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Analysis of the School Environment, Teacher Communication and Student Learning Motivation on the Influence of Student Learning Outcomes

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ABSTRACT

Research Objectives: 1) To partially analyze the influence of the school environment on student learning achievement; 2) To partially analyze the influence of teacher communication on student learning achievement; 3) To analyze the influence of student learning motivation on student learning achievement partially; and 4) To analyze the influence of the school environment, teacher communication and learning motivation on student learning achievement simultaneously. This research is included in the associative causality group. It is classified as associative because this research aims to determine whether or not there is a relationship between the variables being studied. It is categorized as causality, because this research aims to find out whether the observed variables have a certain causal relationship as predicted theoretically. The method used is a quantitative method. The results of this research conclude: 1) the school environment has a partial influence on student learning achievement; 2) teacher communication has a partial influence on student learning achievement; 3) student learning motivation has a partial influence on student learning achievement; 4) the school environment, teacher communication, and student learning motivation have an influence on student learning achievement simultaneously.

INTRODUCTION

Education has an important role in creating quality Indonesian human resources. Efforts to improve human quality are aimed at creating national cadres who will carry out development in the future. Qualified national cadres, known as human resources, are what determine the success of development. For this reason, one way to create quality human resources is through education. Schools as formal educational institutions play a significant role in the teaching process. Education can change the outlook on life, culture and human behavior. Education also functions to lead people to uncover the veil of life while placing themselves as actors in every change. Education according to Meier (2007:41) aims to prepare humans to face various changes that require strength of mind, awareness and creativity.

To make this happen, it must be supported by a good school environment and teachers with good communication skills in an effort to increase student motivation and learning achievement. The State High School (SMAN) 11 of Jambi City is no exception. It has become an absolute obligation for teachers to create students who excel in order to face today's increasingly fierce competition. Apart from that, it is also a matter of pride for teachers if their students can achieve satisfactory learning outcomes.

Learning outcomes are results that have been achieved by students after receiving instruction within a certain period of time. Learning outcomes can also be interpreted as a reflection of learning efforts. The better the students' learning efforts, ideally the better the learning outcomes they will achieve. Therefore, learning outcomes can be a reference in assessing the success of learning experienced by students, one of which can be seen from the results of students passing the National Final Examination. However, unfortunately recently student learning outcomes tend to appear to be decreasing, this can be seen from the average score on the National Examination (UN) for several fields of study which has decreased from the previous year. Where in 2014 there was an increase from 42.79 to 44.15. Then in 2015 it decreased again to 43.88. Furthermore, in 2016 it increased to 45. And in 2017 it decreased to 44.90.

The fluctuating results of the National Examination scores are due to students' lack of effective learning at school, which has an impact on students' lack of knowledge and understanding in following the lessons that have been taught. Apart from that, the lack of application refers to students' ability to use learning material that has been studied in new and concrete situations, as well as the lack of student analysis which refers to the ability to explain facts, concepts, opinions, assumptions and so on.

In theory, many factors can influence learning outcomes. According to Wahyuningsih and Djazari (2013), the

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high and low levels of student learning achievement are influenced by two factors which include internal factors and external factors. Internal factors arise from within the student, such as motivational learning abilities, interest and attention, attitudes and learning habits, perseverance, physical and psychological factors (Sudjana, N., 2009), while external factors arise from outside the student, such as the school environment, family environment and community environment (Slameto, 2010). Of the several factors that can influence learning outcomes, the school environment plays an important role in students' learning development, because the school environment not only influences learning achievement, but also influences the motivation of each student in the learning process (Sudjana, 2009). Several studies that have been carried out previously have proven that the school environment can improve student learning outcomes, including research conducted by Latief, A (2014), and Suhardiansyah (2013) where the results of the research significantly influence the school environment on student learning achievement.

The school environment is an environment that is influential and meaningful for students in the teaching and learning process at school, both in social and non-social environments. The school environment includes the physical environment of the school such as the campus/school environment, existing learning facilities and infrastructure, learning resources, learning media and so on, the social environment which concerns students' relationships with their friends, teachers and other school staff. The school environment also concerns the academic environment, namely the atmosphere and implementation of teaching and learning activities, various co-curricular activities and so on (Sukmadinata, N.S., 2009:164). Based on observations made by the school environment, SMAN 11 Jambi City is also still experiencing problems with inadequate school facilities, this can be seen from the number of teaching aids/learning media that is not sufficient, for example the number of LCDs the school has is only 2. . Apart from that, the quality of teachers and teacher communication in delivering material in a fast and monotonous manner. This can be seen when students receive lesson material. One student is asked to read material from the book, the other students listen. Then the teacher explains again and so on. So students tend to be busy alone, chatting with their friends, there are some students who are doing homework in other lessons and are not paying attention to the ongoing learning. The above learning situations and conditions cause students to be passive and the pleasant learning atmosphere as expected has not been realized.

Apart from that, the library space is inadequate and less conducive, which makes students less interested and sometimes lazy to study in the library during free class hours. Therefore, there is a need for a supportive learning process, which is supported by various parties, which will certainly be one of the factors that can support the success of teaching and learning in schools, which in the end can support efforts to increase economic learning achievement. If this can be implemented, especially at SMAN 11 Jambi City, especially for class Apart from having to be supported by a good school environment to support student achievement, the communication that teachers have during the teaching and learning process with students is also an important factor that must be considered. Because basically an intelligent teacher will have good communication with his students. Through communication, someone is able to judge that someone has intelligence and broad insight. Communication is the exchange of verbal and non-verbal messages between the sender and the recipient of the message to change behavior (Muhammad, A, 2010: 5). The communication process that occurs is a reciprocal process because the sender and recipient influence each other.

Sukmadinata in Muflichah (2016) believes that communication plays a determining role in teaching. The use of appropriate communication methods will influence student learning outcomes. This was discovered by Sahabuddin, C (2015), where the results of his research showed that teacher communication had a positive and significant influence on student learning achievement. This means that if teacher communication with students in learning activities can be carried out effectively, it will have an impact on student learning achievement.

LITERATURE REVIEW

Communication between teachers and students in learning activities can basically be done individually or in groups, in verbal and non-verbal form, and assisted by media and learning resources. Teachers provide information, messages, ideas to students with the intention that students participate actively in learning so that the learning objectives can be achieved. Teacher communication skills are very important because with communication from a teacher the messages conveyed can be well received by students. This is in accordance with the definition of communication skills in the classroom, namely the teacher's ability to create a communicative climate between teachers and students in learning activities (Karti Soeharto in Astuti, 2012).

A good communication process will be able to create a pleasant learning atmosphere, so that students can more easily accept lessons. A learning process that is fun and interesting for students will be realized if communication between class members goes well. So it should be the teacher's job to create a pleasant atmosphere (Istanto, D in Hamdu, G and Agustina, L., 2011). However, unfortunately not all teachers are able to create such a pleasant atmosphere, which makes it difficult for some students to follow the lessons. This can be seen that not all teachers are able to see students' strengths and weaknesses in learning activities, and are able to help students grow self-confidence in learning activities. Apart from that, it also appears that some teachers are unable to stimulate students' interest in learning. This of course can have a negative impact on student development if not immediately addressed.

Basically, a teacher's job is not only teaching and learning activities in the classroom, but also providing

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guidance outside the classroom, especially overcoming difficulties faced by students, whether difficulties regarding lessons or psychological problems they receive from outside, such as family and social friends. Teacher behavior is one of the factors that plays a role in motivating students' enthusiasm for learning. It is a pleasant condition if the teacher can show a familiar, friendly attitude and understand the situation in the classroom when teaching and when he is outside the classroom (Istanto, D in Hamdu, G and Agustina, L., 2011). Such teacher behavior can indirectly support student learning motivation.

Motivation to learn is a psychological aspect that helps and encourages someone to achieve their goals. So motivation must exist within a person, because motivation is the basic capital for achieving goals. Thus, motivation must be the starting point for all activities. Motivation can be an important problem in education, especially when it is related to a person's activities in everyday life. Motivation for students can develop activity and initiative, can direct persistence in carrying out learning activities. In learning, many students are less motivated towards lessons, including practical and theoretical activities to achieve a goal.

One of the ways in which students' low motivation to learn is that they often miss school hours, where we often find students in school uniforms outside the school environment during class hours, such as at internet cafes, Playstation rentals or in the market. Based on the confession of one of the students, the reason for skipping class was boredom and being lazy about taking part in lessons or activities at school. Motivation has a very big influence on learning, if teachers are not able to increase motivation then students will not learn as well as they can, because there is no special attraction for them. Students are reluctant to learn, students do not get satisfaction from the lesson. Study materials that attract student motivation are easier to learn and retain because motivation increases enthusiasm for learning activities. Therefore, of course teachers have a very important role in encouraging student motivation in order to improve student learning achievement by providing learning methods that are more interesting and not boring.

Several studies that have been conducted previously have proven that student learning motivation can influence student learning outcomes, including research conducted by Menrisal, and Etrilia, U (2017), Stevani (2016), Zamsir., Masi, L., and Fajrin , P (2015), and Agustina, L., Rustivarso., and Okiana (2017) where the research results show that learning motivation has a positive and significant effect on learning outcomes. High student learning motivation can basically support learning success, but low student learning motivation is an obstacle that can result in low learning outcomes. For this reason, teachers must be able to choose the right model or method to create an interesting learning situation so that it can foster learning motivation and achieve student success in learning.

Low student learning motivation which has an impact on decreasing student learning outcomes is a problem for teachers, in this case teachers are expected to be able to create new breakthroughs that can raise students' enthusiasm for participating in learning. Among other things, teachers must be able to improve their competence and must also be able to communicate well with students, so that good relationships can be established between teachers and students, thus making the learning atmosphere less boring, so that it is also hoped that it can increase students' learning motivation in achieving achievement in learning.

METHOD

This research was conducted basically to see the influence of the school environment, teacher communication, and student learning motivation on student learning achievement. Observations using time coverage are cross section/one shoot, which means the information or data obtained is the result of data collection carried out at a certain time (Sugiyono, 2010). This research is included in the associative causality group. It is classified as associative because this research aims to determine whether or not there is a relationship between the variables being studied. It is categorized as causality, because this research aims to find out whether the observed variables have a certain causal relationship as predicted theoretically. Based on the research objectives, this research is categorized as explanatory research, namely research that explains each variable through hypothesis testing. Where this test is carried out by analyzing multiple linear regression equations followed by testing the coefficient of determination (R2), t test and F test for hypothesis testing using SPSS 21.0 tools. for windows.

RESULT

The research activity after data from all data sources is collected is to carry out data analysis. Activities in data analysis are grouping data, tabulating data, presenting data for each variable studied, carrying out calculations to answer the problem formulation, and carrying out calculations to test the hypothesis that has been proposed. However, before answering the proposed hypothesis, the author will first describe the variables to be studied. In this research, descriptive analysis was carried out to describe conditions regarding the school environment, teacher communication, and student learning motivation at SMAN 11 Jambi City using a Likert scale. This scale is designed to see the extent to which the subject agrees or disagrees with the proposed statement. Descriptive analysis is used by compiling a frequency distribution table to find out whether the level of score obtained for the research variables falls into the categories: very good, good, not good and very bad.

Descriptive Analysis of School Environmental Variables (X1)

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School environmental variables are measured through a questionnaire consisting of 26 statements, using a scale of 1-4 where respondents who choose the answer option (positive) strongly disagree are given a score of 1, disagree answers are given a score of 2, agree answers are given a score of 3 and strongly agree are given a score score 4. Based on the research data, the lowest data was 58 and the highest data was 87. Thus the score range was 30. Using Sturgess' rules, the number of class intervals was 7 and the interval length was 4, so that a frequency distribution of school environment scores could be created as follows:

Table 1: Frequency Distribution of School Environment Scores

No.	Clas	Frequency		
		Bsolute	**Relatively%**	**Cumulative**
1	58 - 61	4	3.57%	4
2	62 - 65	4	3.57%	8
3	66 - 69	5	4.46%	13
4	70 - 73	24	21.43%	37
5	74 - 77	39	34.82%	76
6	78 – 81	25	22.32%	101
7	82 – 86	11	9.82%	112
	Amount	**112**		

Source: Data processed for research purposes, 2023

The description of school environmental data carried out using SPSS 21.0 software is presented in Table 2 below:

Table 2: Description of School Environment Variables (X1)

Statistics		
LingkunganSekolah_X1		
N	Valid	112
	Missing	0
Mean		75.116
Std. Error of Mean		.5116
Median		75.500
Mode		77.0
Std. Deviation		5.4139
Variance		29.311
Range		29.0
Minimum		58.0
Maximum		87.0
Sum		8413.0

Source: Data processed for research purposes, 2023

Based on the table above, the mode, median and mean values are located in the fifth interval class 74 - 77. Apart from that, the number of respondents who got the highest score and the lowest score was balanced so that the data had a tendency to be normally distributed. The table above also illustrates that the frequency distribution of school environment variables is a symmetrical curve. This is indicated by the mode, median and mean scores located in the fifth interval class. Where the frequency distribution table of the school environment above also shows that there are 39 (34.82%) respondents in the average group, 25 (22.32%) respondents are above the average group and 24 (21.43%)) respondents below average.

Descriptive Analysis of Teacher Communication Variables

The teacher communication variable was measured through a questionnaire consisting of 27 statements, using a scale of 1-4 where respondents who chose the answer option (positive) strongly disagree were given a score of 1, disagree answers were given a score of 2, agree answers were given a score of 3 and strongly agree were given a score score 4. Based on the research data, the lowest data was 64 and the highest data was 90. Thus the score range was 27. Using Sturgess' rules, the number of class intervals was 7 and the interval length was 4, so that a frequency distribution of teacher communication scores could be created as follows:

Table 3: Frequency Distribution of Teacher Communication Score**s**

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No.	Clas	Frequency		
		Bsolute	**Relatif %**	**Cumulative**
1	64 - 67	1	0.89%	1
2	68 - 71	11	9.82%	12
3	72 - 75	21	18.75%	33
4	76 - 79	36	32.14%	69
5	80 - 83	27	24.11%	96
6	84 - 87	13	11.61%	109
7	88 - 92	3	2.68%	112
Amount		**112**		

Source: Data processed for research purposes, 2023

The description of teacher communication data carried out using SPSS 21.0 software is presented in Table 4 below:

Table 4: Description of Teacher Communication Variables (X2)

Statistics		
Komunikasi_X2		
N	Valid	112
	Missing	0
Mean		77.830
Std. Error of Mean		.4634
Median		77.500
Mode		76.0
Std. Deviation		4.9043
Variance		24.052
Range		26.0
Minimum		64.0
Maximum		90.0
Sum		8717.0

Source: Data processed for research purposes, 2023

Based on the table above, the mode, median and mean values are located in the fourth interval class 76 - 79. Apart from that, the number of respondents who got the highest score and the lowest score was balanced so that the data had a tendency to be normally distributed. The table above also illustrates that the frequency distribution of teacher communication variables is a symmetrical curve. This is shown in 14 by the mode, median and mean scores are located in the fifth interval class. Where the teacher communication frequency distribution table above also shows that there are 36 (32.14%) respondents in the average group, 27 (24.11%) respondents are above the average group and 21 (18.75%)) respondents below average.

Descriptive Analysis of Learning Motivation Variables

Motivational variables are measured through a questionnaire consisting of 14 statements, using a scale of 1-4 where respondents who choose the answer option (positive) strongly disagree are given a score of 1, disagree answers are given a score of 2, agree answers are given a score of 3 and strongly agree are given a score 4. Based on the research data, the lowest data was 33 and the highest data was 49. Thus the score range was 18. Using Sturgess' rules, the number of interval classes was 7 and the interval length was 2, so that a frequency distribution of learning motivation scores could be created as follows:

Table 5: Frequency Distribution of Learning Motivation Scores

No.	Clas	Frequency		
		Bsolute	**Relatif %**	**Kumulatif**
1	33 - 35	1	0.89%	1
2	36 - 38	12	10.71%	13
3	39 - 41	18	16.07%	31
4	42 - 44	42	37.50%	73
5	45 - 47	29	25.89%	102
6	48 - 50	10	8.93%	112
Amount		**112**		

Source: Data processed for research purposes, 2023

The description of learning motivation data carried out using SPSS 21.0 software is presented in Table 6 below:

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Table 6: Description of Learning Motivation Variables (X3)

Statistics		
Motivasi_X3		
N	Valid	112
	Missing	0
Mean		43.063
Std. Error of Mean		.3120
Median		43.000
Mode		42.0
Std. Deviation		3.3024
Variance		10.906
Range		16.0
Minimum		33.0
Maximum		49.0
Sum		4823.0

Source: Data processed for research purposes, 2023

Based on the table above, the mode, median and mean values are located in the fourth interval class 42 – 44. Apart from that, the number of respondents who got the highest score and the lowest score was balanced so that the data had a tendency to be normally distributed. The table above also illustrates that the frequency distribution of learning motivation variables is a symmetrical curve. This is indicated by the mode, median and mean scores located in the fifth interval class. Where the frequency distribution table of learning motivation above also shows that there are 42 (37.50%) respondents in the average group, 29 (25.89%) respondents are above the average group and 18 (16.07%)) respondents below average.

Classic Assumption Test

The requirement for using multiple regression analysis is that classical assumptions are met. To obtain an efficient and unbiased examiner value or BLUE (Best Linear Unbias Estimator) from a multiple regression equation using the least squares method, it is necessary to test to determine whether the resulting regression model meets the requirements of classical assumptions. In this research, classical assumption tests that are commonly used will be presented, namely the Normality Test, Multicollinearity Test and Heteroscedasticity Test using SPSS 21.0 as a tool in this research.

DISCUSSION

This test aims to test whether each variable is independent of the dependent variable (Partial Test). Apart from that, this test was also carried out to find out which variables had a more dominant influence on student learning outcomes. This test is carried out using the t test, namely looking at the probability value or p-value of each independent variable regression coefficient. This t test aims to find out whether each independent variable in the model has a significant effect on the dependent variable. The method is to compare the probability value (p-value) of each independent variable with its significance level. If the p-value result is smaller than the significance level, namely 0.05, it means that the individual independent variables have a significant effect on the dependent variable (Y). This also proves that the null hypothesis (H0) is rejected and Hypothesis 1 (H1) is accepted. The following is the SPSS 21.0 output for the t test (Partial).

School Environment t Test (X1) on Learning Outcomes (Y)

From the results of the regression test in Table 4.12 above using SPSS 21.0, the calculated t number for the school environment variable (X1) is 2.523, with a significance value of 0.013, because the significance level number is <0.05 (0.013 <0.05), it can be concluded that the school environment (X1) influences learning outcomes (Y) at SMAN 11 Jambi City. This means that there is a linear relationship between the school environment (X1) and learning outcomes (Y) at SMAN 11 Jambi City.

Teacher Communication t Test (X2) on Learning Outcomes (Y)

From the results of the regression test in Table 4.12 above using SPSS 21.0, the calculated t number for the teacher communication variable (X2) is 5,576, with a significance value of 0.000, because the significance level number is <0.05 (0.000 < 0.05), it can be concluded that teacher communication (X2) influences learning outcomes (Y) at SMAN 11 Jambi City. This means that there is a linear relationship between teacher communication (X2) and learning outcomes (Y) at SMAN 11 Jambi City.

Motivation t test (X3) on learning outcomes (Y)

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From the results of the regression test in Table 4.12 above using SPSS 21.0, the calculated t number for the motivation variable (X3) is 3,771, with a significance value of 0.000, because the significance level number is <0.05 (0.000 < 0.05), it can be concluded that motivation (X3) has an effect. on learning outcomes (Y) at SMAN 11 Jambi City. This means that there is a linear relationship between motivation (X3) and learning outcomes (Y) at SMAN 11 Jambi City.

Based on the partial test described above, it is known that all independent variables (school environment, teacher communication and motivation) have an influence on the dependent variable (learning achievement). Where from the tests carried out it is known that the teacher communication variable has a more dominant influence compared to the other two independent variables, namely the school environment and learning motivation.

f. F Test Results (Simultaneous)

The F test is basically used to test the significance of the influence of several independent variables on the dependent variable. This F test aims to find out whether the independent variables, namely (school environment, teacher communication and motivation in the model jointly influence learning outcomes. For decision making, it can be seen from the sig value, if the sig value is <0.05 then the conclusion is that there is a significant influence between the independent variables (school environment, teacher communication and motivation) on the dependent variable learning outcomes (Priyatno, 2012).The following is the SPSS 21.0 output for the F test (Simultaneous).

Table 7. Simultaneous F Test Results

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2109.496	3	703.165	65.101	.000[b]
	Residual	1166.530	108	10.801		
	Total	3276.027	111			

a. Dependent Variable: Y_Hasil_Belajar
b. Predictors: (Constant), X3, X1, X2

Source: Data processed for research purposes, 2023

From the Anova test or F test using SPSS 21.0, the F count is 65.101 with a p-value probability level of 0.000, because the significance level is much less than 0.05 (0.000 < 0.05), therefore H0 is rejected and H1 is accepted, so it can be concluded that the hypothesis The null (H0) is rejected and the alternative hypothesis (H1) is accepted, meaning that this proves that the school environment variables, teacher communication and motivation together have a significant effect on student learning outcomes.

The Influence of the School Environment on Learning Outcomes

Based on hypothesis testing carried out using a partial test (t test) as seen in Table 4.12, a significance value of less than 5% was obtained, so it can be concluded that the school environment (X1) influences learning outcomes (Y) at SMAN 11 Jambi City. This means that there is a linear relationship between the school environment (X1) and learning outcomes (Y) at SMAN 11 Jambi City. The results of this research show the same results as research conducted by Latief, A (2014), and Suhardiansyah (2013), where the research results show that the school environment has a positive and significant influence on learning outcomes.

However, what differentiates this research from previous research is that in the research of Latief, A (2014), the results of the school environment coefficient obtained were negative, which means that the more the school environment, the lower the learning outcomes. This is inversely proportional to the research results obtained by the author, where the school environment coefficient value is positive, which means that every time the school environment improves, this will also be followed by an increase in the learning outcomes obtained by students. On the other hand, the worse the school environment, the lower the learning outcomes achieved by students will be. This is in accordance with the opinion expressed by Sudjana (2009) who states that the school environment plays an important role in the learning development of students, because the school environment not only influences learning achievement, but also influences the motivation of each student in the learning process.

Then for research conducted by Suhardiansyah (2013), in this study the researcher used three indicators to measure the school environment, namely through 1) the social environment, which includes the community environment, whether large groups or small groups; 2) personal environment, including the environment of individuals as individuals influencing other individuals; and 3) cultural environment, including cultural and technological results that can be used as learning resources and which can be supporting factors for teaching. Meanwhile, the author himself, in measuring the school environment, places more emphasis on teacher-student relationships, student-student relationships, learning spaces and places, classroom facilities, learning tools, the school library as a support for learning, and classroom ventilation and classroom lighting.

The school environment is an environment that is influential and meaningful for students in the teaching and learning process at school, both in social and non-social environments. The school environment includes the physical environment of the school such as the campus/school environment, existing learning facilities and infrastructure, learning resources, learning media and so on, the social environment which concerns students' relationships with their

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friends, teachers and other school staff. The school environment also concerns the academic environment, namely the atmosphere and implementation of teaching and learning activities, various curricular activities and so on (Sukmadinata, N.S., 2009:164).

Based on the results of the survey conducted, it is generally known that the school environment at SMAN 11 Jambi City is categorized as good, although there are several points that need to be improved. The highest score is in the seventh dimension "Class Ventilation and Class Lighting", this explains that based on the results of a survey conducted at SMAN 11 Jambi City, the current class ventilation and lighting are in line with students' expectations. The existing classroom ventilation is able to maintain good air circulation in the classroom; The existing classroom ventilation is able to maintain existing air circulation, making the air fresher; The quality of the windows is very good, so the classroom is bright; and the classroom lighting, such as the available lamps, is very good, so it is very helpful in the teaching and learning process which takes place when the class is dark.

Meanwhile, the lowest score was in the sixth dimension "School Library as a Support for Learning". This explains that based on the results of the survey conducted it is known that students assess that the School Library as a Learning Support currently does not meet expectations. Existing library facilities are not yet able to provide comfort when studying; The lighting in the library is not good; and the books available in the library are not complete, so they are not able to support the material provided in class. Even though the dimensions have a low average score, the scores obtained are still in the good category.

The Influence of Teacher Communication on Learning Outcomes

Based on hypothesis testing carried out using a partial test (t test) as seen in Table 4.12, a significance value of less than 5% was obtained, so it can be concluded that teacher communication (X2) has an effect on learning outcomes (Y) at SMAN 11 Jambi City. This means that there is a linear relationship between teacher communication (X1) and learning outcomes (Y) at SMAN 11 Jambi City. The results of this research show the same results as research conducted by Sahabuddin, C (2015), where the research results show that teacher communication has a positive and significant influence on student learning outcomes. This means that if teacher communication with students in learning activities can be carried out effectively, it will have an impact on student learning achievement. In line with Sahabuddin, C (2015), Sukmadinata in Muflichah (2016) believes that communication plays a determining role in teaching. The use of appropriate communication methods will influence student learning outcomes.

What differentiates research conducted by Sahabuddin, C (2015) from research conducted by the author is that research conducted by Sahabuddin, C (2015) emphasizes that the communication process carried out directly by teachers with students can provide motivation to increase enthusiasm for learning, do assignments, and complete assignments. Meanwhile, from the results of research conducted by the author, a teacher in communicating with his students must be more flexible and open, by showing an open attitude towards student interactions.

Communication between teachers and students in learning activities can basically be done individually or in groups, in verbal and non-verbal form, and assisted by media and learning resources. Teachers provide information, messages, ideas to students with the intention that students participate actively in learning so that the learning objectives can be achieved. Teacher communication skills are very important because with communication from a teacher the messages conveyed can be well received by students. This is in accordance with the definition of communication skills in the classroom, namely the teacher's ability to create a communicative climate between teachers and students in learning activities (Karti Soeharto in Astuti, 2012).

A good communication process will be able to create a pleasant learning atmosphere, so that students can more easily accept lessons. A learning process that is fun and interesting for students will be realized if communication between class members goes well. So it should be the teacher's job to create a pleasant atmosphere (Istanto, D in Hamdu, G and Agustina, L., 2011). Based on the results of the survey conducted, it is known that overall subject teacher communication at SMAN 11 Jambi City is categorized as good, although there are several points that need to be improved. Where the highest score is in the second dimension "Flexible and Open Attitude". This explains that based on the results of the survey conducted, teachers are quite capable of showing an open attitude towards student interaction; Teachers can show flexibility in adapting; Teachers can accept students' conditions as they are without regard to social status and so on; Teachers are able to show a sensitive attitude towards students' feelings of difficulty in learning activities; Teachers are able to show a responsive attitude to students' feelings of difficulty in learning activities; Teachers are able to show a sympathetic attitude towards students' feelings of difficulty in learning activities; Teachers are always friendly towards students; and teachers are always patient in dealing with students.

Meanwhile, low scores are in the third dimension "Passionate and Serious". This explains that based on the results of the survey conducted, it is known that students think that current economics teachers are not enthusiastic and serious in providing material to students. Teachers have not been able to stimulate students' interest in learning; teachers do not master teaching materials well; teachers seem less serious in providing material to students; teachers are less able to demonstrate learning activity tools well; teachers are less able to provide simple and interesting examples, so that students can easily understand them; and teachers are less able to communicate the material provided using simple language, so that it can be easily understood by students. Even though the dimensions have a low average score, the scores obtained are still in the good category.

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The Influence of Learning Motivation on Learning Outcomes

Based on hypothesis testing carried out using a partial test (t test) as seen in Table 4.12, a significance value of less than 5% was obtained, so it can be concluded that learning motivation (X3) influences learning outcomes (Y) at SMAN 11 Jambi City. This means that there is a linear relationship between learning motivation (X3) and learning outcomes (Y) at SMAN 11 Jambi City.

The results of this research show the same results as research conducted by Menrisal, and Etrilia, U (2017), Stevani (2016), Zamsir., Masi, L., and Fajrin, P (2015), and Agustina, L., Rustivarso ., and Okiana (2017) where the results of his research show that learning motivation has a positive and significant effect on learning outcomes. What differentiates the research that has been conducted from the research that the author has conducted is that in the previous research the researcher only studied one independent variable, while the author used three independent variables. So the study that the author conducted is much broader than the research conducted by Menrisal, and Etrilia, U (2017), Stevani (2016), Zamsir., Masi, L., and Fajrin, P (2015), and Agustina, L., Rustivarso., and Okiana (2017). It is not limited only to motivation and learning outcomes.

Motivation has a very big influence on learning, if teachers are not able to increase motivation then students will not learn as well as they can, because there is no special attraction for them. Students are reluctant to learn, students do not get satisfaction from the lesson. Study materials that attract student motivation are easier to learn and retain because motivation increases enthusiasm for learning activities. Therefore, of course teachers have a very important role in encouraging student motivation in order to improve student learning outcomes by providing learning methods that are more interesting and not boring.

High student learning motivation can basically support learning success, but low student learning motivation is an obstacle that can result in low learning outcomes. For this reason, teachers must be able to choose the right model or method to create an interesting learning situation so that it can foster learning motivation and achieve student success in learning. Low student learning motivation which has an impact on decreasing student learning achievement is a problem for teachers, in this case teachers are expected to be able to create new breakthroughs that can raise students' enthusiasm for learning. Among other things, teachers must be able to improve their competence and must also be able to communicate well with students, so that good relationships can be established between teachers and students, thus making the learning atmosphere less boring, so that it is also hoped that it can increase students' learning motivation in achieving achievement in learning.

Based on the results of the survey conducted, it is known that the overall learning motivation of students at SMAN 11 Jambi City, especially for IPS XI class in economic subjects, is categorized as high, although there are several points that need to be improved. Where the highest score is in the tenth statement "Always always record every material given". This explains that based on the results of the survey conducted, students have a high desire to follow the material provided by always recording each material given so that in the future they will not easily forget the material that was given previously.

Even though students always seem to take good notes on the material given by the teacher, students don't seem to be very good at listening to the explanations given by the teacher, only taking notes on the material on the blackboard. It can be seen that in the ninth statement "Always listen carefully to the explanation given by the teacher" this statement has a low score compared to the other statements. Even though this statement has a low average score, the score obtained is still in the high category.

School Environment, Teacher Communication and Learning Motivation Simultaneously Influence Learning Outcomes.

Based on hypothesis testing carried out using a partial test (F test) as seen in Table 4.14, a significance value of less than 5% was obtained, so it can be concluded that the school environment, teacher communication and learning motivation simultaneously influence learning outcomes at SMAN 11 Kota. Jambi. Where the magnitude of the role or contribution of the school environment, teacher communication and motivation to learning outcomes is 64.4%, while the remaining 35.6% is influenced by other variables not revealed in this research.

Where these other factors that can influence learning outcomes according to Wahyuningsih and Djazari (2013) include internal factors and external factors. Internal factors arise from within the student, such as interest and attention, attitudes and study habits, perseverance, physical and psychological factors (Sudjana, N., 2010), while external factors arise from outside the student, such as the family environment and community environment (Slameto , 2010). The results of this research show the same results as research conducted by Latief, A (2014), Suhardiansyah (2013), Sahabuddin, C (2015), Menrisal, and Etrilia, U (2017), Stevani (2016), Zamsir., Masi , L., and Fajrin, P (2015), and Agustina, L., Rustivarso., and Okiana (2017) where research results show that the school environment, communication and learning motivation have an influence on learning outcomes.

Learning outcomes are results that have been achieved by students after receiving instruction within a certain period of time. Learning outcomes can also be interpreted as a reflection of learning efforts. The better the students' learning efforts, ideally the better the learning outcomes they will achieve. Therefore, learning outcomes can be a reference in assessing the success of learning experienced by students, one of which can be seen from the results of

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students passing the National Final Examination (UAN). Apart from that, student learning outcomes can also be seen from the results achieved in competitions that students take part in every year, both between schools at Regency/City, Provincial, National and International levels.

CONCLUSION

Based on the results of the research and discussions that have been carried out in this research, it can be concluded that the school environment, teacher communication, and learning motivation have an influence on student learning outcomes at SMA Negeri 11 Jambi City, both partially and simultaneously. In detail, the conclusions in this research will be explained one by one based on the hypotheses that have been proposed as follows: 1) The school environment partially has a positive and significant influence on learning outcomes. This means that there is a linear relationship between the school environment and learning achievement at SMAN 11 Jambi City. The better the school environment will improve learning outcomes, conversely the worse the existing school environment, the more impact it will have on learning outcomes. 2) Teacher communication partially has a positive and significant influence on learning outcomes. This means that there is a linear relationship between teacher communication and learning achievement at SMAN 11 Jambi City. The better the teacher's communication in conveying material to students, the better the learning achievement will be, conversely, the worse the teacher's communication, the lower the learning outcomes will be. 3) Students' learning motivation partially has a positive and significant influence on learning outcomes. This means that there is a linear relationship between learning motivation and learning achievement at SMAN 11 Jambi City. The higher the student's learning motivation, the higher the student's learning outcomes will be, whereas the lower the student's learning motivation, the lower the learning outcomes will be. 4) The school environment, teacher communication and student learning motivation simultaneously have an influence on student learning outcomes. This explains that if the school environment, teacher communication, and learning motivation are implemented well together, it will provide better learning outcomes at SMA Negeri 11 Jambi City. Where the contribution of the influence of school environment variables, teacher communication and motivation to learning outcomes is 64.4%, while the remaining 35.6% is influenced by other variables not revealed in this research

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