

THE INFLUENCE OF LEARNING ENVIRONMENT AND RELIGIOSITY ON STUDENTS' ACADEMIC ACHIEVEMENT IN LEARNING ISLAMIC CULTURAL HISTORY AT MTS ALMAARIF 01 SINGOSARI

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Abstract

Understanding the determinants of students' academic achievement is critical, particularly in the context of Islamic Cultural History education at the madrasah level. This study investigates the influence of the learning environment and religiosity on the academic achievement of students at MTs Almaarif 01 Singosari. Employing a quantitative approach with a correlational design, the research involved 276 randomly selected students from grades VII, VIII, and IX. Data were collected using Likert-scale questionnaires to assess students' perceptions of their learning environment and religiosity, while academic achievement was measured using report card scores. Multiple linear regression analysis revealed that both the learning environment and religiosity significantly influence academic achievement, both jointly and independently. The learning environment emerged as the more dominant predictor, with a standardized beta coefficient of 0.280, compared to religiosity with a beta coefficient of 0.163. The model's R^2 value of 0.146 indicates that these two variables explain 14.6% of the variance in academic achievement, suggesting that additional unmeasured factors also contribute to students' academic performance. These findings underscore the importance of fostering both conducive learning conditions and strong religious values to support educational success. The study highlights the need for a holistic educational

approach that integrates physical, social, and spiritual dimensions to create a supportive and sustainable learning ecosystem in madrasah settings.

Keywords: Learning Environment; Religiosity; Academic Achievement; Holistic Education; Madrasah Students

INTRODUCTION

Education has a very important role in shaping the character and personality of students, especially in the context of Islamic education which does not only focus on cognitive aspects, but also includes strengthening the affective and spiritual dimensions. One of the subjects that has these values is Islamic Cultural History (SKI) (Manurung et al., 2023). SKI learning not only conveys historical facts, but also serves as a vehicle for internalizing moral, ethical, and spiritual values derived from the long journey of Islamic civilization. Through this subject, students are invited to understand Islamic identity and emulate the lives of major figures in the history of Muslims, so that they can be an inspiration in shaping daily attitudes and behaviors (Jumati et al., 2024).

Nevertheless, the reality on the ground shows that not all students show satisfactory academic achievement in SKI learning. Some have difficulty understanding the material, lack enthusiasm for following the learning process, and even show a passive attitude in the classroom (Cholifah, 2018). This problem raises fundamental questions about the factors that affect students' academic achievement, especially in subjects that are integrative between academic and religious values such as SKI. One of the factors that deserves to be studied in depth is the learning environment and the level of religiosity of students (Runtu & Kalalo, 2021).

The learning environment is an important factor in the educational process because it plays a role as a support in forming a supportive learning atmosphere or vice versa (Bobyanti, 2023). This environment includes not only physical aspects such as comfortable classrooms, but also social and psychological aspects, such as interpersonal relationships between teachers and students, as well as support from family and society (Hudaya et al., 2024). According to Jean Piaget's theory of constructivism, learning occurs through a process of active interaction between the individual and the environment. Therefore, a

conducive learning environment is very important to encourage students' motivation, discipline, and critical thinking skills (Indra Azra, 2015).

In addition, the religiosity aspect of students is also believed to make a major contribution to their academic achievement (Sayyidah et al., 2022). In Islamic education, religion is not an additional aspect, but the core of the educational process itself (Mahbuubah et al., 2023). Students who have a high level of religiosity tend to show more positive learning attitudes, such as seriousness, perseverance, and responsibility in studying (Winarso et al., 2023). This is in line with the theory of religiosity put forward by Charles Y. Glock and Rodney Stark, which divides religiosity into five dimensions: ideological, ritualistic worship practice, experiential religious experience, intellectual knowledge, and consequential. This approach allows researchers to see students' religiosity more comprehensively, both from external and inner aspects (Fristadi & Bharata, 2015).

The research conducted by Kamila Tunisia with the title "The Influence of the Learning Environment on the Academic Achievement of High-Class Students at MIS Al-Islam Bengkulu City" made an important contribution to this study. The study found that all aspects of the learning environment, both physical, social, and psychological, have a significant influence on students' academic achievement. The results of these findings show that a positive learning environment can increase students' enthusiasm for learning and help them understand the subject matter more optimally. However, the study only focuses on the learning environment without considering the role of students' religiosity as a supporting variable, and has not examined specifically the context of subjects that contain explicit Islamic values such as SKI (Tunnisa et al., 2025).

This gap is the basis for this research to be raised, by simultaneously examining the influence of the learning environment and religiosity on students' academic achievement in SKI subjects. This research not only presents variables of the learning environment, but also adds the variable of religiosity as a form of integration of religious values into the realm of education. In addition, the focus of this research is directed specifically at SKI subjects at MTs Almaarif 01 Singosari, an Islamic educational institution that is located in a pesantren environment and has a strong religious culture. This provides space for researchers to examine more contextually and applicatively how these two variables affect students' academic achievement.

Theoretically, this research is based on Piaget's theory of constructivism to explain the importance of the learning environment in shaping students' knowledge, as well as Glock and Stark's theory of religiosity to examine aspects of religion in a multidimensional way. With this approach, it is hoped that the results of the study can provide a complete and in-depth picture of the relationship between the learning environment, religiosity, and academic achievement of students (Thohir & Rafsanjani, 2021). The purpose of this study is to analyze the influence of the learning environment and religiosity simultaneously on and its impact on students' academic achievement in learning Islamic Cultural History.

METHODS

This study uses a quantitative approach with a type of correlational research (Solimun, 2018). The quantitative approach was chosen because it is able to quantify the relationship between variables numerically and objectively, especially to find out the extent of the influence of the learning environment and students' religiosity on academic achievement in learning Islamic Cultural History (Majid & Qadar, 2021). This correlational research design allows researchers to analyze the direct and indirect relationships between independent variables to bound variables, as well as measure the strength of the influence of each variable through multiple regression analysis techniques (Veronica et al., 2022).

Participants in this study are all students of grades VII, VIII, and IX MTs Almaarif 01 Singosari, with a total population of 888 students. The sample was determined using random sampling techniques, and the number of samples was calculated based on the Slovin formula with an error rate of 5%, so that a sample of 276 students was obtained. The selection of these numbers was carried out with practical considerations to include sufficient variation from the population without burdening the data collection process (Sihotang, 2023).

The instrument used in this study is in the form of a questionnaire with a Likert scale designed to measure two independent variables, namely the learning environment and the religiosity of students. This instrument is compiled to describe student perceptions quantitatively, while students' academic achievement as a bound variable is measured through report card scores in the subject of Islamic Cultural History. Primary data is obtained directly from questionnaires filled out by students, while secondary data is

collected through school documentation such as curriculum, grade lists, and learning policies (Yusuf, 2017).

The data analysis technique used is multiple regression to determine the contribution of each independent variable to the bound variable. This analysis aims to provide an in depth understanding of the influence of the learning environment and students' religiosity on academic achievement (Ummul Aiman, 2022). It is hoped that the results of this research can contribute to the development of more effective learning strategies and become the basis for the formulation of education policies in order to improve the quality of learning of Islamic Cultural History.

This research was carried out for 3 months on February 15 – April 17, 2025 at MTs Al Maarif 01 Singosari which is located on Jalan l. Masjid No.33, Pangetan, Pagentan, Singosari District, Malang Regency, East Java Province, Mardrasah was chosen because it has a diversity of student backgrounds and a high commitment to educational development. The diversity of students in terms of domicile background, gender, and academic ability makes this location strategic in obtaining representative data. In addition, an open and conducive school environment also supports the smooth implementation of research.

RESULTS

The data obtained from the questionnaire was analyzed through two main stages. The first stage is the classical assumption test, which includes testing normality, multicollinearity, heteroscedasticity, correlation to ensure that the data meets the requirements of statistical analysis. After the data is declared to meet the basic assumptions met, the analysis is continued to the second stage, namely hypothesis testing which is carried out using multiple linear regression to determine the simultaneous or partial influence between independent variables on bound variables.

Descriptive Data Analysis

Descriptive analysis aims to find out the picture of student perception and learning motivation in students. In this study, the learning environment variable has 15 items while the religiosity variable has 21 items. Based on the research data that has been processed using the SPSS 23 for windows program, the following data description is obtained:

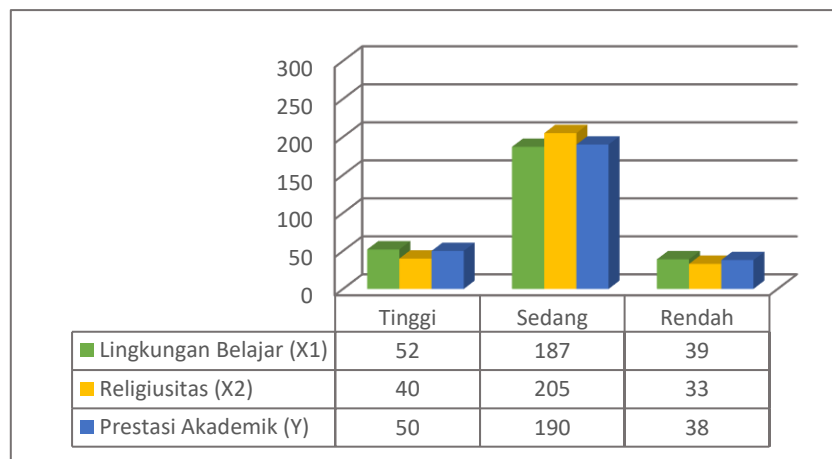


Figure 1. Histogram of Categorization of Learning Environment, Religiosity, and Academic Achievement of Students in Islamic Cultural History Learning

Based on the results of the categorization above, it is known that most of the students at MTs Almaarif 01 Singosari are in the medium category in the three variables studied, namely learning environment, religiosity, and academic achievement. In the learning environment variable, as many as 187 students (67.3%) were in the medium category, followed by 52 students (18.7%) in the high category, and 39 students (14.0%) in the low category. Likewise, in the religiosity variable, the majority of students, namely 205 students (73.7%) were in the medium category, while 40 students (14.4%) were in the high category and 38 students (13.7%) were in the low category. As for the academic achievement variable, as many as 190 students (68.3%) were in the medium category, 50 students (18.0%) were in the high category, and 38 students (13.7%) were in the low category. These findings show that in general, MTs Almaarif 01 Singosari students have a fairly good learning environment, an adequate level of religiosity, and moderate academic achievement, so it is necessary to optimize efforts in these three aspects so that more students reach the high category in the future.

Normality Test

The normality test aims to determine whether the research variable data follows a normal distribution. In this study, the Kolmogorov-Smirnov One-Sample test was applied to assess normality. The decision criterion is based on the significance value: if it exceeds 0.05, the residuals are considered normally distributed. Conversely, if the significance value falls below 0.05, the residuals are deemed not to follow a normal distribution.

Table 1. Normality Test Results

		Unstandardized Residual
N		278
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.88268456
Most Extreme Differences	Absolute	.053
	Positive	.040
	Negative	-.053
Test Statistic		.053
Asymp. Sig. (2-tailed)		.053 ^c

The significance value generated is $0.053 > 0.05$, as can be seen from the above table, indicating that the residual value is normally distributed.

Multicollinearity Test

The multicollinearity test was performed to find out if there is a strong linear relationship between independent variables, namely X1 and X2. This test uses the Variance Inflation Factor (VIF) and Tolerance values as indicators. A model is declared free of multicollinearity problems if the VIF value is less than 10 and the tolerance is more than 0.1. Conversely, if the VIF is equal to or greater than or greater than 10 or the Tolerance is less than or equal to 0.1, then it can be concluded that the model has a multicollinearity problem.

Table 2. Results of Multicollinearity Test of Learning Environment Variables and Religiosity on Academic Achievement Variables

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	69.658	4.495		15.499	.000		
X1	.252	.051	.311	4.953	.000	.819	1.220
X2	.044	.056	.050	.789	.431	.819	1.220

a. Dependent Variable: Y

It is evident from the multicollinearity test findings in the above table that the variance inflation factor (VIF) value is $1.220 < 10$ and the tolerance value of learning environment and religiosity is $0.819 > 0.10$. Consequently, the first equation does not exhibit multicollinearity.

Heteroscedasticity Test

The heteroscedasticity test aims to find out whether the residual variance in the regression model is constant or not. This test can be done using the Glejser method or through scatterplot chart analysis. If the residual variance is constant, then the model is declared free from heteroscedasticity problems. However, if the residual variance is not constant, then there is a heteroscedasticity problem in the model. Specifically, on the Glejser test, if the significance value is more than 0.05, then it can be concluded that heteroscedasticity does not occur; Conversely, if the significance value is less than or equal to 0.05, then the heteroscedasticity problem is identified in the regression model.

Table 3. Results of the Heteroscedasticity Test of Learning Environment Variables and Religiosity on Academic Achievement Variables

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.679	2.948		.570	.569
	X1	.012	.029	.026	.405	.686
	X2	.025	.036	.045	.687	.493
a. Dependent Variable: Abs_Res						

Based on the results of the heteroscedasticity test in the table above, it can be seen that the significance value of the Learning Environment is $0.686 > 0.05$ and the significance value of Religiosity is $0.493 > 0.05$. Therefore, there is no symptom of heteroscedasticity in this equation

F Test (Simultaneous)

The F test is used to test whether the independent variable simultaneously has a significant effect on the dependent variable. The hypothesis tested states that there is no significant influence between learning environment (X_1) and religiosity (X_2) on academic

achievement (Y), while the alternative hypothesis states that there is a significant influence of this. Test decisions are based on significance values (p-value); if the p-value is less than 0.05, then the null hypothesis is rejected, meaning that the variables X_1 and X_2 simultaneously have a significant effect on Y. Conversely, if the p-value is greater than 0.05, the null hypothesis is accepted, which means that there is no significant influence simultaneously.

Table 4. Results of F Test or Simultaneous Test (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	312.262	2	156.131	23.507	.000 ^b
	Residual	1826.532	275	6.642		
	Total	2138.794	277			
a. Dependent Variable: Y						
b. Predictors: (Constant), X1, X2						

Based on the results of the regression analysis shown in the ANOVA table, it is known that the F value is calculated as 23.507 with a significance value (p-value) of 0.000. This significance value is much smaller than the 0.05 threshold, which suggests that the overall regression model is statistically significant. This means that the independent variables of Learning Environment (X_1) and Religiosity (X_2) simultaneously have a significant influence on the bound variable, namely Academic Achievement (Y). In other words, changes in the Learning Environment and Religiosity together can explain changes in Academic Achievement.

T test (Partial test)

The t-test is used to test the influence of each independent variable individually on the dependent variable. The tested hypothesis states that there is no partial significant influence between independent and dependent variables, while the alternative hypothesis states the existence of such an influence. Test decisions are based on significance values (p-value); If the p-value is less than 0.05, then the null hypothesis is rejected and the independent variable is considered to have a significant effect on the dependent variable. Conversely, if the p-value is greater than 0.05, the zero hypothesis is accepted which means there is no partially significant influence. Using the F test and the t test, this study can

determine whether the learning environment and religiosity of students contribute to academic achievement simultaneously or individually.

Table 5. Results of the t-test or partial test (Coefficients)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	77.675	1.901		40.851	.000
	X1	.089	.020	.280	4.483	.000
	X2	.064	.024	.163	2.612	.009
a. Dependent Variable: Y						

The results of the t-test showed that both Learning Environment (X1) and Religiosity (X2) had a positive and partially significant effect on Academic Achievement (Y). The Learning Environment has a t-count value of 4.483 and a significance of 0.000, while Religiosity has a t-count of 2.612 and a significance of 0.009. Both < 0.05 , so the effect is significant. From the Beta value, the Learning Environment ($\beta = 0.280$) has a greater influence than Religiosity ($\beta = 0.163$), so it can be concluded that the Learning Environment is a more dominant factor in improving Academic Achievement.

Coefficient of Determination R

The determination coefficient serves as an important metric in regression analysis, measuring the proportion of variance in the outcome variable that can be accounted for by the predictor variable in the established model.

Table 6. Test Results of the Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.382 ^a	.146	.140	2.57720
a. Predictors: (Constant), X2, X1				

Based on the results in the table above, the R Square value of 0.146 shows that 14.6% of the Academic Achievement (Y) variable can be explained by the independent variables of Learning Environment (X1) and Religiosity (X2) together. Meanwhile,

the remaining 85.4% was influenced by other factors outside of this regression model. The Adjusted R Square value of 0.140 indicates an adjustment to the number of predictor variables in the model, and its value is still relatively close to the R Square indicates that the model is quite stable.

Multiple Linear Regression Analysis Test Results

Multiple linear regression analysis is a statistical method for measuring and predicting the linear relationship between one dependent variable and two or more independent variables simultaneously. This method is useful for identifying the influence of independent variables predominantly and providing more accurate results than simple regression. Multiple regression is widely used in various fields, such as education and economics, for example assessing the influence of the learning environment and religiosity on students' academic achievement.

Tabel 7. Multiple Linear Regression Analysis Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	77.675	1.901		40.851	.000
	X1	.089	.020	.280	4.483	.000
	X2	.064	.024	.163	2.612	.009
a. Dependent Variable: Y						

The results of the multiple linear regression analysis above show that the variables of Learning Environment and Religiosity significantly affect Academic Achievement. The significance value for the Learning Environment variable was 0.000, while for Religiosity it was 0.009. Both are below the significance threshold of 0.05, so it can be concluded that the influence of both is significant. The Learning Environment has a greater influence than Religiosity on Academic Achievement, which can be seen from the higher beta coefficient value, which is 0.280 compared to 0.163. This means that the Learning Environment is a more dominant factor in influencing students' academic achievement, although Religiosity also makes a significant positive contribution.

DISCUSSION

The results of this study provide important insights into the contribution of the learning environment and religiosity to the academic achievement of students at MTs Almaarif 01 Singosari. This study shows that most students are in the moderate category on the three variables studied, namely learning environment, religiosity, and academic achievement. These findings show that although conditions are generally quite good, there is still ample room for development and quality improvement in various aspects of education.

From the data obtained, as many as 67.3% of students are classified as medium for learning environment variables. This indicates that most students have obtained quite supportive learning conditions, both in terms of the physical classroom, psychological atmosphere, and social interaction in the school environment. However, there are still 14.0% of students who are in the low category, which indicates that there are a number of students who have not obtained an ideal learning environment. Meanwhile, as many as 18.7% of students were in the high category, which shows that there are some students who enjoy a learning environment that is very supportive of their academic success. The existence of this group is an indicator that schools are able to create an optimal learning environment, but it is necessary to make equitable efforts so that all students can feel it.

In the religiosity variable, as many as 73.7% of students were in the medium category. This suggests that most students have a sufficient level of religiosity, although not yet fully strong. Adequate religiosity can form an attitude of discipline, responsibility, and high internal motivation in learning. Students who have a high level of religiosity tend to have strong moral values, which in turn support positive behavior in academic activities. Even so, there are still 13.7% of students who are in the low category, which shows the need to improve religious guidance through more meaningful and consistent intracurricular and extracurricular activities.

Meanwhile, students' academic performance also showed a similar trend, where 68.3% of students were in the medium category, 18.0% in the high category, and 13.7% in the low category. This condition illustrates that most students have fairly good academic achievements, but they are not optimal. Academic achievement that is still at the intermediate level shows that the factors supporting learning success are not fully maximized. Therefore, improving the quality of learning, providing adequate learning

facilities, and strengthening character values such as religiosity are important strategies in efforts to improve students' academic achievement.

The learning environment is one of the external factors that play a role in determining the success of students in the learning process (Hsb, 2018). This environment includes physical aspects, such as the state of the classroom; social aspects, such as interaction between fellow students and between students and teachers; as well as psychological aspects related to the comfort of the learning atmosphere. These three elements in an integrated manner affect students' mental and emotional readiness in understanding and absorbing the subject matter (Nugroho, 2023).

In the world of education, religiosity plays a central role, not only as a moral value taught, but also as a principle that animates the entire learning process. Students who are religious tend to show more disciplined, responsible, and have higher motivation to learn because they view learning as part of worship (Aprilia Bintari, 2022).

The multiple linear regression analysis conducted in this study showed significant results. An F value of 23.507 with a significance level of 0.000 indicates that simultaneously, the variables of learning environment and religiosity have a meaningful influence on students' academic achievement. This means that when the learning environment and religiosity are improved at the same time, there will be a significant increase in academic achievement. These findings provide a strong foundation that these two factors cannot be ignored in efforts to improve the quality of education.

Furthermore, the t-test or partial test showed that the two independent variables, namely the learning environment and religiosity, individually also had a significant effect on students' academic achievement. The learning environment has a t-value of 4.483 with a significance value of 0.000, while religiosity has a t-value of 2.612 with a significance of 0.009. Both values are smaller than the significance limit of 0.05, which means that statistically, each variable makes a significant contribution to improved academic achievement. This strengthens the understanding that the quality of the learning environment and the religious values possessed by students directly encourage the spirit of learning, discipline, and active involvement in the learning process.

From the beta coefficient value obtained, it is known that the learning environment ($\beta = 0.280$) has a greater influence than religiosity ($\beta = 0.163$) on academic achievement. This shows that the quality of the learning environment is a dominant factor that directly

affects student learning outcomes. A conducive learning environment, both from a physical point of view such as cleanliness, lighting, and comfort of the classroom, as well as from a social aspect such as a harmonious relationship between teachers and students, as well as from a psychological point of view such as a pleasant learning atmosphere, will increase students' concentration and motivation in following lessons. Therefore, schools need to pay attention and continue to develop a supportive learning environment so that students can learn more effectively and optimally.

On the other hand, although religiosity has a smaller influence than the learning environment, its contribution remains significant and cannot be ignored. High religiosity values can shape the character of students who are disciplined, responsible, and have clear life goals, all of which play an important role in the learning process. Students who have high religiosity tend to value time more, behave positively, and are able to manage emotions and stress well, so they are better prepared to face academic challenges (Firmansyah et al., 2021). Theoretically, Glock & Stark explained that religiosity is not only concerned with the vertical relationship between individuals and God, but also affects the horizontal relationship between human beings. Students who have strong beliefs and practice their religious values will be more responsible for maintaining order, calm, and a comfortable atmosphere in the classroom and in the school environment. As a result, the learning environment in madrassas becomes more productive and supportive of the learning process (Mulya & Sulaiman, 2022).

A determination coefficient value (R Square) of 0.146 indicates that 14.6% variation in student academic achievement can be explained by the learning environment and religiosity simultaneously. Although this number is not very large, it is still significant and shows that the two variables do indeed have a real contribution. Meanwhile, the remaining 85.4% were influenced by other factors outside of this model, such as intrinsic motivation, learning methods, parental support, socioeconomic background, and other individual factors. This is the basis for further research that can explore other variables that also affect students' academic achievement. Academic achievement is a multidimensional indicator that reflects the final outcome of the educational process that students undergo, covering cognitive, affective, and social aspects, and is influenced by various internal and external factors (Simamora et al., 2020).

Overall, the results of this study confirm the importance of the role of the learning environment and religiosity in supporting students' academic success. Not only do they contribute simultaneously, but they also have a significant influence individually. Therefore, the strategy to improve the quality of education must involve improving the overall learning environment as well as fostering consistent and sustainable religious character (Anwar, 2018). Schools as educational institutions have a great responsibility to create a holistic learning ecosystem, which not only focuses on the cognitive aspect, but also pays attention to the formation of students' character and spiritual values. Thus, efforts to improve academic achievement will be more effective and sustainable.

The comparison of literature was also compared with research conducted by Kamila Tunnisa at MIS Al-Islam Bengkulu City focusing on the influence of the learning environment on the academic achievement of high-class students (Tunnisa et al., 2025). Using quantitative approaches and survey methods, this study found that physical, social, and psychological aspects of the learning environment have a significant influence on students' academic achievement. These findings highlight the importance of creating a supportive learning environment to improve student learning outcomes.

A comparison of these two studies shows that although the approaches and focuses are different, they both affirm the importance of the learning environment in determining students' academic achievement. However, the study at MTs Almaarif 01 Singosari adds a dimension of religiosity as an additional factor that contributes to academic achievement, providing broader insight into the factors that affect students' learning success. In this context, it is important for educational institutions to not only pay attention to the physical and social aspects of the learning environment, but also foster religious values that can strengthen students' motivation and discipline. The implications of the findings of these two studies show that educational institutions should not only pay attention to the physical and social aspects of the learning environment, but also strengthen the fostering of religious values in school life. This holistic approach can be an effective strategy to improve student motivation, discipline, and overall learning outcomes.

This research has several limitations that need to be considered. First, the scope of the study only covers one school, namely MTs Almaarif 01 Singosari, so the findings cannot be generalized to other schools with different conditions. Second, this study did not involve other variables such as intrinsic motivation, family support, or socioeconomic

background that also affected academic achievement. These limitations are expected to be input for more thorough and representative follow-up research.

CONCLUSION

Considering the findings of the study carried out at MTs Almaarif 01 Singosari, it can be concluded that the learning environment and religiosity have a significant influence on students' academic achievement. The majority of students were in the medium category for the three variables studied, indicating that in general the students' learning conditions and religious character were quite good, but there was still room for improvement. Statistical analysis shows that the learning environment contributes more than religiosity to academic achievement. Nevertheless, religiosity still has an important role in shaping students' character and motivation in learning.

These findings make an important contribution to the development of education, especially in expanding understanding of the factors that affect students' academic achievement. This research not only emphasizes the importance of creating a conducive learning environment from physical, social, and psychological aspects, but also highlights the added value of fostering religiosity in the context of formal education. By integrating the spiritual aspect into the educational process, institutions can form the character of students who are more disciplined, responsible, and motivated to achieve achievements.

For further research, it is recommended that the scope be expanded to include more than one educational institution so that the findings can be generalized more broadly. Additionally, it is important to consider other variables such as intrinsic motivation, parental support, learning methods, and the socioeconomic background of the student. With a more comprehensive approach, future research is expected to be able to provide a more holistic picture of the determinants of student academic achievement and support the formulation of more effective and sustainable educational strategies.

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