

The Influence of Learning Environment and Digital Literacy on Social Studies Learning Outcomes of Grade VIII Students of Jerowaru State Junior High School



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ABSTRACT: this study aims to determine the influence of the learning environment and digital literacy on social studies learning outcomes. The research method used in this study is a quantitative method with an ex post facto type. The data collection technique uses questionnaires and documentation, with prerequisite tests, namely normality test, linearity test, multicollineity test, and heteroscedacity test. The hypothesis test uses Pearson correlation, multiple linear regression, F test (Simultaneous), T test (Partial), and determination coefficient. The population in this study is 80 junior high school students in grade VIII. The results of the study obtained are a significant level of $0.001 < 0.05$, and a t-value of 12.598 which exceeds the t-table 1.991, so it can be concluded that the learning environment (X1) has an influence on learning outcomes (Y). A significant amount of $0.001 < 0.05$ and the calculated t value is 11.106 which exceeds the t table of 1.991. It can be concluded that digital literacy has a positive impact on learning outcomes in students and X1 and X2 simultaneously on Y is $0.001 < 0.05$ and the F value is calculated at $14,340 > F$ table 3.12, so it can be concluded that there is a positive and significant influence together between variables X1 and X2 on variable Y.

KEYWORDS: Learning Environment, Digital Literacy, Learning Outcomes, Social Studies

I. INTRODUCTION

Education is an effort that is deliberately and systematically designed to build an environment and learning methods that support the development of individual potential positively (Gaol & Sitepu, 2020, p. 1). Education is one of the doors that helps people improve their living capacity for the better (Akour & Alenezi, 2022, p. 1). Based on Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education is defined as a conscious and systematic effort with the aim of developing the potential in a person's personality in order to have intelligence that is not only intellectual intelligence, but also emotional intelligence, spiritual intelligence, and social intelligence (Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, 2003, p. 2).

The learning process is an active activity carried out by individuals with the aim of seeking and acquiring broader knowledge (Livia Astuti, 2021, p. 1). Education creates quality for the next generation and the next generation is determined by the quality of education obtained (Utami & Yanti, 2022, p. 2). The quality of education obtained can affect the learning outcomes of the students (Puspitasari, Siska, et al, 2020, p. 3). Learning outcomes reflect students' level of mastery of science, skills and attitudes after following the learning process. The range of learning outcomes varies from very good to suboptimal, i.e. those that have not reached the set standards, but do not always indicate failure (Datu et al., 2022, p. 3); (Dewi et al., 2022, p. 3) & (Sari & Listiadi, 2022, p. 5). The learning process is considered perfect if it includes three aspects, namely cognitive, affective, and psychomotor (Meliana, et al, 2023, p. 2). As explained by Riswanto and Aryani (2017), factors that can affect learning progress consist of internal factors such as physical, psychological, and the role of students in society, as well as external factors involving family, school, and society (Riswanto & Aryani, 2017, p. 4). Factors included in the school environment include teaching methods, curriculum, teacher-student relationships, school discipline, teaching tools, school schedules, learning standards, building conditions, learning methods, and homework (Latief, 2023, p. 2).

The learning environment is one of the factors that can affect the smooth or not of a learning process (Khunafah & Drajatul Aliyah, Nelud 2024, p. 3). The learning environment has a central role in shaping and influencing learning achievement (Hermawan

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et al., 2020, p. 7). The state of the learning environment in schools is the state of infrastructure, the tools used by teachers when teaching, the methods used by teachers to help the learning process (physically), the conditions felt between students and students and teachers, of course (socially) (Ole & Dipan, 2023, pp. 2–3). Many villages in Indonesia still have low levels of education. Although not applicable to all villages, most villages face challenges in terms of education (Haerudin & Azizah, 2022, p. 2). The learning environment in rural Jerowaru District is still not supportive of children's education. Factors such as limited school facilities, narrow classrooms, lack of laboratories, and limited access to technology hinder the learning process. In addition, the low concern of parents for education also limits students' learning potential (Hasanah et al., 2024);(Pertwi, 2019)&(Hasanah, Nurhandayani.et al.).

The children's learning environment is not only at school but the children's learning environment is in the family environment so, Parental involvement in the learning process of children at home can have a significant positive impact on children's academic development and character. Lack of parental involvement in the learning process can result in obstacles in children's learning achievements, including in improving children's learning outcomes. Several studies show that the influence of parental involvement can affect learning outcomes, learning motivation and student achievement, so the need for maximum support from parents to students (Sinaga et al., 2022);(Wahyuni, 2022)&(Arimawan et al., 2024). Likewise, what happens in the people of Jerowaru District, on average they work as farmers and fishermen, so they are still busy with their work, so there is a lack of parental involvement in their children's education (Zubair, Muh. et al., 2022, p. 1).

In the 21st century, the learning environment requires new innovations, where teachers and learning media must be able to keep up with the development of the increasingly sophisticated times. This can be achieved by utilizing technology in the learning process (Nurbayanni et al., 2023, p. 2). The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) announced the results of the 2022 PISA study which showed a significant increase in Indonesia's literacy ranking, with an increase of 5-6 positions compared to PISA 2018. This achievement is considered the highest in the history of Indonesia's participation in PISA. One of the factors contributing to this increase is teacher training organized by the Ministry of Education and Culture through the Independent Teaching Platform, as well as the availability of online and hybrid learning materials (Press, 2023). Education is the foundation for the progress of society, and in the increasingly advanced digital era, digital literacy has become an integral element in efforts to prepare future generations to face increasingly advanced global challenges (Mahardika, 2024, p. 3). The progress of the globalization era has had a significant influence on human life. The loss of borders between countries is able to realize the ease of transferring information and technology from one country to another. One of the impacts is a change in the use of the internet, seen in terms of actors and behaviors (Mewangi et al., 2020, p. 2). Development and progress in the field of science and information and communication technology have accelerated the spread of globalization and have had a significant impact in various sectors (Putra et al., 2020, p. 1).

The development of Information and Communication Technology (ICT), especially internet access, plays a crucial role in the current era of globalization. In the 21st century, people's activities are highly dependent on technology. The ability to communicate and interact with others, such as sending messages, making calls, and obtaining the latest information, can be done easily using electronic devices such as cell phones, laptops, and others (Siboro, Ayes Malona, et al 2024, p. 1). The continuous use of the internet has risen significantly from *year-on-year* by the community. Suppose one of the examples is based on data collected by *we are social*, where the use of the internet by the people in Indonesia has increased significantly from *year-on-year*.

Based on the We Are Social report in January 2024, the number of internet users in Indonesia reached 185 million people or 66.5% of the total population. This figure increased by 1.5 million people (0.8% YoY) compared to January 2023. Over the past decade, the number of internet users has continued to grow, with the highest growth occurring in 2017 (28.4% YoY) and the lowest in 2023 (0.6% YoY). However, there are still 93.4 million people who do not have internet access, making Indonesia the seventh highest globally in the number of people without internet(Annur, 2024). Despite the widespread use of digital technology, many individuals, including Junior High School students in Jerowaru, are still unable to make optimal use of it. In their cognitive development phase, students tend to have difficulty filtering and evaluating information from the internet, making them vulnerable to misinformation, propaganda, and content that contradicts social values. Therefore, strengthening digital literacy is crucial to equip students with skills in accessing, managing, and evaluating information wisely, as well as participating effectively in society (Setyaningsih et al., 2019, p. 4).

Based on data from the Ministry of Communication and Information Technology (KOMINFO), Indonesia's Digital Literacy Index has increased in the last three years, from 3.47 in 2020 to 3.54 in 2022. The increase occurred gradually, with an additional 0.02 points in 2020–2021 and 0.05 points in 2021–2022. If this growth trend continues, in the next three years the Indonesian Digital Literacy Index has the potential to reach the highest level (Kominfo, 2022). Other efforts to improve digital literacy involve the use of appropriate applications and a deep understanding of the information obtained (Sabrina, 2019, p. 12). Poor literacy can

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have a bad impact on the psychology of adolescents or among students at school (Samsumar et al., 2022, p. 2). The majority of access to pornographic content comes from junior high school students, causing concern in the community. In the last five years, cases of harassment and rape have increased by 31%, allegedly due to unrestricted access to such content (Pahlevi, 2021). Increasing digital literacy allows people to be more careful in managing information and maintaining the security of personal data. In 2022, the West Nusa Tenggara Digital Literacy Index was recorded at 3.44, placing it in the bottom seven nationally, with a decrease of 0.5 points from the previous year. The low interest in reading, especially in East Lombok Regency, is the main factor in this decline. Therefore, the dissemination of information through websites and social media is a strategic step to increase public participation in digital issues (Hidayat, 2023, pp. 3–4).

Currently, the biggest challenge in the implementation of digital information literacy in schools comes from within the school, including the inadequate ability of teachers and school library staff in the field of information literacy, there is no school policy on digital information literacy programs, and there is no digital information literacy program in school libraries, so that students do not have the ability to search, search, process, and evaluate information effectively and efficiently (Mustofa & Budiwati, 2019, p. 3). Digital literacy has an important role in the use of learning media (Suziani, Andilia Fauzia Handayani, Sari Sri. 2023, p. 2). Digital literacy includes several dimensions, including historical and cultural context, sharing and creation, information and data, and tools and systems (Mustofa & Budiwati, 2019, p. 2). The learning outcomes of students at SMP Negeri 2 and SMP Negeri 3 Jerowaru in the middle semester of the 2023/2024 school year show differences in the achievement of grades, both in cognitive, affective, and psychomotor aspects. This inequality indicates that the equitable distribution of learning outcomes is not optimal. Factors such as the learning environment and digital literacy are suspected to play a role in the achievement of student learning outcomes. Therefore, this study aims to explore the influence of the learning environment and digital literacy on student learning outcomes in social studies subjects at Jerowaru State Junior High School, with the hope of providing insight into the factors that affect inequality in learning outcomes in the region.

II. METHOD

The research method uses quantitative with the ex post facto type. The research was conducted in Jerowaru District, East Lombok Regency. The research was conducted from November 2024 to January 2025. The data collection technique uses questionnaires and documentation. with prerequisite tests, namely normality test, linearity test, multicollineity test, and heteroscedacity test. The hypothesis test uses Pearson correlation, multiple linear regression, F test (Simultaneous), T test (Partial), and determination coefficient. The population in this study is 80 junior high school students in grade VIII. In determining the sample in this study, proportional random sampling was used, which was selected to ensure that each segment of the population had the same opportunity to be sampled. By data processing using IBM SPSS Statistic 27.

III. RESULTS AND DISCUSSION

Descriptive Analysis

Table 1. Results of Descriptive Analysis

	N	Minimum	Maximum	Mean	Standard deviation
Learning outcomes	80	48.00	77.00	61.10	6.15
Learning environment	80	110.00	168.00	131.49	9.99
Digital literacy	80	73.00	116.00	89.050	7.67

Validity Test

The steps in testing the validity of the content involve several stages, including: Compiling research instruments in accordance with instrument indicators, and consulting instruments with instrument experts. The validity of the content is assessed through an assessment of the feasibility and relevance of the content of the instrument through evaluation by experts. The validity of the content was tested in this study involving two experts who are lecturers in the Social Sciences study program, Yogyakarta State Islamic University.

Reliability Test

Table 2. Reliability Test Results

Variable	Cronbach alfa	Item No	Status
Learning environment	0.952	42	Reliable
Digital literacy	0.906	29	Reliable

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So in this case all statements meet the corresponding values of cronbach's Alpha or lilibel.

Normality test

Table 3. Normality test results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual	
N		80	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	5.25238764	
Most Extreme Differences	Absolute	.077	
	Positive	.077	
	Negative	-.038	
Test Statistic		.077	
Asymp. Sig. (2-tailed) ^c		.200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	.274	
	99% Confidence Interval	Lower Bound	.263
		Upper Bound	.285

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.
- e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on the normality test using the Kolmogorov-Smirnov test, a significance value of 0.20 > 0.05 was obtained, so it can be concluded that the data is normally distributed.

Linearity test

Table 4 Linear Test Graph

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	811.782	2	405.891	14.340	<.001 ^b
	Residual	2179.418	77	28.304		
	Total	2991.200	79			

- a. Dependent Variable: Hasil Belajar
- b. Predictors: (Constant), Literasi Digital, Lingkungan Belajar

From the table that has been presented, the value of the sig < 0.05. So there is no linear correlation between free variables and bound variables.

Multicollinearity test

Table 5. Multicollinearity Test Results

Variable	Tolerance	VIF	Criterion
X1	1.000	1.000	No multilinearity occurs
X2	1.000	1.000	No multilinearity occurs

Data from the processed SPSS

From the table above, the tolerance value of the variables X1 and X2 is 1,000 close to 1, indicating that there is no problem in significant multicollinearity. And the VIF of 1,000 is far below 10 so that it shows that there is no significant multicollinearity among the free variables.

Heteroscedacity Test

Table 6. Heteroscedacity test results

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	4.793	5.422		.884	.379
	Lingkungan Belajar	.016	.032	.056	.495	.622
	Literasi Digital	-.033	.042	-.088	-.771	.443

- a. Dependent Variable: ABSRES

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From the table that has been described above, it can be concluded that the significant value for the learning environment (X1) is 0.622 while digital literacy (X2) is 0.443. So in this case there is no heteroscedaity because the sig value > 0.05.

Hypothesis testing

a. Pearson correlation

Table 7. Pearson Correlation Test Results

		Correlations		
		Lingkungan Belajar	Literasi Digital	Hasil Belajar
Lingkungan Belajar	Pearson Correlation	1	.000	.665**
	Sig. (2-tailed)		1.000	<.001
	N	80	80	80
Literasi Digital	Pearson Correlation	.000	1	.586**
	Sig. (2-tailed)	1.000		<.001
	N	80	80	80
Hasil Belajar	Pearson Correlation	.665**	.586**	1
	Sig. (2-tailed)	<.001	<.001	
	N	80	80	80

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

Based on the significant value of sig (2-tailed) from the output table above, the value of sig (2-tailed) between the learning environment (X1) and the learning outcome (Y) is $0.001 < 0.05$ which means that there is a significant correlation between the variables of the learning environment and the learning outcomes. And it is known that the Pearson correlation for the X1 variable is 0.665 which is significant with the strong category and indicates that the direction of the relationship between the two variables is unidirectional. Digital literacy (X2) with learning outcomes (Y) is $0.001 < 0.05$ which means there is a significant correlation between digital literacy (X1) and learning outcomes (Y). It is known that the Pearson correlation for the X2 variable is 0.586 which is significant with the category is enough to indicate that the direction of the relationship between the two variables is unidirectional.

b. Multiple Linear Regression

Table 8. Multiple Linear Regression Test Results

		Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	43.182	1.619		26.666	<.001		
	Lingkungan Belajar	1.000	.079	.665	12.598	<.001	1.000	1.000
	Literasi Digital	.201	.018	.586	11.106	<.001	1.000	1.000

a. Dependent Variable: Hasil Belajar

The learning environment variable 1,000 (X1), has a positive regression coefficient of 1,000, meaning that if the learning environment variable increases by one unit, then the learning outcome will increase by 1,000 with the assumption that the other independent variables are fixed. The digital literacy variable (X2), has a positive regression coefficient of 0.201, meaning that if the digital literacy variable increases by one unit, then the learning outcome will increase by 0.201 assuming that other independent variables are fixed.

c. Test F (Simultaneous)

Table 9. Test Result F

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	811.782	2	405.891	14.340	<.001 ^b
	Residual	2179.418	77	28.304		
	Total	2991.200	79			

a. Dependent Variable: Hasil Belajar

b. Predictors: (Constant), Literasi Digital, Lingkungan Belajar

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Based on the table above, it can be concluded that the relevant hypothesis test results of multiple regression calculations can be concluded. Testing Anova or F, it can be seen that the significance value for the simultaneous influence of X1 and X2 on Y is $0.000 < 0.05$ and the F value is calculated at $14,340 > F$ table 3.12, so it can be concluded that there is a positive and significant influence of the variables X1 and X2 together on the variable Y.

d. Test t (partial)

The results of the calculation have a positive and significant influence between digital literacy and learning outcomes, based on t count 12,598 so that a probability significance of $0.001 < 0.05$ was obtained. This means that H0 is rejected, and Ha is accepted because the significant level for the influence of X1 on Y is $0.001 < 0.05$ and the t-value is $12.598 > t$ table 1.991, so it can be concluded that the learning environment (X1) affects the influence of learning outcomes (Y).

The results of the calculation showed that there was a positive and significant influence between digital literacy and learning outcomes, based on t count 3,002 so that a probability significance of 0.125 was obtained more < 0.05 . It means that H0 is rejected, and Ha is accepted because the significant level for the influence of X2 on Y is $0.000 < 0.05$ and the t-value is calculated $3.002 > t$ table 1.991, so it can be concluded that the learning environment (X1) affects the influence of learning outcomes (Y).

e. Coefficient of Determination

Table 10. Determination Coefficient Test Results

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.886 ^a	.786	.780	1.23416

a. Predictors: (Constant), Literasi Digital, Lingkungan Belajar

b. Dependent Variable: Hasil Belajar

From the table above, it shows the size of the Adjusted R square of 0.780 or 78%. It can be interpreted that 0.780 percent of the learning outcomes obtained by Jerowaru Junior High School students in social studies subjects are influenced by the variables of the learning environment and digital literacy. While the remaining 22% is influenced by other variables besides the learning environment and digital literacy.

DISCUSSION

The influence of the learning environment on learning outcomes

The results of the t-test for the influence of the student's learning environment showed a t count of $12,598 > t$ table 1,991 with a significance value of $0.001 < 0.05$, so it can be concluded that the learning environment has a positive and significant influence on learning outcomes.

The effect of digital literacy on learning outcomes

The results of the t-test for the influence of the student's learning environment showed that t calculated $11,106 > t$ table 1,991 with a significance value of $0.001 < 0.05$, so it can be concluded that the learning environment has a positive and significant influence on learning outcomes.

The influence of the environment and digital literacy on learning outcomes

The results of the Anova or F test, it can be seen that the significance value for the simultaneous influence of X1 and X2 on Y is $0.001 < 0.05$ and the F value is calculated $14,340 > F$ table 3.12, so it can be concluded that there is a positive and significant influence together between variables X1 and X2 on variable Y.

The family, school, and community environment plays an important role in supporting students' academic and non-academic development. The family serves as the main foundation that provides motivation, facilities, and conducive learning conditions. Schools as formal institutions play a role in providing knowledge, skills, and an environment for social interaction that supports student creativity. Meanwhile, the community is a place to apply learning through social interaction and the development of tolerance. In addition, digital literacy also plays a role in improving students' ability to access, evaluate, and utilize information critically, so that they can avoid misinformation.

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IV. CONCLUSION

The influence of the student learning environment has a positive and significant influence on the learning outcomes of Jerowaru State Junior High School students. So if the learning environment is even better, it can improve learning outcomes for students. There is a positive and significant influence of digital literacy on learning outcomes, it can be concluded that digital literacy has a positive impact on learning outcomes for students. Therefore, improvements related to digital literacy can be used as an increase in learning outcomes for students. And there is a positive and significant influence simultaneously between the learning environment and digital literacy on learning outcomes.

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