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Influence Readiness Study on Learning Outcomes Economy Students in Phase E (Independent Curriculum) with Environment Study as Variable Mediation at UNESA Labschool High School 1

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Abstract

Study This aims To analyze the influence of readiness learning and environment Study to results Study economy in a way Partial nor simultaneous. Sample study These are 400 students in phase E at UNESA Labschool High School 1. Data collection techniques used are questionnaires and documentation. Method the analysis uses the technique of multiple linear regression. Research results show that readiness learning, environment Study can explain the results Study. However variable readiness Study will have more influence on the results learn, if strengthened with an environment Study as variable mediation.

Keywords: Readiness Learning, Environment Learning, Learning Outcomes

INTRODUCTION

Education is important thing for the country, especially in Indonesia. This matter because education in Indonesia has vital role in increase quality live and build source Power man . Therefore That education in Indonesia always do innovations new with aim for quality source Power man Keep going increase . One of method realize innovation new in increase quality education in Indonesia is with apply curriculum independent . Good at level Elementary School (SD), School Intermediate First (Junior High School) or School Intermediate Upper (high school).

Moment This curriculum independent Already applied at the high school level and already use curriculum independence in class X. Phase E of the Independent Curriculum is designated phase for class X, either at high school , vocational school, or equal . In phase here , participants educate sued For Can recognize potency as well as his talent before enter to level more class tall . The Merdeka Curriculum at the high school level is implemented curriculum with objective activity Study teaching that is more flexible than facet material nor from facet allocation time . Beside it's teachers and students can choose appropriate material with needs and abilities student so the teacher can use method the best learning in every the material .

Based on results observations on the moon December 2023 at Labschool High School Unesa 1 that curriculum independent Already applied start year teaching 2022. Until at Labschool High School Unesa 1 already own students who use Merdeka Curriculum in class X. At Labschool High School Unesa 1 has 5 classes in class X which consists of on classes X1, X2, X3, X4, and X5. The Independent Curriculum is matter new for Labschool High School Unesa 1 so teacher and student must adapt in apply Independent Curriculum . In the The Independent Curriculum requires teachers and students For do evaluation in a way Keep going continuously so that can know what 's more useful and what is missing beneficial in the learning

process . Evaluation result This can used For develop strategy more learning effective and efficient . Evaluation result This Can seen from results Study student .

According to (Mian et al., 2020) viz something class said complete study (completeness classical) if in class the there are ≥85% of students who have complete learn it . Learning outcomes student especially in the eyes lesson economy can is known that The UTS scores of students in class X , especially in X2, are classified as Still Not yet fulfil completeness classic that is by 75%. Whereas For completeness classic namely 85%. According to (Chandra Sari & Putri, 2023) learning outcomes can be interpreted as the final result of decision making regarding the high and low grades of students during the teaching and learning process. Learning is said to be successful if the student's level of knowledge increases from the previous results. Therefore That in study This results intended learning is UAS scores .

Success student in matter performance academic No free from various factor affecting learning . According to (Xie et al., 2020) , influencing factors results Study student can differentiated become three category , that is internal factors , factors external , and factors approach Study . Wrong One internal factors of students that can support its success is readiness Study . According to Karwono & Mularsih (2017:14) stated that readiness or readiness is condition possible individuals they For Study .

According to (Rampal et al., 2020) indicator readiness Study that is condition physical , mental condition , condition emotional , needs (motivation) and knowledge . Based on a number of study previous according to Zuschaiya (2021) in his research show that there is influence between readiness Study with results Study mathematics . This is also supported by Mustiko (2021) in his research show that there is influence readiness Study student to results Study . With exists readiness Study from student so will more easy For get results maximum learning . In study This use indicator readiness Study that is condition physical , mental condition , condition emotional , needs (motivation) and knowledge .

Apart from getting maximum learning results from learning readiness, one of them is from the student's learning environment. According to (L. Zhao & Kim, 2021) the learning environment is the environment that surrounds the educational process where the learning environment is one of the factors that influence the continuity of good learning activities. Slameto (2015) believes that students who learn will receive influence from their school environment. Influencing factors include: teaching methods, curriculum, teacher-student relationships, student-student relationships, school discipline, learning tools, school time, lesson standards, building conditions, learning methods, and homework. According to (Sahni, 2021) environment shared becomes 3 (three) , namely environment family , school and community .

Based on results study previous according to Nurdin (2019) Research results show that environment Study give significant influence to performance Study knowledge knowledge social . This is also supported research conducted by Sitio (2023) shows that exists influence Environment School and Readiness Study on Social Sciences Learning Outcomes . However matter This contradictory with results research conducted by Dilla (2023) with the results show that environment Study own influence negative and not significant to results Study . With exists difference results study previous so The learning environment in this research uses the school environment with the school environment indicators used being the condition of the school where students study, the teacher's teaching methods, the condition of the school building and school facilities, the relationship between students and teachers, and the implementation of school rules and regulations.

LITERATURE REVIEW AND DEVELOPMENT HYPOTHESIS

Readiness Study

Readiness Study is key success academic , includes Skills cognitive , non- cognitive , and social-emotional . (Saptono et al., 2020; Y. Zhao, Sánchez Gómez, et al., 2021)) shows

importance Skills Study independence and management time , temporary (Fatmawati et al., 2023; Handayati et al., 2020; Rauf et al., 2021) emphasize grit as predictor success . (Kusumojanto et al., 2021) and Zimmerman (2002) highlight role motivation intrinsic and regulatory self . (Sulistyowati et al., 2023) added importance Skills social-emotional . In the digital era, (Wu et al., 2022) emphasize digital literacy , and (Ulfert-Blank & Schmidt, 2022) shows that self-efficacy is very influence readiness Study . By Overall , readiness learning that includes various Skills This very important For success academic .

Environment Study

Environment conducive learning very important For success education , involving aspect physical , social , and emotional . (Kovacs & Zarandne, 2022; Y. Zhao, Pinto Llorente, et al., 2021) found that environment Structured and supportive classes increase performance academic . (Kalla et al., 2022) emphasizes importance climate social positive , temporary (Basilotta-Gómez-Pablos et al., 2022) shows influence significant from arrangement room physique . (Wang & Chu, 2023) also shows that factors like color and noise influence ability Study . (Farida et al., 2021) link support and facilities with motivation Study . In the digital era, (Fernandes et al., 2021) find that technology increase involvement student If applied with both , and (Suharyat et al., 2023) emphasize importance interaction social . By overall , environment holistic learning can in a way significant increase quality education ..

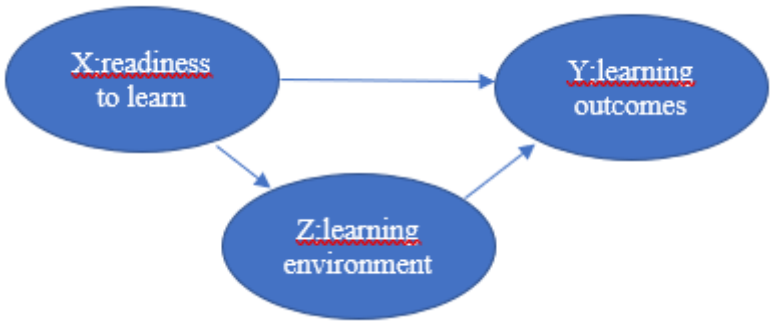
Learning Outcomes

In her research, Nurrita (2018) explains that learning outcomes are the results provided to students through assessments after the learning process, evaluating knowledge, attitudes, self-skills, and observed behavioral changes. In line with the perspective of Habibah & Trisnawati (2022) learning outcomes result from lesson scores obtained from behavioral changes caused by learning activities, through cognitive, emotional, and psychomotor skills. Learning outcomes are the main target of a learning process, representing the output of the learning process (Wahono et al., 2020) . From these explanations, it can be concluded that learning outcomes are the result of students' learning process, assessed using specific evaluation methods to gauge student understanding.

METHOD

Design study

Study This use approach quantitative with PLS-SEM for investigate impact miss Study to results learning and roles environment Study in involvement mediation (see Figure 1). Benefit The main PLS-SEM is his abilities For maximizing variance in variables dependent and estimate data based dimensions of the measurement model (Hair et al., 2019) . Students at UNESA 1 Labschool participate in study This . We offer 400 respondents with 22 Google Forms questions submitted via WhatsApp. On the moon January until March 2024, research done . Variable study ie readiness learning , environment learning , and results Study .



Source : Conceptual framework (2024)

Survey used For learn results Study vocational school students . Instrument study

This adapted from study previous and review literature (Table 1). Questionnaire translated from English into Indonesian and modified For Indonesian context . Questionnaire translated from Language English to Indonesian and modified in accordance context local . Readiness Study be measured with eight items (Waldyatri et al., 2021) . Environment Study be measured with six items from (Ainur Rizqi et al., 2022) . Measurement results Study with eight items were adapted from . Poll opinion the request participant For evaluate every statement of 1 (very No agree) to 5 (very much agree). Study This using Smart PLS 3.0 for modeling equality structural square smallest partial (PLS-SEM). (Corrales-Estrada et al., 2021)

RESULTS AND DISCUSSION

RESULTS

External model evaluation

PLS external model is specified For ensure presence instrument can reliable . Models with criteria determination said reliable when reliability composite (CR) and Cronbach's Alpha > 0.05 (Hair et al., 2019) . Research result show that respective CR value construct is 0.914 to 0.954 for dependency (Table 2). A significant average variance extracted (AVE) > 0.50 indicates validity convergent (Hair et al., 2019) . Validity convergent achieved Because all items exceed 0.5 and AVE each construct range between 0.571 to 0.780 (>0.5). Cross-loading factors are used For test validity discriminant and validity convergent . Table 3 shows cross-loading value for all variable Readiness learning (X), learning environment (Z) , learning outcomes (Y) from 0.715 to 0.948, more of 0.70, shows validity discriminant .

Collinearity test

Variance Inflation Factor shows collinearity between variable in the collinearity test . Collinearity test need VIF value below 5.00 (Hair et al., 2019) . Based on evaluation data beginning , all over variable own mark VIF coefficient between 1.569 and 4.572 (< 5.00). Condition This show No exists collinearity between variable construct , so make it valid .

Testing hypothesis

that model test hypothesis using equation models structural . The researchers used 400 bootstrap samples for displays all statistics -t. Like seen in Table 4, four hypothesis in investigation This fulfil criteria , with t values range between 3,712 to 16,620 (> 1.96).

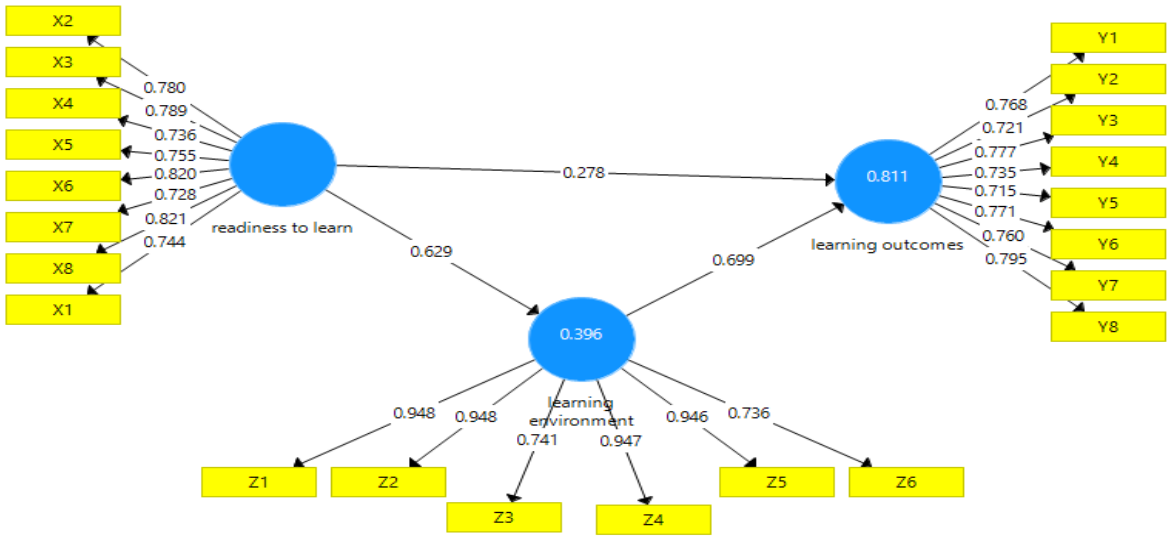


Figure 2. Calculation Modeling Equality Structural
Source : Author alone (2024)

Study This using the R-square Model (R^2) for show accuracy model predictions . Coefficient determination (R Square) measure how much Good something construct

exogenous describe endogenous construct . Hair et al . (2020) estimates R2 to be between 0 and 1. The value of R^2 in above 0.75 means large , while 0.50 and 0.25 are significant small and weak (Hair et al., 2019) . Calculation show that Readiness Study explained 39.6% of the variance Environment Study with incoming predictability sense . Environment Study provides 81.1% of the variance in learning outcomes with reasonable predictability . (Hair et al., 2019) . Next , f^2 determines is construction foreign influence endogenous construction . According to (Hair et al., 2019) , construction external have minimal, moderate , and significant influence to Endogenous construction with f2 values are 0.02, 0.18, and 0.40 · By specifically , size impact Readiness learning in the environment Study Enough large ($f^2 = 0.391$). The size impact Environment Study on learning outcomes is also significant ($f^2 = 0.811$).

This research describes the construction of the concept in the context of Readiness learning (X), Environment Study (Z), and learning outcomes (Y). For the dimension of entrepreneurship education (X), the measurement results show that constructs X1 to In the Environmental dimension Study (Z), constructs Z1 to Z6 show significant values, having λ of 0.948, α of 0.940, CR of 0.954, and AVE of 0.780. This indicates that this construct can be relied upon as a measurement of the environment Study . Meanwhile, the learning outcomes dimension (Y) reveals that construct Y1 has a λ value of 0.768, α of 0.893, CR of 0.914, and AVE of 0.571. Thus, the measurement results provide a deeper understanding of key concepts in the context of this research, strengthening the methodological foundation of research on readiness learning , Environment learning , and learning outcomes.

Analysis results validity discriminant show that construct X has mark validity discriminant of 0.772, indicating that dimensions Readiness learn (X) can differentiated in a way adequate from dimensions Environment learning (Z) and results study (Y). Likewise , construct Y has mark validity discriminant of 0.718 against X and 0.756 against Z, indicating that dimensions results Study can differentiated from Readiness learning (X) and Environment learning (Z). Next , construct Z shows validity good discriminant , with value of 0.629 for X and 0.874 for Y, and 0.883 between Z and confirm that dimensions Environment learncan differentiated in a way clear from Readiness learning and results Study . This result give support empirical to the concepts being measured in study this shows validity and accuracy in differentiate between construct readiness learning , Environment learning , and results Study .

	Sample Original (O)	**Sample Mean (M)**	**Standard Deviation (STDEV)**	**T Statistics (| O/STDEV |)**	**P Values**
learning environment -> learning outcomes	0.699	0.700	0.027	26,064	**0,000**
readiness to learn -> learning environment	0.629	0.630	0.043	14,617	**0,000**
readiness to learn -> learning outcomes	0.278	0.278	0.030	9,376	**0,000**

Testing hypothesis in research This give strong image related connection between the construct being measured . First , the connecting hypothesis H1 Readiness learn (X) with results learning (Y) found own The β value is 0.278, with a T-value of 9.459 and a p-value of 0.000. With Thus , hypothesis This stated confirmed , shows that there is connection positive and significant between Readiness learning and results Study . Then , the connecting hypothesis H2 Readiness learn (X) with Environment learning (Z) is also proven significant

with The β value is 0.629, the T-value is 15.401, and the p-value is 0.000. This matter validate that Readiness Study role important in form Environment Study .

Temporary That is , the hypothesis H3 is tested connection between Environment learn (Z) with results study (Y) shows strong results with The β value is 0.699, the T-value is 26.579, and the p-value is 0.000. This confirm that Environment learn to have impact positive and significant to results Study . Lastly , hypothesis H4 involves track connection from X to Z to Y is found own The β value is 0.440, the T-value is 14.349, and the p-value is 0.000. This result signifies that Readiness Study contribute in a way significant to results Study through Environment Study . Overall , findings from testing hypothesis This give support consistent empirical to framework conceptual research , confirms significant relationship between Readiness learning , Environment learning , and results Study .

Discussion

Study This answer four hypothesis . Influence Readiness Study Regarding learning outcomes for students at UNESA Labschool High School 1. Based on results study is known that proof Hypothesis First study showed with variable Readiness Study own influence positive and significant on learning outcomes with The p-value is 0.000 (<0.05), and the t- value is 9.459 (>1.96). This matter Because education entrepreneurship that has taken student increase results Study . Findings This contradictory with a number of research Results of this No in line with research ever done previously by (Mahendra et al., 2017; Martínez-Gregorio et al., 2021; Wishnu Wardana et al., 2021) . They with results his research says that Readiness Study No give influence big on learning outcomes . (Hudson et al., 2001)

Furthermore Hypothesis Second is known that variable Readiness Study own influence significant positive to Environment study , the p-value is 0.000 (<0.05) and the t-value is 15.401 (>1.96) indicating exists significant relationship . This result in line with research ever done previously by (Mauludiana et al., 2020) (Ubfal et al., 2022) with results his research says that Readiness Study give influence on the Environment Study . Such results This show that the more Good Readiness learning you have student so can the more Good in formation Environment learnunutk become businessman .

For Hypothesis Third proven with variable Environment learn to have influence significant positive on learning outcomes with The p value is 0.000 (<0.05) and the t value is 26.579 (>1.96). This result in line with research ever done previously by (Pihie, 2019; Piperopoulos & Dimov, 2015; Shinnar et al., 2014) with results his research says that Environment learngive influence big on learning outcomes . Such results This show that the more Good Environment learning you have student form embroidery in entrepreneurship so can the more encourage learning outcomes .

Then test the hypothesis fourth ones has done show that exists influence significant between Readiness Study Regarding learning outcomes Through Environment learnpara student with The p value is 0.000 (<0.05) and the t value is 14.349 (>1.96). Research result show that giving Readiness good learning for students can increase Environment learnas well can bring up learning outcomes . Environment learn to have effective role as mediation Partial between Readiness learning and learning outcomes . Learning entrepreneurship of course very help in formation results Study student but it also exists practice supporting entrepreneurship between student with application Environment learncan form results Study more increase .

Conclusion

Research that has been conducted on students at SMA Labschool UNESA 1, several conclusion can taken . First , Readiness Study own influence positive and significant to results Study student . The more tall readiness learning you have students , increasingly high yields too learn that will obtained . Second , Readiness learning also has an effect positive and significant to Environment Study student . Readiness capabilities and facilities available student can increase confidence self student in Study . Third , Environment Study own

influence positive and significant to results Study student . The more Lots environment Study they positive influence so will produce results satisfying learning . Fourth , Readiness Study own influence positive and significant in a way No direct to results Study through support Environment positive learning for students at SMA Labschool UNESA 1.

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