not just a process of transferring knowledge but also an effort to form individuals who are knowledgeable and have noble morals.

This research extends prior studies that explored the relationship between the school environment and student learning outcomes in Islamic educational settings. For instance, Ansor and Pratiwi (2022) found that the school environment influenced science performance in Madrasah Ibtidaiyah. Nurastanti et al. (2019) identified a correlation between the school environment and students' understanding of fiqh in Madrasah Aliyah. Yunita (2018) highlighted the combined effect of the school environment and learning interest on student achievement in Madrasah Ibtidaiyah. Similarly, Soraya and Alizza (2023) demonstrated that the learning environment impacted Islamic religious education outcomes in Islamic junior high schools. Meanwhile, Tunnisa et al. (2025) concluded that the school environment affected the academic success of upper-grade students in Madrasah Ibtidaiyah. Despite these findings, most prior research has been limited by a narrow focus on specific subjects or educational levels.

In contrast, this study adopts a broader approach by examining the school environment through three key dimensions: physical infrastructure, social interaction, and academic atmosphere. It investigates how these elements collectively impact student learning outcomes, evaluated across three domains—attitudes, knowledge, and skills. The study's participants were fourth to sixth-grade students in an Islamic elementary school, with learning data drawn from the first semester report cards

of the 2024/2025 academic year. By considering multiple environmental factors and learning domains, this research offers a more holistic understanding of how the school environment shapes student achievement in Islamic elementary education. Accordingly, it seeks to answer: Do the physical, social, and academic aspects of the school environment significantly influence students' attitudes, knowledge, and skills?

2. METHODS

This research employed a quantitative approach using a survey design to assess the impact of the school environment on student learning outcomes without implementing any direct interventions. Sutrisno (2014) explains that the survey method enables data collection directly from respondents using validated instruments, thereby providing an accurate portrayal of educational conditions. To enrich the quantitative findings, qualitative methods were also utilized, including interviews with school principals and teachers, as well as observations of the school environment. This mixed-methods approach offered deeper insights into how environmental factors affect learning. As noted by Utama (2019), qualitative techniques help uncover elements that cannot be quantified, providing a more comprehensive and contextual understanding.

The study was conducted during the first semester of the 2024/2025 academic year, from August to December 2024, involving all fourth to sixth-grade students at SD Muhammadiyah Baitul Falah, with a total of 135 participants. This timeframe was chosen because the beginning of the academic year is a critical period for student adaptation to the school environment, offering valuable insights into its influence on learning outcomes. Semester 1 report card scores were used to measure academic achievement, as they reflect student performance after a full semester of instruction.

Data were collected through a Likert-scale questionnaire encompassing two variables: the school environment (independent variable) and learning outcomes (dependent variable). The questionnaire was structured around key indicators: the physical environment (facilities, learning media, and resources), the social environment (interactions between students, teachers, and staff), and the academic environment (school atmosphere, instructional methods, and curriculum). Learning outcomes were measured across affective, cognitive (knowledge and verbal understanding), and skill-based (intellectual and motor) domains. Prior to distribution, the questionnaire was validated by an educational expert and piloted with a small student sample to ensure clarity and appropriateness. Formal research approval was obtained from the school, and parental consent letters were distributed, explaining the study's purpose and emphasizing voluntary participation. Students also received a simple explanation, and all participant data were kept confidential.

Various statistical methods were applied to analyze the data. Instrument validity was tested using the Pearson Product-Moment correlation to ensure each item was aligned with its intended variable, while reliability was confirmed through Cronbach's Alpha, with values above 0.6 indicating consistent measurement (Sugiyono, 2019). Assumption testing involved a Kolmogorov-Smirnov test for data normality and an ANOVA-based linearity test to determine the linear relationship between variables. The core analysis used simple linear regression to evaluate the effect of the school environment on student learning outcomes. This was supported by the coefficient of determination (R^2), F-test, and t-test to assess the significance of the relationship. All statistical analyses were performed using SPSS version 26, with descriptive statistics summarizing both the school environment and student performance.

3. FINDINGS AND DISCUSSION

This study aimed to examine the impact of the school environment on student learning outcomes in Islamic elementary schools. The school environment was assessed through three main components:

the physical environment (including school facilities, infrastructure, learning resources, and media), the social environment (such as interactions between students and teachers, education staff, and peers), and the academic environment (covering the overall school atmosphere, instructional methods, and curriculum). These dimensions are based on Slameto's (2015) framework, which outlines key environmental factors influencing learning outcomes, namely school infrastructure and facilities, learning materials and media, student-teacher and peer interactions, school climate, teaching strategies, and curriculum design.

The learning outcomes in this study were measured across three domains: affective, cognitive (encompassing knowledge and verbal comprehension), and skills (including intellectual and motor skills). This classification aligns with Gagne's theory, as cited in Nasution (2018), which identifies learning outcomes as consisting of affective, cognitive, verbal information, intellectual skills, and motor skills.

3.1 Validity Test of School Environment (X)

$$r_{table} = r_{(N-2)} = r_{133} = 0,1678$$

Table 1. Validity Test of School Environment (X)

| Indicator | Correlation | School Environment |
|------------------------------------|---------------------|--------------------|
| Learning facilities | Pearson Correlation | 0.948** |
| | Sig. (2-tailed) | 0.000 |
| | N | 135 |
| School infrastructure | Pearson Correlation | 0.966** |
| | Sig. (2-tailed) | 0,000 |
| | N | 135 |
| Learning resources | Pearson Correlation | 0.948** |
| | Sig. (2-tailed) | 0.000 |
| | N | 135 |
| Learning media | Pearson Correlation | 0.956** |
| | Sig. (2-tailed) | 0.000 |
| | N | 135 |
| Interaction students with teachers | Pearson Correlation | 0.917** |
| | Sig. (2-tailed) | 0.000 |
| | N | 135 |
| Interaction students with students | Pearson Correlation | 0.933** |
| | Sig. (2-tailed) | 0.000 |
| | N | 135 |
| School atmosphere | Pearson Correlation | 0.928** |
| | Sig. (2-tailed) | 0.000 |
| | N | 135 |
| Learning methods | Pearson Correlation | 0.963** |
| | Sig. (2-tailed) | 0.000 |
| | N | 135 |
| Curriculum | Pearson Correlation | 0.932** |
| | Sig. (2-tailed) | 0.000 |
| | N | 135 |

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

The validity test was conducted to ensure that the instrument accurately measured the indicators associated with the school environment variable. As shown in Table 1, all significance (Sig.) values are less than 0.05, and all Pearson correlation (r) values exceed the critical value of $r_{table} = 0.1678$. These

results indicate a strong correlation between each indicator and the school environment variable, demonstrating that the instrument is valid and reliable for assessing the components influencing the learning environment.

The analysis confirms that a positive school environment is shaped by several key factors: sufficient facilities and infrastructure, accessible learning resources and media, effective interaction among students, teachers, and staff, and a supportive overall school climate. Additionally, the application of appropriate teaching methods and a well-structured curriculum are essential for enhancing educational quality. Therefore, comprehensive improvements to the school environment should take all these elements into account to foster an optimal atmosphere for student learning.

3.2 School Environment Reliability Test (X)

Table 2. School Environment Reliability Test (X)

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| 0.983 | 9 |

This reliability test was conducted to measure the internal consistency of the research instrument in measuring the school environment variable. The results of the reliability analysis using the Cronbach's Alpha technique showed that the reliability value for the school environment variable was 0.983, which was greater than the minimum limit required (0.6). Thus, based on the testing criteria, H_0 was rejected, which means that the instrument was declared reliable. This reliability shows that the instrument has a very good level of internal consistency in measuring the school environment variable, so it can be relied on for use in research.

3.3 Validity Test of Learning Outcomes (Y)

$$r_{table} = r_{(N-2)} = r_{133} = 0.4329$$

Table 3. Validity Test of Learning Outcomes (Y)

| Indicator | Correlation | Learning Outcomes |
|---------------------|---------------------|-------------------|
| Affective | Pearson Correlation | 0.976** |
| | Sig. (2-tailed) | 0.000 |
| | N | 135 |
| Knowledge | Pearson Correlation | 0.976** |
| | Sig. (2-tailed) | 0.000 |
| | N | 135 |
| Verbal Information | Pearson Correlation | 0.965** |
| | Sig. (2-tailed) | 0.000 |
| | N | 135 |
| Intellectual skills | Pearson Correlation | 0.976** |
| | Sig. (2-tailed) | 0.000 |
| | N | 135 |
| Motor skills | Pearson Correlation | 0.852** |
| | Sig. (2-tailed) | 0.000 |
| | N | 135 |

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

This validity test was conducted to ensure that the instrument used was able to measure indicators relevant to the learning outcome variables accurately. Based on the results of the validity test analysis in table 3, all Sig. values <0.05 or Pearson Correlation $(r) > r_{table} = 0.4329$, indicating that the validity test results show that all indicators have a very strong relationship with the overall learning outcome variables, so that the instrument used is able to measure aspects of learning outcomes accurately. This

finding confirms that attitudes, knowledge, intellectual skills, and motor skills are important factors that support each other in achieving optimal learning outcomes. Therefore, learning strategies must be designed comprehensively to cover all of these aspects, so that student learning outcomes can be maximized.

3.4 Learning Outcome Reliability Test (Y)

Table 4. Learning Outcome Reliability Test (Y)

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| 0.972 | 5 |

This reliability test was conducted to measure the internal consistency of the research instrument in measuring the learning outcome variable. The results of the reliability analysis using the Cronbach's Alpha technique showed that the reliability value for the school environment variable was 0.972, which was greater than the minimum limit required (0.6). Thus, based on the testing criteria, H_0 was rejected, which means that the instrument was declared reliable. This reliability shows that the instrument has a very good level of internal consistency in measuring the learning outcome variable, so it can be relied on for use in research.

3.5 Normality Test

Table 5. Normality Test

| One-Sample Kolmogorov-Smirnov Test | | |
|--|----------------|-------------------------|
| | | Unstandardized Residual |
| N | | 135 |
| Normal Parameters ^{a,b} | Mean | 0,0000 |
| | Std. Deviation | 0,43088 |
| Most Extreme Differences | Absolute | 0,102 |
| | Positive | 0,102 |
| | Negative | -0,095 |
| Test Statistic | | 0,102 |
| Asymp. Sig. (2-tailed) | | 0,084 ^{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. | | |

The normality test was carried out using the Kolmogorov-Smirnov technique to ensure normal data distribution. Based on the analysis results, the $\text{Sig.} = 0.084 > 0.05$ does not reject H_0 , or the residuals are normally distributed. The test parameters show that the average residual is 0.0000 with a standard deviation of 0.43088. In addition, the test statistic value of 0.102 shows that there is no significant difference between the residual distribution and the expected normal distribution. These results indicate that the normality assumption is met, so that the regression model can be considered valid in the context of data analysis that relies on normally distributed residuals.

3.6 Linearity Test

Table 6. Linearity Test

| | | ANOVA Table | | | | | |
|---|----------------|--------------------------|----------------|-----|-------------|---------|-------|
| | | | Sum of Squares | df | Mean Square | F | Sig. |
| Learning Outcomes * School Environment | Between Groups | (Combined) | 7300.887 | 15 | 1460.177 | 105.877 | 0.000 |
| | | Linearity | 7219.540 | 1 | 7219.540 | 523.485 | 0.000 |
| | | Deviation from Linearity | 81,346 | 14 | 20.337 | 1.475 | 0.209 |
| | | Within Groups | 4785.584 | 119 | 13.791 | | |
| | | Total | 12086.470 | 134 | | | |

The ANOVA technique was used to test the linear relationship between independent and dependent variables. The F-count value for linearity is 523.485 with a significance of $0.000 < 0.05$, indicating that the school environment has a significant linear effect on learning outcomes. The F-count value for deviation from linearity is 1.475 with a significance of $0.209 > 0.05$, which means there is no significant deviation from linearity in this relationship. Thus, good environmental conditions can contribute significantly to improving student learning outcomes.

3.7 Simple Linear Regression Test

3.7.1 Coefficient of Determination Test

Table 7. Termination Coefficient Test

| Model Summary ^b | | | | | |
|----------------------------|--------------------|----------|-------------------|----------------------------|---------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
| 1 | 0.982 ^a | 0.964 | 0.964 | 0.35607 | 1.761 |

a. Predictors: (Constant), School environment

b. Dependent Variable: Learning outcomes

Based on the results of the determination coefficient test presented in the Model Summary table, the R value of 0.982 indicates a very strong relationship, with an R Square of 0.964, which means that 96.4% of the variation in learning outcomes can be explained by the school environment. Adjusted R Square of 0.964, which is the same as R Square, indicates a very good model. Std. Error of the Estimate of 0.35607 indicates an accurate model prediction, while Durbin-Watson 1.761 indicates no autocorrelation problems. Thus, the school environment has a very large influence on student learning outcomes, and the regression model used in this study can be relied on to predict learning outcomes in the 2024/2025 semester 1 educational report card.

3.7.2 F-Test

Table 8. F-Test

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|-----|-------------|----------|--------------------|
| | Model | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 1029.318 | 1 | 1029.318 | 3612.438 | 0.000 ^b |
| | Residual | 37.897 | 133 | 0.285 | | |
| | Total | 1067.215 | 134 | | | |

a. Dependent Variable: Hasil Belajar

b. Predictors: (Constant), Lingkungan Sekolah

Based on the results of the F test displayed in the ANOVA table, the F-count value was obtained at 3612.438 with a significance level of 0.000. This significance level is much smaller than 0.05 so that H_0 is rejected. This shows that the independent variable, School Environment (X) simultaneously has a significant influence on the dependent variable Learning Outcomes (Y). In the table, the Sum of Squares

Regression value of 1029.318 with a degree of freedom (df) of 1 shows the total variation in Learning Outcomes that can be explained by the School Environment. The Residual Sum of Squares value of 37.897 with a df of 133 reflects the variation that cannot be explained by the model. The Mean Square Regression value of 1029.318 is higher than the Mean Square Residual of 0.285, indicating that the regression model has strong predictive ability. This shows that good school environmental conditions contribute significantly to the achievement of student learning outcomes in Islamic elementary schools.

3.7.3 t-Test

Table 9. t-Test
Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|-----------------------------|------------|---------------------------|--------|-------|
| | B | Std. Error | Beta | | |
| 1 | (Constant) | -0.451 | 0.382 | -1.180 | 0.240 |
| | School Environment | 0.570 | 0.009 | 60.104 | 0.000 |

a. Dependent Variable: Learning Outcomes

Table 9 presents the results of the t-test for the regression model that examines the effect of school environment variables on learning outcomes. Based on the analysis results, the constant value (intercept) is -0.451 with a t value of -1.180 and a significance value (Sig.) of 0.240, indicating that this constant is not significant at the 0.05 level. Meanwhile, for the school environment variable, the regression coefficient (B) is 0.570 with a standard error of 0.009. The t-value for the school environment variable is 60.104 with a Sig. value of 0.000, indicating that the effect of the school environment on learning outcomes is very significant at the 0.05 level. The beta coefficient of 0.982 indicates a very strong relationship between the school environment and learning outcomes, with a significant effect on the learning outcome variable.

Table 10. Simple Linear Regression Test

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| 1 | (Constant) | -.451 | .382 | -1,180 | ,240 |
| | Lingkungan Sekolah | .570 | .009 | .982 | ,000 |

a. Dependent Variable: Hasil Belajar

The regression analysis revealed an unstandardized coefficient of 0.570, indicating that a one-unit improvement in the quality of the school environment corresponds to a 0.570-unit increase in student learning outcomes. The significance value (Sig.) of 0.000, which is below the threshold of 0.05, confirms that this relationship is statistically significant. Additionally, the t-value of 60.104 indicates a strong and meaningful effect, significantly different from zero. These findings support the conclusion that the school environment (X) has a positive and significant influence on student learning outcomes (Y), encompassing affective, cognitive, and skill-based dimensions.

To validate these statistical findings, the researcher conducted triangulation through observations, interviews, and documentation. Interviews with the principal and teachers of grades four through six, conducted on December 18, 2024, reinforced the quantitative results. It was consistently noted that a well-maintained school environment—physically, socially, and academically—has a significant impact on student achievement and character development. The principal emphasized, *“Our consistent improvement in student performance each year is closely linked to the quality of our school environment. Clean*

and orderly surroundings, along with supportive facilities such as comfortable classrooms, an active library, and appropriate places of worship, contribute significantly to a positive learning atmosphere."

Observational data confirmed these statements. The school had clearly taken steps to create a conducive learning environment. Classrooms were consistently clean and decorated with educational posters and student work, enhancing the visual appeal. Reading corners in each classroom allowed students to engage in self-directed learning during free time. Beyond the classroom, the schoolyard and gardens were well maintained and used productively by students for activities such as role-playing and informal group discussions, further enriching the learning experience.

The principal also emphasized the importance of students' sense of security and comfort in building learning motivation, saying, "*Students' sense of security and comfort is an important foundation in building their learning motivation.*" Observations confirmed this, where students appeared enthusiastic about participating in learning, were orderly when entering class, actively listened to teacher explanations, and did assignments. Semester 1 report card data for the 2024/2025 academic year showed that the average student learning outcomes were very satisfactory, with an average grade of 85.54 for fourth grade, 86.00 for fifth grade, and 86.23 for sixth grade, all of which exceeded the Learning Objective Achievement Criteria set at 80. This shows that a supportive school environment not only affects student comfort but also contributes to optimal academic achievement.

The fourth-grade teacher added that comfort in the classroom greatly influences students' enthusiasm for learning. He stated, "*The comfort of the classroom environment greatly influences students' enthusiasm for learning. The teaching aids used, structured group activities, and orderly classroom arrangements make students more focused and enthusiastic in receiving the material.*" This is reflected in the average scores for Indonesian and Mathematics subjects, which reached 88 and 86, respectively. The active and contextual learning approach has proven effective in improving students' knowledge. The fourth-grade teacher also highlighted positive habits, such as reading before class and praying dhuha together, which help shape students' discipline and character.

The fifth-grade teacher emphasized the importance of an inclusive social environment for student development, saying, "*A warm and inclusive school atmosphere makes students feel valued and confident. Good relationships between teachers and students, as well as between students themselves, create open discussion spaces and encourage collaboration.*" This is evident in the achievement of Fine Arts and Physical Education scores of 85.5, indicating that students' skills are developing optimally thanks to a positive social atmosphere. The fifth-grade teacher also added that good interactions between teachers and students create an atmosphere that supports effective communication and enjoyable learning.

The sixth-grade teacher said that the academic culture that was built since the students were in the lower grades has had a positive impact on their readiness to learn at a higher level. He explained, "*The academic culture that is applied since the lower grades helps students in the upper grades to be more prepared and mature in facing learning.*" This can be seen from the character of sixth-grade students who show a strong, orderly, and responsible learning attitude. The achievement of grades in the subjects of Religious Education and Character Education (87), Arabic (84), and English (87) reflects the success of learning in three important aspects, namely attitude, knowledge, and skills. He also added, "*The systematic learning process with various methods, such as visual aids, digital media, presentations, and simple projects, really helps students develop critical and creative thinking skills.*" This varied approach has proven to be able to create an active learning atmosphere and support students' overall academic growth.

Observation results at the school show that a well-maintained physical environment, with neatly arranged classes and open spaces that are used productively, contributes to a conducive learning atmosphere. Students appear enthusiastic about participating in learning activities, with habitual routines such as reading the Qur'an in the morning and praying dhuha regularly. In addition, a respectful communication pattern between students and teachers creates positive social interactions. All of these elements support the achievement of comprehensive learning objectives, both in academic

and character aspects. Report card data that exceeds the Learning Objective Completion Criteria by 80 confirms that a good school environment, both physically, socially, and academically, contributes significantly to students' success in achieving learning objectives.

The overall analysis shows that the school environment has a significant influence on student learning outcomes in Islamic elementary schools. This study confirms that all domains of learning outcomes (affective, cognitive, and skills) are directly influenced by the quality of the school environment (physical, social, and academic), as explained by Gagne's theory in Nasution (2018). Learning outcomes include affective (attitude), cognitive (knowledge and verbal information), and skills (intellectual skills and motor skills). In the context of this study, the school environment as an external factor has been shown to contribute positively to all three aspects of learning outcomes: harmonious social interactions increase affective involvement, academic resources support cognitive skills, and adequate physical facilities facilitate the development of motor skills.

The results of this study are in line with the results of the study by Ansor & Pratiwi (2022), which showed that the school environment has a positive effect on student learning outcomes in Madrasah Ibtidaiyah. The difference lies in the scope of the study, where the previous study only focused on science subjects in grade four in semester 1 of the 2017/2018 academic year. Meanwhile, this study examines the influence of the school environment more broadly, including the physical, social, and academic environments on learning outcomes in various subjects in the educational report cards of fourth to sixth-grade students in semester 1 of the 2024/2025 academic year.

This study is also in line with Martina et al. (2019), which found that the school environment influences learning outcomes at the elementary education level. However, the study only highlighted aspects of the physical and social environment in relation to learning outcomes in the cognitive domain of Islamic Religious Education subjects in grade seven of junior high schools. This is different from the study, which examines the influence of the school environment not only from the physical and social aspects but also academically and includes learning outcomes as a whole (attitudes, knowledge, and skills). Furthermore, this study supports the findings of Latief (2016) that a good school environment influences learning outcomes with indicators of school environment variables in accordance with Slameto (2015) indicators of the school environment that affect learning outcomes, namely school facilities and infrastructure, learning resources, learning media, student interaction with teachers, student interaction with students, school atmosphere, learning methods, and curriculum. The difference is that the previous research was conducted at Paku State Vocational School and focused on learning outcomes in one particular subject, namely Citizenship Education. The current research focuses on research in Islamic elementary schools and student learning outcomes as a whole (attitudes, knowledge, and skills) in various subjects.

Overall, the results of this study strengthen the theory and previous findings that a conducive school environment has a significant influence on student learning outcomes. Potential mechanisms that explain this relationship include three aspects, namely the physical, social, and academic environments. A comfortable physical environment equipped with learning facilities supports the development of intellectual and motor skills through direct practice. A positive social environment creates harmonious interactions between students and teachers, which encourages motivation, active involvement, and positive attitudes in learning. A resource-rich academic environment strengthens conceptual understanding, critical thinking, and other cognitive skills. This study provides a more comprehensive picture of the importance of the school environment as one of the factors that has a significant influence on student learning outcomes as a whole, which is reflected in the semester 1 report card scores of the 2024/2025 academic year. Thus, the results of this study can be used as a basis for improving the quality of the school environment, both in terms of physical, social, and academic aspects, in order to improve student learning outcomes as a whole, because it integrates various school environmental factors and learning outcomes comprehensively.

Although this study provides comprehensive insights, it is important to acknowledge that this study was only conducted in one Islamic elementary school with 135 respondents with unique school characteristics, such as strengthening religious values and specific school culture; the results may not be fully applicable to other schools. To increase the generalizability of the findings, further research is suggested to consider existing contextual factors, involve larger and more diverse samples, and include several schools with different characteristics, such as public, private, or other religious-based schools, so that the research results can be more accurate and representative in describing the relationship between school environment and learning outcomes in various educational contexts.

As a practical implication, the results of this study can be a reference for principals and teachers in creating a more optimal learning environment. Some concrete steps that can be implemented include (1) investing in better school infrastructure to create a conducive physical environment, (2) encouraging positive interactions between teachers and students to strengthen the social environment that supports learning, and (3) revising school policies to improve the quality of the academic environment through the development of innovative learning methods and a more student-centered learning approach. With these various efforts, the school environment can be more conducive and contribute significantly to improving student learning outcomes.

4. CONCLUSION

This study proves that the school environment has a significant effect on student learning outcomes in Islamic elementary schools. The results of the regression analysis obtained a significance value of $0.00 < 0.005$ and a regression coefficient of 0.570. This means that every one-unit increase in the quality of the school environment will increase student learning outcomes by 0.570 units. The school environment has been shown to contribute positively to the three aspects of learning outcomes, namely: a harmonious social environment increases affective involvement, an academic environment supports cognitive skills, and an adequate physical environment facilitates skill development. Thus, improving the quality of the school environment can contribute significantly to improving student learning outcomes in all aspects.

The practical implication is that the results of this study can be a reference for school principals in creating a more optimal learning environment to improve learning outcomes. Efforts such as improving school facilities, building positive interactions between teachers and students, and creating a student-centered academic environment. Teachers also play an important role in creating a comfortable and interactive classroom atmosphere by adjusting the learning approach according to student needs and continuing to improve teaching skills through training and self-reflection.

Although it provides comprehensive insight into the positive relationship between the school environment and learning outcomes, this study has limitations because it was only conducted in one Islamic elementary school with 135 respondents; the results are not necessarily the same as in other schools. The characteristics of Islamic schools, such as the integration of religious values and certain school cultures, may affect the results of the study, so these findings may differ if applied to public elementary schools in general. Therefore, further research with a wider scope and more varied methods is needed to obtain a more comprehensive picture of the influence of the school environment on student learning outcomes.

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