 p-ISSN 2827-8585
e-ISSN 2827-8062

International Journal of Multidisciplinary Research and Literature
IJOMRAL
Vol. 3, No. 2, March 2024 pp. 212-226
Journal Page is available at http://ijomral.esc-id.org/index.php/home

THE INFLUENCE OF LEARNING STYLE, LEARNING INTEREST, AND LEARNING ENVIRONMENT ON STUDENTS' LEARNING ACHIEVEMENT AT STATE VOCATIONAL SCHOOL, SOUTH JAKARTA

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Abstract

This research aims to determine the influence of Learning Style, Learning Interest, and Learning Environment on Learning Achievement in classes with an affordable population of 216 students from three schools, namely SMK Negeri 15 Jakarta, SMK Negeri 18 Jakarta, and SMK Negeri 20 Jakarta. The sample in this study amounted to 138 respondents using proportional random sampling techniques and the Isaac and Michael formula. The data collection method in this research uses a questionnaire method. This research uses data analysis techniques: descriptive analysis, analysis requirements testing, and hypothesis testing. This research shows a significant influence between learning style, learning interest, and learning environment on learning achievement; this is proven by the coefficient of determination value of 35.2%.

Keywords: Learning Style, Learning Interest, Learning Environment, Learning Achievement

INTRODUCTION

The Covid-19 pandemic is causing alarm worldwide, including in Indonesia. Our collective health has suffered dramatically because of this virus's introduction. The global mortality toll from the coronavirus is estimated to be 6.90 million, and approximately 692.53 million people have been exposed to it. In the meantime, the coronavirus killed almost 161,000 individuals in Indonesia, where 6.81 million people were exposed to it. Several government areas, including education, have undergone modifications because of widespread exposure to the virus. The Ministry of Education and Culture (Kemendikbud) introduced a policy on distance learning, which marked the beginning of this transition. Every school has incorporated this policy. This strategy is intended to reduce the spread of the coronavirus outbreak. The UN agency in charge of education, science, and culture, UNESCO, responded to this, claiming that the virus pandemic prevents over 1.5 billion kids worldwide from receiving the education they need.

The Ministry of Education and Culture's directive on distance learning means that front-line educators and educational institutions must develop an efficient and understandable learning process, starting with more inventive and creative learning materials. Because of remote learning availability, educators utilize various learning tools, including Quizizz, Google Classroom, Zoom Meeting, and Google Meet, to enhance student learning. It may be simpler for teaching staff to conduct remote teaching and learning activities when they utilize this program to deliver assignments, quizzes, daily

exams, and assessments. Regretfully, several issues must be resolved when using distance learning, including the fact that some teachers use antiquated learning materials and unsuitable internet connections. It was further clarified by (Bahar, 2020), who stated that issues with remote Learning include students' lack of engagement, erratic internet networks, excessive usage of quotas, and low motivation to finish tasks.

Meanwhile, unreliable internet connections and high student quotas are the issues that come with remote Learning, according to (E. W. Pratiwi, 2020), which is based on the findings of student interviews. H This is also consistent with a survey conducted by the Pemimpin Wilayah Ikatan Pelajar Nahdlatul Ulama (IPNU) in Southeast Asia, which found that approximately 88.75% of respondents said that the current educational system was very rigid, unforgiving, and causing stress. The students' system needs to be improved due to inadequate learning materials. Participants in the study expressed surprise that the educational materials provided to students had many outdated and incorrect information.

It is also explained by Selina Patta Sumbung, CEO of Save the Children Indonesia, who states that many children in Indonesia face difficulties learning new things and lack motivation to learn. It can affect a child's ability to read and write. In addition, as can be shown from research conducted in the Istimewa District of Yogyakarta, 44 out of 105 children respondents stated that they could not obtain free vouchers from either the government or the school. It is what causes children to feel frustrated during Learning.

The emergence of several kinds throughout the distance lesson can potentially indicate a significant change in each student, with the primary goal being to lower the student's learning performance. A few factors can negatively impact learning outcomes, such as students having different learning styles and needing help to improve their learning environment to increase their learning outcomes. According to this, student performance in Learning results from their participation in learning activities. According to a study by Vandini (2016), learning attainment is the accumulation of knowledge and abilities that can be acquired via Learning. A student's ability to learn can also encourage them to study actively. Having highly high accomplishments can make parents, teachers, and schools all feel proud of themselves.

It is evident from the PAS class based on learning achievement scores. SMK Negeri 15 Jakarta had an average PAS of 67.78 and 69.11 for grades X AKL 1 and PAS, with the standard value set at 80. Lastly, SMK Negeri 20 Jakarta had an average PAS of 82.8 and 80.33, with a standard value of 83. It is clear from the data that class X students continue to demonstrate relatively poor learning achievement in accounting courses. The kids' PAS scores, which deviate significantly from the KKM established by each institution, demonstrate this.

The claim made by Prabasari and Subowo (2017) that students achieve higher learning outcomes in proportion to their learning styles also helps to explain this. When students' various learning styles

affect how they process information, successful learning strategies can help them attain higher academic goals than ineffective ones. (Nurjanah & Idris, 2020) adds that each person's view of Learning undoubtedly has its manner of receiving Learning, with some learning by listening, reading, and finding. It helps to explain why there are disparities in learning styles. It will be far simpler for pupils to accept the material presented if they can identify the learning style that best fits their needs. As a result, learning styles must be optimized to function well by students' talents and preferences.

According to (Anisa, 2019), when the learning process or materials provided to students do not align with their interests, they will not learn well because the learning process and materials are not engaging. Low Interest in learning from students can also decrease student learning achievement. A person's interests can be inferred from their likes, laughs, smiles, enthusiasm, and complete enjoyment of their activities, claim Hasbi et al. (2020). The development of innovations in the educational process and learning resources that students will eventually be given is where educators' roles become extremely important. Educators are tasked with developing engaging lesson plans and enjoyable learning activities to boost students' Interest in Learning. It will be much easier for students to accept it if the learning process is enjoyable and the contents are intriguing. ICT may now help students finish assignments, provide entertaining material, and spark their Interest in Learning, according to Manullang and Susanti (2022).

Another factor influencing student learning achievement is a learning environment that does not promote higher student achievement. Irfan (2018) posits that there is a positive correlation between a student's learning environment and their mathematical achievement. The family, school, and community contribute to this learning environment. The father, mother, and children often make up the family environment, defined as everything that occurs outside each student and is shaped by marriage ties. Consequently, one of the key elements influencing students' learning achievement is their familial environment. The person's poor learning accomplishment will be impacted if the family setting produces fewer favorable conditions. Secondly, the school environment is everything that helps pupils complete their education. Pupils' learning achievement will only improve if the school gives them the best education. The community environment comes next, encompassing everything that offers the opportunity to engage with other community members. It is easy for pupils' learning achievements to decline when the community environment does not encourage their growth or improvement. It is because a student's living environment impacts their personal growth. It was also mentioned by M. Hidayat (2017), who claimed that the learning accomplishment variable was positively and significantly impacted. It is predicated on the idea that a positive learning environment dramatically impacts the student's classroom experiences. Improving pupils' existing learning achievement will be highly challenging if they feel uncomfortable in the learning environment.

Research Gaps were also discovered in earlier studies, such as Nurhasanah's (2014) study, which indicated no benefit to combining kinesthetic, auditory, and visual learning styles in student learning achievement. Furthermore, students at SMA Negeri 11 Samarinda are similar in their motivation to

learn from their achievements in mathematics, according to research (Ratnasari, 2017). Additionally, it is explained (Atari et al., 2022) that student learning achievement is unaffected by learning style.

Based on the background description and the research gap in previous studies. Thus, researchers are encouraged to study "The Influence of Learning Style, Learning Interest and Learning Environment on Students' Learning Achievement at State Vocational School, South Jakarta."

LITERATURE REVIEW

Learning achievement

According to Hariyadi and Darmuki (2019), Learning achievement is the total change in a person's behavior toward accomplishing a learning outcome that is assessed by the accomplishment tests he has taken. The results of these tests can be used to determine the person's achievement level. It is also consistent with the view expressed by Rosyid (2019), who states that learning attainment is the outcome attained by students following the completion of learning activities within a specific time frame. In the meantime, learning achievement, according to Harefa (2020), results from students' accomplishments in tasks, including knowledge and abilities.

Learning Style

According to (Papilaya & Huliselan, 2016), the Visual learning style is a style everyone has through observation. Meanwhile, according to (Rambe & Yarni, 2019), the visual learning style emphasizes how students can more readily accept lessons through what they see. Meanwhile, students tend to see a visual learning style to receive information (Pbsi & Pgri, 2019) more easily.

According to (Wahyuni, 2017), the auditory learning style is a learning style that utilizes the sense of hearing to receive information from the Learning it receives. Meanwhile, according to (Hartati, 2015), the auditory learning style is a learning activity by listening. Usually, students prefer to record what the teacher is talking about to repeat. Meanwhile, according to (Adawiyah et al., 2020), the auditory learning style is a learning style possessed by students to receive information using the sense of hearing.

According to (Rezki, 2023), kinesthetic Learning is a learning style by carrying out activities directly. Meanwhile, according to (Perumal et al., 2022), the kinesthetic learning style is learning that leads to learning through movement. Meanwhile, according to (Nurhidayah, 2016), learning with a kinesthetic style means learning directly.

Interest to learn

According to (Yunitasari & Hanifah, 2020), an Interest in Learning is a condition that shows a tendency or Interest in what they want to do. This is also explained by (Hasbi et al., 2020) that children's interests greatly influence how children participate in an activity, how they are involved in that activity,

and their ability to. Meanwhile, according to (Nisa et al., 2022), Interest in Learning is closely related to the enjoyment of something done in Learning.

Learning Environment

According to Syaiful Bahri Djamarah and Aswan Zain (2010), a learning environment is a place that functions as a forum for Learning. Meanwhile, according to Suryabrata (2006), the learning environment is everything that each person has when interacting with other people, either directly or indirectly. According to Majid (2007), the learning environment is related to good or bad influences on students in the learning process.

METHOD

This quantitative study uses the average report card grades of grade 10 AKL accounting students from SMK Negeri 15 Jakarta, SMK Negeri 18 Jakarta, and SMK Negeri 20 Jakarta as a significant data source. The process of locating data in the form of numbers that can be utilized to explain current knowledge is known as quantitative research. Researchers utilized the SPSS software to handle data. They employed several regression analysis techniques in their study. This study aims to determine how learning environments, styles, and interests impact student learning achievement at South Jakarta State Vocational Schools. This research involved all students in class 10 majoring in Accounting and Institutional Finance at three South Jakarta State Vocational Schools, totaling 216 students, each divided into two classes. The sample used in this research was 138 students, with 23 students in each class. Here is the constellation of relationships between variables:

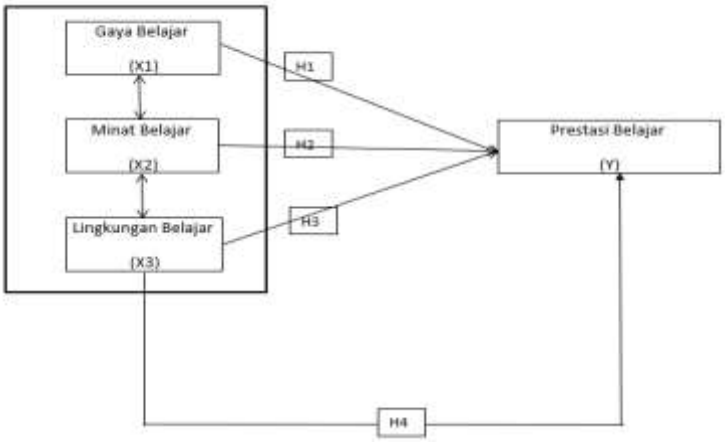

Figure 1 Constellation of Influence Between Variables

The data collection method researchers use consists of a questionnaire consisting of various questions or written statements given to research sample respondents. Apart from that, when distributing questionnaires, a Likert scale is used, which is a measurement scale used to measure a person's opinion about a phenomenon that has occurred (Bahrun et al., 2018; Saputra & Nugroho, 2017). The Likert scale consists of two types of questions: positive questions and negative questions.

RESULTS AND DISCUSSION

The research conducted by researchers used around 138 respondents from class. The profile of respondents in this study consisted of gender and school origin.

Table 1 - Respondent Data Based on Gender

Frequency			Percent	Valid Percent	Cumulative Percent
Valid	Male	45	32.6	32.6	32.6
	Female	93	67.4	67.4	100.0
	Total	138	100.0	100.0	

From the table above, there are 45 male respondents, with a percentage of 32.6%, and 93 female respondents, with a percentage of 67.4%.

Table 2- Respondent Data Based on School Origin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SMK Negeri 15 Jakarta	46	33.3	33.3	33.3
	SMK Negeri 18 Jakarta	46	33.3	33.3	66.7
	SMK Negeri 20 Jakarta	46	33.3	33.3	100.0
	Total	138	100.0	100.0	

From the table above, the three schools in South Jakarta have the same number of respondents, namely 46, with their respective percentage values at 33.3%.

In the learning achievement variable, researchers used secondary data. Where the average class score from the data obtained, the highest score for the accounting subject report card was 93, the lowest score was 79, the variance was 10.883, and the standard deviation was 3.29896.

Table 3 - Descriptive Statistics of Learning Achievement Variable Data

Descriptive Statistics								
	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
Y	138	14	79	93	11731	85.0072	3.29896	10.883
Valid N (listwise)	138							

The visual learning style variable uses primary data, the results obtained from a questionnaire conducted by researchers using a Likert scale. The total number of items is 20 statements, with a total drop of 3. So, the researcher's final test in the questionnaire statement consisted of 17 statements with 68 respondents. From the data obtained, the average score was 72.8824. The variance score is 106.732, and the standard deviation is 10.33113.

Table 4 - Descriptive Statistics of Visual Learning Style

Descriptive Statistics								
	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
Visual	68	51	32	83	4956	72.8824	10.33113	106.732
Valid N (listwise)	68							

The auditory learning style variable uses primary data, the results obtained from a questionnaire conducted by researchers using a Likert scale. The total number of items is 15 statements, with a total drop of 3. So, the researcher's final test in the questionnaire statement consisted of 12 statements with 40 respondents. From the data obtained, the average score was 50.925. The variance score is 43.251, and the standard deviation is 6.57652.

Table 5 - Descriptive Statistics of Auditory Learning Style

Descriptive Statistics								
	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
Auditorial	40	32	27	59	2037	50.925	6.57652	43.251
Valid N (listwise)	40							

The kinesthetic learning style variable uses primary data, the results obtained from a questionnaire conducted by researchers using a Likert scale. The total number of items is 15 statements, with a total drop of 3. So, the researcher's final test in the questionnaire statement consisted of 12 statements with 30 respondents. From the data obtained, the average score was 51.4667. The variance score is 86.74, and the standard deviation is 9.31344.

Table 6 - Descriptive Statistics of Kinesthetic Learning Style

Descriptive Statistics								
	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
Kinestetik	30	35	24	59	1544	51.4667	9.31344	86.74
Valid N (listwise)	30							

The learning interest variable uses primary data, the results obtained from a questionnaire conducted by researchers using a Likert scale. The total number of items is 35 statements, with a total drop of 10. So, the researcher's final test in the questionnaire statement consisted of 25 statements with 138 respondents. From the data obtained, the average score was 103.0797. The variance score is 193.337, and the standard deviation is 13.86855.

Table 7 - Descriptive Statistics of Learning Interests

Descriptive Statistics

	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
Minat Belajar	138	81	41	122	14225	103.0797	13.86855	192.337
Valid N (listwise)	138							

The learning environment variable uses primary data, the results obtained from a questionnaire conducted by researchers using a Likert scale. The total number of items is 30 statements, with a total drop of 6. So, the researcher's final test in the questionnaire statement consisted of 24 statements with 138 respondents. From the data obtained, the average score was 89.4275. The variance score is 178.889, and the standard deviation is 13.37493.

Table 8 - Descriptive Statistics of Learning Environment

Descriptive Statistics								
	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
Lingkungan Belajar	138	83	35	118	12341	89.4275	13.37493	178.889
Valid N (listwise)	138							

Table 9 - Multiple Linear Regression Test Results

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	84.642	.547		154.790	.000
	Learning Style	.029	.012	.419	2.363	.020
	Learning Interests	.045	.007	.696	6.351	.000
	Learning Environment	.025	.011	.355	2.342	.021

a. Dependent Variable: Learning Achievement

Based on the table above, the multiple linear regression equation can be obtained as follows:

$$\hat{Y} = \mathbf{a} + \mathbf{b1X1} + \mathbf{b2X2} + b3X3$$

$$\hat{Y} = 84{,}642 + 0{,}029\mathbf{X1} + 0{,}045\mathbf{X2} + 0{,}025X3$$

The value of the constant (a) has a value of 84.642. The positive number indicates a unidirectional influence between the independent and dependent variables. If all independent variables, namely Learning Style (X1), Interest to learn (X2), and Learning Environment (X3), are worth 0, then the value of Saving behavior is 84,642. The value of the Learning Style (X1) of 0.029, Interest to learn (X2) of 0.045, and Learning Environment (X3) of 0.025 indicates that if the variable increases by 1%, then the variable will increase by the result of the coefficient value.

The normality test is carried out to find out whether data can be said to be normally distributed or not. The data can be expected when this research uses the Kolmogorov-Smirnov test with a significant value > 0.05. With the Normal Probability Plot test, it can be considered normal if the data follows a diagonal line. The following are the calculation results of the Kolmogorov-Smirnov normality test and Normal Probability Plot:

Table 10 - Normality Test Results

		Unstandardized Residual
N		138
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.27896006
Most Extreme Differences	Absolute	.074
	Positive	.074
	Negative	-.039
		.074
Asymp. Sig. (2-tailed)		.058[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

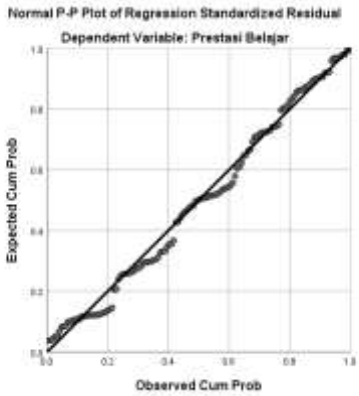

Figure 2 - Normal Probability Plot Results

Based on the picture above, it can be concluded that the data is standard. It can be seen in the Asymp table. Sig. (2-tailed) has a value of 0.058 > 0.05. Based on the Normal Probability Plot image, we can also see that the data is standard because the data distribution converges and moves towards the diagonal line.

The linearity test is carried out to determine whether the relationship between two or more variables is linear or non-linear. The results of the linearity test can be seen in the Anova Table if the sig. Deviation from linearity is more significant than 0.05. The following are the results of the linearity test of Learning Style (X1) on Learning Achievement (Y):

Table 11 - Linearity Test Results of Learning Style on Learning Achievement

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Learning achievement * Learning Style	Between Groups	(Combined)	20,893	31	0,674	1,905	0,008
		Linearity	8,597	1	8,597	24,294	0,000
		Deviation from Linearity	12,296	30	0,410	1,158	0,287
	Within Groups		37,509	106	0,354		
	Total		58,402	137			

Based on the sig value. The deviation from linearity in learning style (X1) towards learning achievement is 0.287 > 0.05 when seen from the sig. linearity 0.000 < 0.05. It shows that learning style and learning achievement have a linear relationship.

Table 12 - Linearity Test Results of Learning Interest on Learning Achievement

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Learning achievement * Learning Interests	Between Groups	(Combined)	21,146	36	0,587	1,592	0,037
		Linearity	1,496	1	1,496	4,055	0,047
		Deviation from Linearity	19,650	35	0,561	1,522	0,055
	Within Groups		37,257	101	0,369		
	Total		58,402	137			

Based on the sig value. Deviation from linearity in Learning Interest (X2) towards Learning Achievement is 0.055 > 0.05. Moreover, when viewed from the sig value. linearity 0.047 < 0.05. It shows that learning interest and learning achievement have a linear relationship.

Table 13 - Linearity Test Results of Learning Environment on Learning Achievement

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Learning achievement * Learning Environment	Between Groups	(Combined)	16,514	44	0,375	0,833	0,746
		Linearity	0,012	1	0,012	0,028	0,868

		Deviation from Linearity	16,501	43	0,384	0,852	0,717
	Within Groups		41,888	93	0,450		
	Total		58,402	137			

Based on the sig value. The deviation from linearity in the learning environment (X3) on learning achievement is 0.717, which is greater than 0.05; it can be concluded that there is a linear relationship between the learning environment and learning achievement. However, if sig. The linearity is 0.868, more significant than 0.05, so there is no relationship between the learning environment and learning achievement.

Table 14 - F Test Results

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.026	3	6.009	24.295	.000[b]
	Residual	33.142	134	.247		
	Total	51.168	137			

a. Dependent Variable: Learning achievement
b. Predictors: (Constant), Learning Environment, Learning Interests, Learning Style

Based on the calculations above, learning style, learning interest, and learning environment significantly influence student learning achievement. The hypothesis is accepted because count 24.295 is more significant than Table 2.67. If df = n – k, where n is the amount of data and k is the number of independent variables, then df = 138 – 3 = 135 with a sig level of 5%. In addition, based on a significant value of 0.000 < 0.05, it can be concluded that variable X significantly influences variable Y.

Table 15 – T-Test Results

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	84.642	.547		154.790	.000
	Learning Style	.029	.012	.419	2.363	.020
	Learning Interests	.045	.007	.696	6.351	.000
	Learning Environment	.025	.011	.355	2.342	.021

a. Dependent Variable: Learning achievement

Based on the table above, the significant value for variable = 134. The significant value for variable X2, Interest in Learning, is 0.000 < 0.05, and tcount 6.351 > 1.97783 from the table. The significant value for variable X3, learning environment, is 0.021 < 0.05, and the tcount is 2.342. Based on the explanation above, individual learning styles, learning interests, and learning environments significantly influence student learning achievement.

Table 16 - Coefficient of Determination Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.594[a]	.352	.338	.497

a. Predictors: (Constant), Learning Environment, Learning Interests, Learning Style

Based on the results obtained above, the Adjusted R Square value is 0.338, and the R Square value is 0.352 (35.2%). Student learning achievement is influenced by 35.2% by learning style, learning interest, and learning environment.

The Influence of Learning Style on Learning Achievement

With a significant value for the learning style variable of 0.020 < 0.05 and a t value of 2.363 > 1.97783 from the t table, the research above shows that learning style significantly influences student learning achievement.

It aligns with research findings (Indra et al. Wulandari, 2020), which state that style significantly affects student learning outcomes. As proof, Fcount > Ftable means 8.81 is more significant than 3.17. According to research (Sakti et al., 2019), learning style influences learning achievement, as shown by count, which is greater than the table, namely 2.807, more significant than 2.030. In addition, according to research (Purnami, 2016), learning style significantly influences learning achievement, as shown by the difference between the tcount and table of 2,587 and 2,000.

The Influence of Learning Interest on Learning Achievement

Based on the research results, Interest in Learning influences student learning achievement. It is proven by the significant value of variable X2, Interest in Learning, of 0.000 <0.05, and the calculated value of 6.351 is more significant than 1.97783 from the t-table.

Based on research conducted (Rusmiati, 2017), Interest in Learning influences student learning achievement, as shown by the t-count value of 5.797, which is more significant than the table value of 2.021. Research (Islamiah, 2019) also states that Interest in Learning positively influences learning achievement. However, according to research (Helena et al., 2024), there is a significant correlation between learning interest and student learning achievement, as shown by the count, which is greater than the table of 0.668 and more significant than 0.361.

The Influence of the Learning Environment on Learning Achievement

According to the research above, the learning environment significantly influences student learning achievement. It is proven by the significant value of variable X3, Interest in Learning, of 0.021 <0.05, and the calculated value of 2.342 is more significant than 1.97783 from the t-table.

According to research conducted by (Hermawan et al., 2020), the fcount value of 12.243 is more excellent than ftable 3.090, indicating a significant influence between the learning environment and learning achievement. In addition, research (Lusiana & Sariwulan, 2024) found that the learning

environment positively influences learning achievement, as shown by the p-value of 0.000, the same as 0.05. However, research (Malik & Simatupang, 2020) found that students' learning environment dramatically influences their learning outcomes.

The Influence of Learning Style, Learning Interest, and Learning Environment on Learning Achievement

Based on the research results that have been explained, it can be concluded that learning style, learning interest, and learning environment significantly influence student learning achievement. It is shown by the fcount value of 24.295, which is greater than the ftable of 2.67, and the coefficient of determination shows that learning style, learning interest, and learning environment influence student learning achievement by 35.2%.

According to research conducted by Safira et al. (2018), there is a significant influence on learning achievement between learning style, learning interest, and learning environment. The statistical analysis results show a value of 7.368 with a probability of 0.000. However, research (Heryyanti et al., 2021) found that learning style, Interest, and environment positively impact learning achievement. It is indicated by the fcount value of 12.884, more significant than the ftable of 2.47.

CONCLUSION

Based on the research results above, conclusions can be drawn:

1. Learning Style has a significant influence on Learning Achievement.
2. Interest in Learning has a significant influence on Learning Achievement.
3. The Learning Environment has a significant influence on Learning Achievement.
4. Stimulantly Learning Style, Learning Interest, and Learning Environment significantly influence Learning Achievement.

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