The Influence of Learning Environment, Peers And Learning Readiness on Student Achievement in the Undergraduate Economics Education Program, Faculty of Economics, State University of Gorontalo

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ABSTRACT: This study aims to determine how much influence the Learning Environment, Peers and Learning Readiness have on student achievement in the Economics Education S1 Study Program, Faculty of Economics, Gorontalo State University. This research uses a quantitative survey type method. This research data was obtained by distributing questionnaires to 88 students as respondents. The research data comes from primary sources with multiple linear regression analysis with the help of the SPSS version 2023 program. The regression test results show that $\hat{y} = a + bx$, namely $\hat{y} = 9.676 + 0.044X1 + 0.153X2 + 0.674X3. + $, which means that the learning environment has a positive effect on student learning outcomes with a t-value of 0.184 when compared to the t-table of 1.66 so the effect is not significant, peers have a positive effect on student learning outcomes with a t-value of 1.496 with a t-table of 1.66 so it is still smaller so it is not significant and learning readiness has a positive effect on learning outcomes with a t-value of 7.16 with a t-value of 1.66 so it is still greater so it is said to be significant. This can be seen from the results of SPSS testing, it is known from the R-Square value of 0.667 or 66.7%. This explains that 66.7% of the distribution of learning achievement variables can be explained by the Learning Environment, Peers and readiness to learn variables. While the remaining 33.3% is explained by other factors that are outside this study that cannot be explained. Thus the researcher's hypothesis has been tested and can be accepted.

KEYWORDS: Learning Environment, Peers, Learning Readiness, and Student Learning Achievement

I. INTRODUCTION

Education is seen as the right way to form quality human resources to support the achievement of national development goals. Through education, humans gain knowledge, skills, values and attitudes so that they can think more systematically, rationally and critically about the problems they face. According to Law No. 20 of 2003 concerning the National Education System states that: National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

Education can be said to be successful if it has fulfilled the objectives of national education. Education is also said to be successful if the teaching and learning process is carried out effectively and efficiently so that learning outcomes can be achieved more optimally.

Gorontalo State University (UNG) as one of the universities in Indonesia that has a synergistic work culture system that values learning, creative responsibility and the values of justice, peace and politeness in carrying out the Tridharma of Higher Education, so as to be able to produce superior quality educational and non-educational personnel in the global world. The Economics Education Study Program is one of the study programs at the Faculty of Economics, Gorontalo State University, which is required to be able to produce quality human resources. Learning Achievement is one of the indicators of student success. With good Learning Achievement, it is expected to be able to describe the quality of good students as well, especially as prospective teachers who must be able to educate the nation's next generation.

Based on observations that have been made, it turns out that there are still students who are less prepared in terms of learning and lectures. Be it in terms of doing assignments or facing exams whose deadline is the next day so that the results obtained are not

optimal. Students' assumptions about courses that are complicated and too difficult also cause students to be less motivated to learn. This causes student interest in learning to be lacking and student learning achievement to be less than optimal.

Peers also affect the Learning Achievement of Economics Education Study Program Students Class of 2022 Faculty of Economics, Gorontalo State University. This can be seen from the current reality, many students are more dependent on negative things with their peers such as not reminding each other in learning or joking during lectures, many students rarely do assignments because they follow their friends, some students are more engrossed in chatting with their friends than listening to lecturers who are explaining in front of the class.

Data on undergraduate students of the Economics Education Study Program, Faculty of Economics, State University of Gorontalo who are active:

Table 1. Students who Studying in Economics Education at State University of Gorontalo

| Class | Active Students | GPA | | | Credits | Entrepreneurship and Student Organization Activities |
		Low	High	Average GPA		
2018	47	2.33	3.40	2.86	140	0
2019	156	3.12	3.77	3.44	140	25
2020	157	3.10	3.86	3.48	109	38
2021	178	2.99	3.91	3.45	64	68
2022	211	2.97	3.96	3.46	23	0

Source: *Study Program Bachelor in Economics Edcuation, 2023*

Based on the data obtained, it can be seen that the number of students in the class of 2018 there are still 47 people who have not completed their studies, which if calculated based on the entry class they have graduated in 2022 because the normal study at the education level is 4 years or 8 semesters. but in 2023 there are still 47 active students. as for his participation in the organization, there is none at all.

Based on the background of the problem above, there is a relationship between the Learning Environment, Peers and Learning Readiness on student learning achievement. Based on these observations, the researcher is interested in researching this problem into a thesis with the title "The Effect of Learning Environment, Peers and Learning Readiness on Student Learning Achievement in the Undergraduate Economics Education Study Program, Faculty of Economics, Gorontalo State University".

II. LITERATURE REVIEW
Learning Achievement
Learning achievement is the result of measuring and assessing learning efforts. By knowing learning achievement, we can know the position of children in the class. As stated by Sutratinah (2001: 43) that "learning achievement is an assessment of the results of effort activities expressed in the form of symbols, numbers, letters and sentences that can reflect the results that have been achieved by each child in a certain period".

Based on several definitions of Learning Achievement above, it can be synthesized that Learning Achievement is the result of the assessment of learning activities that have been carried out and is a form of final formulation given by lecturers to see to what extent the abilities of students are expressed in the form of symbols, numbers, letters and sentences that can reflect the results that have been achieved.

Learning Environment
The learning environment is a place where learning activities take place that get influence from outside on the continuity of these activities. The environment, which is a learning resource, has an influence on the learning process. The environment in a narrow sense is the surrounding nature outside the individual or human being. The environment includes all materials and stimuli inside and outside the individual, both physiological, psychological, and socio-cultural. From this understanding, the author concludes that the learning environment is a learning activity carried out by a child against other environments from outside. The environment plays a very important role in carrying out the continuity of learning. A good environment will produce good learning outcomes too.

Peers
The environment is everything in nature that has a certain meaning or influence on the individual. The environment is everything that surrounds humans that can influence behavior directly or indirectly. Havighurst in Hurlock (1997: 264) defines peer group as a "collection of people of approximately the same age who think and act together". According to Horton and Hunt in Damsar

(2011: 74), what is meant by a peer group is a group of people of the same age and status, with whom a person generally relates or associates.

In general, it can be concluded that peers are people who have similar status, thinking, age, and maturity level. People who are almost the same age as their friends usually also have a level of development or maturity that is not much different. The peers chosen are usually friends who have the same social status as themselves. For example, students who are in elementary school, most of their friends are also fellow students, both from the same school and different schools. It is rare for an elementary school student to be close friends with people of different social status. These peers are people who are often involved in carrying out actions together in relationships.

Based on the above understanding, researchers can synthesize that a Peer is someone who has the same level of maturity, the same age, the same thinking and usually has the same level of maturity.

Learning Readiness

Learning readiness is a unity of effort to complete the ability he has in responding to what he is facing in learning. So students must have readiness to learn so that when the learning process takes place, students can follow it well.

According to Thorndike in Pangestu's journal (2018), the law of readiness in full reads First, if a person has the readiness to respond or act, then the action or response he does will give satisfaction, and involve the person not to do other actions. Second, if a person has the readiness to respond, then he does not do it, it results in dissatisfaction, and as a result the person will take other actions. Third, if a person does not have the readiness to respond, then the response given will result in dissatisfaction. Learning readiness is the conditions that precede the learning activity itself. Without readiness or willingness the learning process will not occur. These learning pre-conditions consist of attention, motivation, and preparatory development.

III. RESEARCH METHODS

Data and Data Sources

The data used in this study used primary data taken from distributing questionnaires to respondents as many as 88 respondents of Economics Education undergraduate students at the Faculty of Economics and Business, Gorontalo State University.

Conceptual and Operational Definition of Variables

Dependent variable

The dependent variable in this study is Student Learning Achievement. Learning achievement is the realization or expansion of the potential skills or capacities possessed by a person.

Independent variable

In this study there are three independent variables, namely Learning Environment, Peers and Learning Readiness. Learning Environment (X1) is everything related to where the learning process is carried out, Peers (X2) is a person who has the same level of maturity, the same age, the same thinking and usually has the same level of maturity, learning readiness (X3) is the initial condition of a learning activity that makes it ready to respond / answer that exists in students in achieving certain teaching goals.

Research instrument

This study uses a research instrument in the form of a questionnaire sheet containing structured questions to be answered by respondents with a Likert scale used to measure entrepreneurial competence, entrepreneurial interest, and entrepreneurial motivation. The Modified Likert scale used in this study has a value range of 1 to 4, as listed in the following table:

Table 2. Likert Scale Score for Instrument

Possitive Questions		Negative Questions	
Answer	Score	Answer	Score
Strongly agree	5	Strongly agree	1
Agree	4	Agree	2
Less disagree	3	Less disagree	3
Disagree	2	Disagree	4
Strongly Disagree	1	Strongly Disagree	5

After that we conduct a research instrument grid that showed in next table :

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Table 3. Indicators of Variables

Variables	Indicators
Learning Environment (X1)	Family
	School
	Learning Places (Home and School)
	Learning Atmosphere
	Learning Tools
According to Jamal (2011)	
Peers (X2)	Knowing who this student hangs out with
	Looking at activities that the child usually does with their peers
	Intensity of association
According to Hendra (2010	
Learning Readiness (X3)	Physical health
	Mental or spiritual health
According to Effendi (2017	
Learning Achievement (Y)	Cognitive domain
	Affective domain
	Psychomotor domain
According to Meilani (2017)	

The instrument above will be tested through validity using Pearson correlation and reliability using Cronbach alpha value.

Research Model

This research conduct a multiple linear regression model such as the following equation below :

$$\widehat{y} = \alpha_0 + \alpha_1 X_1 + \alpha_2 X_2 + \alpha_3 X_3 + \varepsilon_i$$

IV. RESULT AND DISCUSSION

STATISTIC DESCRIPTIVE

The descriptive statistics of this study can be displayed in the following table:

Table 4 Descriptive Statistics

	Mean	Std.Deviation	N
Learning Achievement	81.02	5.591	88
Learning Environment	44.09	2.466	88
Peers	86.24	5.791	88
Learning Readiness	83.38	5.653	88

A total of 88 respondents were involved in this study, for each variable, namely learning achievement with an average value of 81.02 with a standard deviation of 5,591 out of 88 respondents. In the Learning Environment variable with an average value of 44.09 with a standard deviation of 2,466 out of 88 respondents. In the Peers variable with an average value of 86.24 with a standard deviation of 5,791 of 88 respondents And for the Learning Readiness Variable with an average value of 83.38 with a standard deviation of 5,653 of 88 respondents.

Instrument Testing

Validity and Reliability Test of Learning Achievement Variable (Y)

Tabel 5. Validity and Reliability Test for Y

Question	r-coefficient (pearson correlation)	r-table	Desription
item 1	0.571**	0.1765	Valid

item 2	0.686**		Valid
item 3	0.608**		Valid
item 4	0.622**		Valid
item 5	0.544**		Valid
item 6	0.689**		Valid
item 7	0.719**		Valid
item 8	0.730**		Valid
item 9	0.677**		Valid
item 10	0.813**		Valid
item 11	0.596**		Valid
item 12	0.722**		Valid
item 13	0.676**		Valid
item 14	0.673**		Valid
item 15	0.745**		Valid
item 16	0.780**		Valid
item 17	0.836**		Valid
item 18	0.640**		Valid
item 19	0.650**		Valid
Reliability Coefficient Cronbach-Alpha	**0.935**	**0.60**	**Reliable**

The nineteen questions submitted to the respondents have been declared valid, this can be seen from the r value (Pearson correlation) of all questions whose value exceeds the critical r value. This means that the questions asked are appropriate and careful as questions to measure the Learning Readiness variable. Meanwhile, the Cronbach alpha reliability value is 0.935, which is still greater than 0.6 so that in general it is consistent and reliable.

Validity and Reliability Test of Learning Environment Variables (X1)

Assessing the validity of a variable based on the questions asked to respondents, the Pearson correlation formula is used. The Pearson correlation value must exceed the r-table value at the 5% significance level for N-2 (88-2 = 86) so that the question is said to be valid, and vice versa if it is less than the r-table value then the question. Meanwhile, the basis for reliability is the Cronbach alpha value, if the Cronbach alpha value is more than 0.6 then the question is reliable or consistent. Conversely, if it is still less than 0.6 then the question should be replaced. The following is the validity value based on the Pearson correlation obtained:

Table 6. Validity and Reliability Test for X1

Question	r-coefficient (pearson correlation)	r-table	Desription
item 1	0.341**		Valid
item 2	0.344**		Valid
item 3	0.555**		Valid
item 4	0.418**		Valid
item 5	0.521**	0.1765	Valid
item 6	0.455**		Valid
item 7	0.574**		Valid
item 8	0.678**		Valid
item 9	0.661**		Valid
item 10	0.658**		Valid
Reliability Coefficient Cronbach-Alpha	**0.698**	**0.60**	**Reliable**

Based on the information in the table above, all question items have a Pearson correlation value or the r value obtained is still greater than the r table value at the 5% significance level so that overall all questions submitted to respondents are appropriate and valid to be questions that measure the Learning Environment variable. Meanwhile, the Cronbach alpha reliability value is 0.698 which when compared to the critical value of 0.6, the Cronbach alpha value is still greater than the critical value. This shows that

the overall Learning Environment variable seen in the 10 questions asked has shown consistency or does not change even though it is asked to other respondents and under any conditions.

Validity and Reliability of Peer Variables (X2)

Peer variables are measured by asking 20 questions to respondents. The results of the validity and reliability of the Peer variable can be seen in the following table:

Table 7. Validity and Reliability Test for X2

Question	r-coefficient (pearson correlation)	r-table	Desription
item 1	0.426**		Valid
item 2	0.591**		Valid
item 3	0.455**		Valid
item 4	0.594**		Valid
item 5	0.665**		Valid
item 6	0.682**		Valid
item 7	0.626**		Valid
item 8	0.802**		Valid
item 9	0.797**		Valid
item 10	0.589**	0.1765	Valid
item 11	0.650**		Valid
item 12	0.542**		Valid
item 13	0.595**		Valid
item 14	0.555**		Valid
item 15	0.655**		Valid
item 16	0.690**		Valid
item 17	0.703**		Valid
item 18	0.677**		Valid
item 19	0.617**		Valid
item 20	0.670**		Valid
Reliability Coefficient Cronbach-Alpha	**0.921**	**0.60**	**Reliable**

The information above presents the validity and reliability of all questions asked to measure the Peers variable (X2). Based on the validity test, the Pearson correlation value of all question items is still greater than the critical r value so that it is declared valid, while the Cronbach alpha reliability value of 0.921 is still greater than 0.6 so that all questions are consistent and appropriate to ask respondents.

Validity and Reliability Test of Learning Readiness Variable (X3)

The Learning Readiness variable is measured by asking 19 questions to respondents. The results of the validity and reliability of the Learning Readiness variable can be seen in the following table:

Table 8. Validity and Reliability Test for X3

Pertanyaan	Nilai r (Korelasi Pearson)	Nilai r-tabel	Keterangan
item 1	0.464**		Valid
item 2	0.621**		Valid
item 3	0.522**		Valid
item 4	0.530**		Valid
item 5	0.556**		Valid
item 6	0.424**	0.1765	Valid
item 7	0.668**		Valid
item 8	0.663**		Valid
item 9	0.603**		Valid
item 10	0.646**		Valid

item 11	0.730**		Valid
item 12	0.690**		Valid
item 13	0.740**		Valid
item 14	0.693**		Valid
item 15	0.627**		Valid
item 16	0.719**		Valid
item 17	0.666**		Valid
item 18	0.661**		Valid
item 19	0.606**		Valid
Koefisien Reliabilitas Cronbach-Alpha	**0.913**	**0.60**	**Reliabel**

The information above presents the validity and reliability of all questions asked to measure the Learning Readiness variable (X3). Based on the validity test, the Pearson correlation value to all question items is still greater than the critical r value so that it is declared valid, while the Cronbach alpha reliability value of 0.913 is still greater than 0.6 so that all questions are consistent and feasible to ask respondents.

Multiple Regression Analysis
To determine the relationship between Learning Environment (X1), Peers (X2) and Learning Readiness (X3) on Learning Achievement (Y), the modeling uses Multiple Regression (Ordinary Least Square). The results of the estimation of the relationship between the three independent variables on the dependent variable can be presented in the following table:

Table 4.8 Hasil Regresi Berganda

Model	Coefficient	Std. Error	t-statistic	Sig.
C	**9.676**	**6.407**	**1.510**	**0.135**
X1	**0.044**	**0.237**	**0.184**	**0.854**
X2	**0.153**	**0.102**	**1.149**	**0.138**
X3	**0.674**	**0.094**	**7.168**	**0.000**
R-Square	**0.667**			
F-stat	**56.011**			
Prob F-Stat	**0.000**			
Durbin-Watson	**1.725**			

The output mentioned above can be modeled as follows:

$Y = 9.676 + 0.044\,X1 + 0.153\,X2 + 0.674\,X3 + \epsilon$

The model above can be interpreted contant value of 9.676 that without being influenced by any variable, the Learning Achievement value will be 9.67 units. Meanwhile, the Learning Environment variable has a positive effect on Learning Achievement, changes in the improvement of the Learning Environment will be responded to by an increase in Learning Achievement by 0.044, Peer variables have a positive effect on Learning Achievement. Changes in Peers will be responded to by an increase in Learning Achievement of 0.153. The variable Learning Readiness has a positive effect on Learning Achievement. Changes in Learning Readiness will be responded to by an increase in Learning Achievement of 0.674.

DISCUSSIONS
Learning Environment variables have a positive effect on Learning Achievement scores among Economic Education students of Gorontalo State University. A correlation coefficient of 0.044 indicates that there is an increase in Learning Achievement.

A simple explanation for why this happens is because most respondents respond positively related to some questions, a good study room, a quiet learning environment, adequate learning facilities, complete learning tools, and a safe learning atmosphere. The crowded learning atmosphere did not burden the respondents too much to study. Because there may be some students who are more likely to like to study together or in groups so that student interest in learning is still very high. All respondents answered on average in agreement and strongly in agreement when the question was asked of them. Thus, the learning environment factor is not a factor that burdens them so much when learning.

Peer variables have a positive effect on Learning Achievement scores among Economic Education students of Gorontalo State University. A correlation coefficient of 0.153 indicates that there is an increase in Learning Achievement.

The findings of the study are in accordance with Diane's opinion in Nuryanti (2008: 68) which states that in peer associations, children can develop social skills and establish familiarity, improve relationships with friends, get a sense of community, and

children are motivated to achieve achievements. These achievements can be in the form of academic achievements (learning achievements) or non-academic achievements. Motivation to achieve high learning achievement can certainly have an influence on learning achievement itself.

Peer variables have a positive effect on Learning Achievement scores among Economic Education students of Gorontalo State University. A correlation coefficient of 0.674 indicates that there is an increase in Learning Achievement. Looking deeper into respondents' answers, most and the average respondent answered in the affirmative and strongly agreed when questions such as complete facilities and infrastructure to support the learning process, innovative tools, lecturers who conduct learning with various learning models so that in class it will not be boring, doing assignments or homework, sufficient parental encouragement for lecture activities and being able to control behavior, thoughts, emotions and feelings so that it will not interfere with the lecture process. Of course this is the reason why Learning Readiness can have a positive effect on Student Learning Achievement.

CONCLUSIONS

Based on the results of the analysis and discussion of conclusions that can be drawn from research on the Influence of the Learning Environment, Peers and Learning Readiness on Learning Achievement in the S1 Economic Education Study Program, Faculty of Economics, Gorontalo State University as follows:

The Learning Environment has a positive and significant effect on the Learning Achievement of Students of the Economic Education Study Program, Faculty of Economics, Gorontalo State University. This shows that students need a comfortable and quiet learning environment to support the learning process so that they can improve learning achievement.

Peers have a positive and significant influence on the Learning Achievement of Students of the Economic Education Study Program, Faculty of Economics, Gorontalo State University. This shows that students need peers who are able to provide motivation as well as positive support to be able to obtain a better result than before and to achieve maximum achievement, especially Learning Achievement.

Learning Readiness has a positive and significant effect on the Learning Achievement of Students of the Economic Education Study Program, Faculty of Economics, Gorontalo State University. so this shows that to improve student Learning Achievement can be done by striving to increase student Learning Readiness. Therefore, a student needs to have a ready attitude so that he is always accustomed to obeying and heightening self-control. With the awareness of the necessity to carry out predetermined rules, the learning process will achieve maximum targets.

Simultaneously, the Learning Environment, Peers and Learning Readiness have a significant effect on the Learning Achievement of Students of the Economic Education Study Program, Gorontalo State University.

The above conclusion implications the following suggestions:

This study provides information that Learning Environment, Peers and Learning Readiness affect Learning Achievement by 66.7%. This shows that Learning Achievement is still influenced by many other factors. Therefore, it is expected in future studies to find out the factors that affect Learning Achievement other than those studied in this study, for example internal factors including physical / physical, physical maturity, fatigue, psychology in the form of talent, interest, intelligence, motivation and cognitive abilities and achievements. External factors include the natural environment, family environment (the way parents educate, relationships between family members, home atmosphere, family economic conditions, parental understanding, cultural background), school environment (teaching methods, learning media, curriculum, teacher-student relations, student-student relations, school discipline, school time, lesson standards above size, learning methods, homework), and community environment (student activities in the community, form of life of society).

In general, student achievement is influenced by several factors. In this study influenced by factors of Learning Environment, Peers and Learning Readiness. To improve Learning Achievement, students must be able to generate Learning Discipline from their own awareness so that they can be more spurred and durable to carry out learning activities so that the results obtained can be maximized. Learning should also be done continuously and make it a regular habit. Another thing that is no less important is the attention of students to the course itself, during lectures students should pay attention to the lecturer's explanation, not chatting and joking with their next door friends.

Lecturers should strive to grow and maintain the student Learning Environment, minimize the negative role of Peers and cause a decline in student Learning Achievement, and train students to further improve Learning Readiness. To improve the Learning Environment of students, lecturers need to provide an understanding of readiness in terms of learning and provide ongoing coaching that makes students have readiness to learn in the world of lectures. In addition, lecturers should also create an interesting and fun teaching and learning atmosphere so that students do not feel bored and bored, so that chatting and joking activities with their next door friends during lectures can be reduced.

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