

The Influence of Teaching Methods and Learning Environment to the Student's Learning Achievement of Craft and Entrepreneurship Subjects at Vocational High School

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ABSTRACT

This research aims to explain the influence of teacher's teaching methods and learning environment to the learning achievement in class XI with the competency of accounting expertise to the subjects of craft and entrepreneurship, according to the students, the subject was very heavy and dull. The population in this research are students in class XI with the competency of accounting expertise at SMK PGRI 1 Jombang as many as 108 students who are divided in to 3 classes. The samples are determined with using random sampling techniques, where the whole of class XI are encrypted and given in class XI with competency of accounting expertise. The kind of this research is quantitative. The data collection technique of research uses questionnaires, interviews, and observations, with test data processing used multiple linear regression analysis. The results of multiple regression analysis test that was used to explain the influence of teachers' teaching methods and student's learning environment to student's learning achievement in class XI. The competency of accounting expertise. The result of research showed that teachers' teaching methods and learning environment which was created when the learning process influenced student's learning achievement in class XI with the competency of accounting expertise at SMK PGRI 1 Jombang. Being evidenced by the value of Coefficient Of Determination (R^2) as big as 0.626, It means that 62.6% teacher's teaching method variable (X1) and the student's learning environment (X2) was able to influence learning achievement variable (Y) significantly, whereas others 37.4% are influenced by other factors that are not included in this research.

KEYWORDS

Teacher 's teaching method, Learning environment, and Learning achievement

ARTICLE HISTORY

Received 20 January 2017
Revised 28 March 2017
Accepted 9 April 2017

Introduction

National Education has the goal of developing student's potentials to become a human's faith and devoted to God as Almighty, have a certain

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characters of noble, healthy, knowledgeable, capable of being creative and independent and also become citizens of a democratically accountable. Teaching is a complex process, it is not only conveying information to students but how the students mentioned understand what is being taught and they can implement it in daily life (Act No. 20 of 2003).

Vocational High School (SMK) is an institution which carries out education and training various skill programs which are suitable with employment. SMK PGRI 1 Jombang is a vocational high school. In the field of business and management which consists of five skill programs, namely Accounting skill, office administration skill, marketing skill, net computer technique skill and multi media. Accounting skill program of SMK PGRI 1 Jombang teaches students a wide range of both theoretical and practical skills, one of them is a processing competence and the entrepreneurship of vegetable and animal materials become district specialty food. Competency is considered essential as a preparation for students to become young qualified entrepreneurs. Learning and teaching process about managing vegetable and animal materials becomes district specialty food some times gets problems that are faced by students, because there are the presentation and packaging of district specialty food product entrepreneur.

Based on preliminary observations which was conducted by researchers has known that the score of craft and entrepreneurial subjects in semester one for Accounting students in class XI at SMK PGRI 1 Jombang in academic year 2015/2016, was found students who have not reached the minimum completeness criteria (KKM) which has been determined to be 75. These results mentioned derived from the score of the final exams of semester one in the training of craft and entrepreneur subject. For more details can be seen in table 1 below.

Table 1. Student's learning achievement of craft and entrepreneurial subjects for accounting students in class XI at SMK PGRI I Jombang.

Class	Class average score	Score below 75	Presentation	Score above 75	Presentation	The total of students
AK1	70	20	55,55%	16	44,45%	36
AK2	71	18	50%	18	50%	36
AK3	72	19	52,77%	17	47,23%	36
<i>Total</i>		57		51		108

Source: Teacher's document

Table 1 shows the score of final exams of odd semester in academic years 2015/2016 craft and entrepreneurial subjects from 108 students, there are 57 students who have not achieved mastery learning and students who achieve mastery learning as many as 51 students. This condition mentioned shows that the achievement of craft and entrepreneurial subjects in class XI for Accounting student at SMK PGRI 1 Jombang is still lacking. Students who have not yet

achieved mastery reached 55.55% of the 108 students. The number of students who have not achieved mastery learning is an indicator of obstacles in achieving the success of teaching and learning activities that are carried out.

Learning success is influenced by several factors, which are classified into internal and external factors and internal factors are factors that exist in individuals who are learning, including physical factors, psychological factors. Where as external factors are factors that are beyond the individual, including family factors, school factors, and community factors (Slameto, 2010). Based on the description mentioned the factors that influence learning achievement, namely learning method, teaching method role is as a tool to create teaching and learning process. Through method that is expected to grow teaching and learning activities that can create educational interaction.

Education world is known various methods of learning, without a learning method, learning will not be effective. Therefore, in order that the learning process goes well, we need effective learning methods. Every teacher must have own method in presenting material to students, but all students cannot receive the teacher's methods. Therefore teachers must master the methods of teaching. Learning method has several kinds, namely: 1. Various method lecture, 2. Question and answer method, 3. Discussion method, 4. Administration task method (recitation), 5. Demonstration method, 6. Drill method (Training), 7. Socio drama and role method, 8. Group work method, 9. Problem solving method (Problem solving), 10. Travel work method, and many new methods are emerging now (Sudjana, 2010).

The application of teacher's teaching method needs special environment and atmosphere. This case aims in order to create a conducive learning atmosphere in getting a good student's achievement. At school or at home, students will be able to learn well if the environment is conducive. Conducive learning environment is an atmosphere that is comfortable and pleasure. Pleasure in this case is far from sound and noise that can disturbances learning concentration. Pleasure means learning atmosphere is joyful and enthusiastic. Learning atmosphere is far away from the stresses and specific targets to students who are learning (Uda, 2013). The learning process can run effectively if learning environment supports the learning process. To create an effective and conducive and also fun learning environment, teachers must be smart to manage the classroom with empowering the potency of classroom and facilities that are available actively and efficiently. With using appropriate methods to the material and the characteristics of students.

According to the relationships of teacher's teaching method or model and the classroom atmosphere greatly affect student's achievement. Because two factors directly affect the learning process. The appropriate model of teaching and learning environment that will create fun learning environment and it will indirectly improve student's achievement. This case is also supported by the results of previous studies, the following the quote of previous elections. Made Wena (2011), in his book suggests, in an attempt to understand the learning, we must first understand the variables of learning. According to Reigeluth and Merrill (in Degeng, 1989) learning variables can be classified into three, namely learning condition, strategies (methods), and the results (outcomes) of learning. Based on these opinions mentioned, it reinforces the more influence of the



learning environment and teacher's teaching methods is a very important aspect in determining the success of learning process to student's learning achievement.

Results of research that was carried out by Wahyuni (2007) shows that the learning motivation effects positive to student's achievement. Low or high learning achievement is influenced by the low or high level of students' motivation. In other words, student 's achievement has not been optimal tends to be affected by the lack of learning motivation. Besides, the learning method that is applied by teachers in good categories, thus supporting the learning process. Improvements in applying methods of learning to students is needed very much so that student's achievement can be increased with appropriate learning methods and facilitate students in understanding the material that is taught. Answering challenges above will require teacher's teaching methods and learning environment to increase learning achievement at vocational high school in Jombang district.

Literature Review

Teaching method is the way of teachers deliver the subjects to students by using certain methods corresponding to the characteristics of students that were encountered. Each student has different characteristics from the very clever, moderate, and there is also less able to receive lessons quickly. Therefore, a teacher must be able to apply the learning method in accordance with the characteristics of students. Unless the students whose middle - low ability will be left behind in the understanding of the material that is presented. And it will cause the students mentioned are not interested and lazy to learn because they have felt unable to do. Teaching method helps to determine the success or failure of a learning and teaching activity and it is a unity in teaching system. The more precise method that is used by teachers in teaching is expected to be more effective the achievement of learning goal (Qudsyi, Herawaty, Saifullah, Khaliq, & Setiawan, 2011).

But the factors that affect the teaching method are a protégés (learners), goal, situation, facilities, and teachers. The terms of teaching methods should be able to bring the atmosphere of teaching interaction becomes instructive or educative, putting learners to take active learning, as well as foster and develop interest in learning and increase learning spirit, it can improve the learning outcomes and live up teaching process which is on going (Rohani, 2004).

According to Djamarah (2010) the method of teaching is a teaching strategy to achieve the expected goals. By utilizing an accurate method, the teacher will achieve the goal of teaching smoothly. When the goals are formulated in order that students have certain skills, so that the methods that are used must be adapted to goals. Thus teachers should use methods that can support teaching and learning activities, so it can be used as an effective tool to achieve the goal of teaching. Thus basically learning methods are learning methods that are used by teacher to achieve the goals in teaching and learning activity. The better and the more appropriate methods that are used in teaching and learning activities to the student, so that the learning achievement will increase and can be optimized.

The learning atmosphere in the classroom also takes important role to the learning process. Classroom atmosphere should be conducive, quiet (it doesn't mean that students should keep silent for listening to the teacher delivering the material), comfortable, and enjoyable. Because the students' interests or mood affect the performance of brain, if students feel comfortable and happy in teaching and learning, the brain will easily accept the material that is identified by the teacher. Meanwhile, if students feel uncomfortable in class, unpleasant, and it is not conducive so that the students will be bored, lazy listening to teachers who are delivering the material, students will also want an immediate end to the learning process. Their minds have been distracted and they do not focus on the lessons that are taught by teacher. Student's learning achievement is the result of the student's hard work through a variety of activities that occur in the process of teaching and learning. And this case can not be created if the teacher's teaching methods and learning atmosphere in class are not in accordance with the characteristics of students. A good achievement is an accomplishment that is gotten by hard work, seriously and diligently, so that satisfactory achievement of students will be obtained (Zuldafrial, 2011).

Learning atmosphere can also be defined as a situation or event which often occurs in learning when students participated in the learning activity. Learning atmosphere is one important factor in improving student's achievement. Learning atmosphere which is rowdy or crowded will disturb other students who are participating in learning activities. Students can follow the learning activities well needs to be created quiet and comfortable learning, in order that students can concentrate fully to understand the lessons which are taught (Matrapendidikan, 2013).

Learning atmosphere is not only limited to the rowdy of classmates, but the interaction of teachers and students, interaction of student and students, the state of the building (air ventilation, room lighting, wall hangings and the state of the floor, walls) also become a part of the learning environment in the class. If teacher's interaction with students is good, so that the students will love teacher, thus indirectly the students will also love their lessons that are taught, if students have not yet understood, students will try to understand lessons the best that are taught by teachers. And on the other hand, if the interactions of teachers and students are not well established, the students are lazy to learn the lessons that are taught by teachers, consequently students do not have any motivation to learn so that they do not understand what lessons are being taught. Similarly, the interaction of students and students. The interaction of fellow classmates can affect students' learning. Each student has position and role that are recognized by others. If a student is accepted into the group, then this student mentioned easily adapt and learn well. On the contrary if a student is refused in a group, this student mentioned will feel depressed because of being eliminated.

The influences of the social environment, namely: a) The psychological effect that is accepting or rejecting the student, which will strengthen or weaken the concentrations of learning. b) The social environment can be a familiar atmosphere, joy, harmony and peaceful. And on the contrary it becomes in an atmosphere of discord, compete, wrong to blame and disintegration. The psychological condition mentioned effects on the spirit and process of learning. c) The social environment of students in the school or in the classroom can also



affect the spirit of learning in the class. Besides the factors above, other external factor is the infrastructure and means of learning (Mahanani, 2011).

Learning infrastructure includes school buildings, classrooms or classes, prayer room and art room. Whereas learning tool includes textbooks, textbooks, laboratory facilities and equipment of schools and various other learning media. If facilities in schools are adequate, teaching and learning activities can take place optimally, another case when the learning facilities are not provided inadequate, then the teaching and learning activities can not take place optimally. The classroom is good, if the class has air vents, light (illumination).

Method

The research of influence of teaching methods and learning environment to the student's achievement of craft and entrepreneurship subjects at Vocational High School, including the type of ex post facto research, namely it is a research that is conducted to investigate the events that have occurred and then demand backwards to determine the factors that cause the incident mentioned happens. Based on the level of explanations the issue that is raised in this research is the regression problem, namely the research is aimed to determine the effect of a variable with other variables. Influence between one with some other variables are expressed by the magnitude and significance of regression coefficients (significance) statistically.

The population in this research are students XI at SMK PGRI 1 Jombang with accounting skills (AK), as many as 108 students, that are divided into three classes. Sampling Technique uses random sampling technique, namely takes one unit of population groups as many as 36 students with the competence of accounting randomly.

The variables in this research consists of independent variables and the dependent variable. The independent variable (X1): teaching method with the following indicators: 1) The involvement of student's active learning, 2) Generate interest in learning, 3) Stimulate learning, 4) Increase learning outcomes 5) Live up learning (Rohani, 2004). Independent variable (X2): learning atmosphere with indicators: 1) The learning environment, 2) Interaction, 3) Infrastructure. Whereas Dependent variable: Learning achievement with the indicator of score that is achieved from the result of semester one on the subjects of craft and entrepreneurial in class XI AK 1 at SMK PGRI 1 Jombang in academic year 2015/2016.

Collection data methods in this research consists of several methods, each does not stand alone but support and complement the outcome of the findings of other methods each other. But the method of data collection in this study are : 1) a method of inquiry or questionnaire which is used to obtain information from respondents about the methods of teaching and learning atmosphere on the learning achievement in the subject of craft and entrepreneurship at Vocational High School. 2) the observation method which is used to supplement the results of research.

The testing of Instruments in this research is to avoid the question/statement that is not clear, eliminating the difficult words to understand, considering, increasing or decreasing the item (Arikunto, 2006). Instruments are determined by the level of validity and reliability. The testing

of instruments is intended to determine the validity and reliability of the instruments so that it can be known it's feasible or it isnot feasible instruments mentioned that are used in obtaining research data, according to Sugiyono (2010). The testing of instrument is done to 30 people.

Whereas analysis used multiple linear regression analysis test, and the results are used to explain the influence of teacher's teaching methods and student's learning environment to student's achievement in class XI with the competency of accounting on the subjects of craft and entrepreneurship with design as follows:

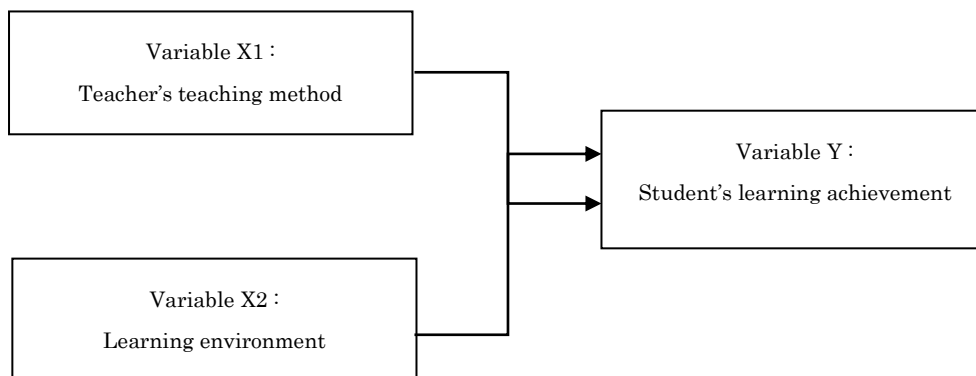


Figure 1. The influence of teacher's teaching method to student's learning achievement

Research Finding

The influence of teacher's teaching methods and the learning environment on student's achievement.

Classical Assumption Test

Classic assumption test is used to determine whether the regression model that is obtained experience deviation to the classical assumption or not. The classical assumption test which is used namely.

Normality Test

The normality test of research data is to test whether the statistical model of research variables distributed normally or abnormally. A good regression model is to have a normal or near-normal distribution. To determine the data by looking at the table of Regression Standardized Residual Plots. If the tables were obtained from SPSS output really dots approaches diagonal line, it can be concluded that the regression model with normal distribution. More detail, data normality test results can be seen in the following table (Fadli, 2012).



Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Student's learning achievement

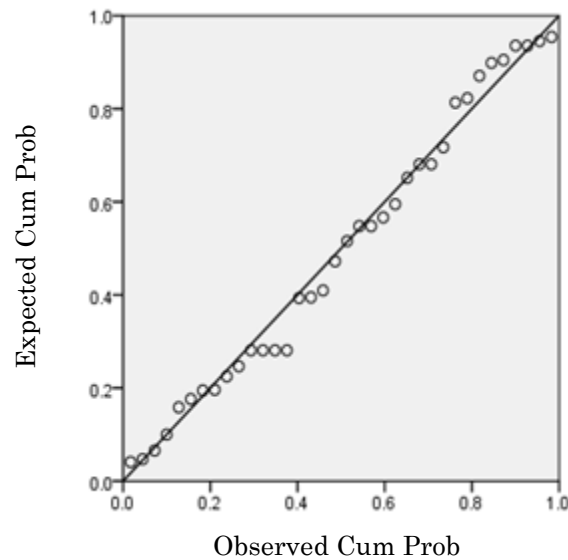


Figure 2. Normality test

Based on the figure 2, Standardized Residual Plot is seen dots approach diagonal line which meant that regression model distributed normally.

Multicollinearity Test

In order to detect the presence or absence of multicollinearity symptoms between the independent variables used variance inflation factor (VIF). Based on the results of each independent variable can be seen in table 2 below (Fadli, 2012):

Table 2. Multicollinearity

Coefficients ^a		Collinearity Statistics		Explanation
Model		Tolerance	VIF	
1	(Constant)			
	Teacher's teaching method	.998	1.002	It didn't occur multicollinearity
	Learning environment	.998	1.002	It didn't occur multicollinearity

Dependent Variable: Student's learning achievement

Source: Primary data that have been processed.

Based on Table 1 there are any variables from two independent variables that had VIF score <10, meant that two independent variables, namely the

teacher's teaching methods and student's learning environment there wasn't any relationship that of multicollinearity so that it can be used to predict student's learning achievement at class X with the competency of Accounting expertise SMK PGRI 1 Jombang during the observation period.

Heterocedasticity Test

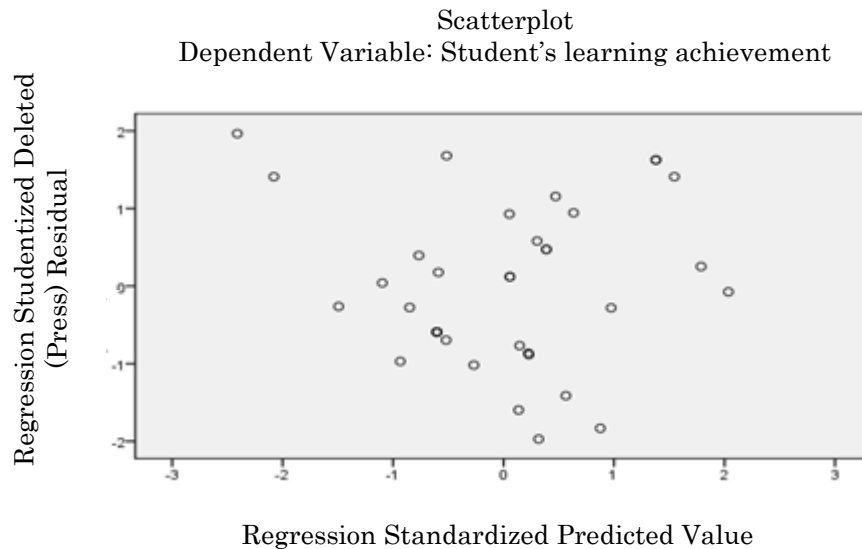


Figure 3. The results of Heterocedasticity test

Based on the table of Scatter plot, it is seen that the dots spread below or above the origin point (number 0) in the Y axis and it doesn't have any particular pattern. This case concluded that there occurred the heterocedasticity of regression model. So that this data was then eligible for regression testing (Fadli, 2012).

Autocorrelation Test

Irregularities autocorrelation in the research was tested with Durbin-Watson (DW-test). Regression results with the level of significance 0:05 ($\alpha=0.05$), with a number of independent variables ($k=2$) and the number of data. Based on output, so that the autocorrelation test results in Table 3 as follows:

Table 3. Autocorrelation

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.791a	.626	.603	1.30747	1.708

a. Predictors: (Constant), learning environment, teacher's teaching method.

b. Dependent Variable: Student's learning achievement.

Sources: Having been processed primary data

The purpose of autocorrelation testing was to test whether in a multiple linear regression model there was correlation between bullies error in period with an error in period $t-1$ (previous). If a correlation testing occurred so that it



was called there was a problem of autocorrelation. Autocorrelation detection could be performed by using the statistical method of Durbin-Watson (DW Test) with the following requirements:

- The value of $DW < 1.10$ = There was autocorrelation
- The value of DW between 1.10 to 1.54 = Without autocorrelation
- The value of DW between 1.55 to 2.46 = There wasn't autocorrelation
- The value of DW between 2.46 to 2.9 = Without conclusion
- The value of $DW > 2.91$ = There was autocorrelation.

Decision making based on the presence or absence of autocorrelation table that said that the value of DW Test = 1,708 were in the area that did not have autocorrelation (1.55 to 2.46) so that it could be concluded that the regression equation didn't have autocorrelation.

Regression Analysis

The analysis in this research uses multiple linear regression analysis that has function to explain whether there is the influence between two variables namely the variable of teaching method (X1), the learning environment (X2) to, student's learning achievement with the competency of accounting expertise at SMK PGRI 1 Jombang (Y). To determine the independent variable to the dependent variable used multiple linear regression analysis with the regression equation: $Y = a + b_1X_1 + b_2X_2 + e$. The results of regression analysis calculation can be seen in Table 4 as follows:

Table 4. Regression analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	48.163	4.971		9.688	.000
Teacher's teaching method	.138	.062	.236	2.215	.034
Learning environment	.405	.058	.744	6.975	.000

a. Dependent Variable: Student's learning achievement

Source: Processed primary data

Table 4, can be composed multiple linear regression equation as follows:
 $Y = 48.163 + 0.405X_1 + 0.138X_2 + e$

Multiple linear regression equation can be explained:

- a. Constants (a) as big as 48.163 meant that assuming all independent variables is equal to 0, so that the student's learning achievement with the competency of accounting expertise at SMK PGRI 1 Jombang in the condition of positive (good), because the value of Constanta shows (48.163), this value indicates that student's learning achievement at class XI with the competency of accounting expertise at SMK PGRI 1 Jombang shows in good condition.
- b. The regression coefficient of teaching method variable (b1) as big as 0.138 means that every change of one percent of teacher's teaching methods in class XI with the competency of accounting expertise, so that the student's learning achievement in class XI with the competency of accounting expertise at SMK PGRI 1 Jombang will increase as big as 0,138 percent. In this case the other factors that affect student's learning achievement with the competency of

Accounting expertise in class XI at SMK PGRI 1 Jombang is considered to be fixed.

- c. The regression coefficient of learning environment variables (b_2) as big as 0,405 means that every change one percent, learning environment in class X with the competency of accounting expertise so that student's learning achievement at SMK PGRI 1 Jombang will increase as big as 0,405 percent, in the case, other factors that influence student's learning achievement in class XI with the competency of accounting expertise at SMK PGRI 1 Jombang is considered to be fixed.

The Coefficient of Determination

Table 5. The coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.791	.626	.603	1.30747

a. Predictors: (Constant), Learning environment, Teacher's teaching method

b. Dependent Variable: Student's learning achievement

Source : *Processed Primary Data*

The total of R value = 0.791 shows the relationship between the independent variable to the dependent variable. R value = 0.791 shows the relationship of two independent variables with the dependent variable are very close (a very strong relationship). As for knowing a large percentage of dependent variable variation that can be explained by the variation of the independent variables, so that it can be seen from the total of R^2 value. From table 5 it is obtained the R^2 value or the value of determination coefficient as big as 0.626, or 62.6%, this case means that 62.6% the variation of student's learning achievement accounting at class XI with the competency of accounting expertise SMK PGRI 1 Jombang can be explained by the variation of both independent variables namely teacher's teaching methods and learning environment, whereas the remaining as big as 37.4% are explained by other causes outside the model.

Hypothesis Test

This research tests the hypothesis by using multiple regression analysis (multiple regression). Multiple regression analysis linked the dependent variable with several independent variables in a single predictive model. As for the significant test, at least Test F mentioned is used for this hypothesis. In order to determine whether there is influence jointly independent variable to the dependent variable is done by F test. To determine the effect of simultaneous two independent variables to the dependent variable can be done by comparing the results with F count and F table and also through the comparison of probability value (sig). If sig < 0.05 so that H_a is received and if sig > 0.05 so that H_a is rejected.

Table 6. The result of F test



	Model	Sum of Squares	Df	Mean Square	F
1	Regression	94.337	2	47.169	27.593
	Residual	56.413	33	1.709	
	Total	150.750	35		

a. Predictors: (Constant), Learning environment, Teacher's teaching method

b. Dependent Variable: Student's Learning achievement

Source : Processed primary data

In Table 6 above is obtained F count = 27 593, whereas F table with $df_1 = 2$, and $df_2 = 33 = 3.28$, and the probability value (sig) in this research = $0.000 < 0.05$ hence H_0 is rejected and H_a is accepted, so that it can be concluded that simultaneously (together) the independent variable method of teaching and learning environment impacts student's learning achievement significantly and positively at class XI with the competency of Accounting expertise at SMK PGRI 1 Jombang.

Discussion

Teaching methods and learning atmosphere simultaneously have a positive and significant impact to student's learning achievement in craft and entrepreneurship subjects in class XI at SMK PGRI 1 Jombang in academic year 2015/2016 indicates from the regression coefficient score and correlation coefficient is positive, determination coefficient score (R^2) is 0.626, it means that 62.6% teacher's teaching method variable (X1) and student's learning environment (X2) can influence learning achievement variable (Y) significantly, whereas 37.4% are influenced by others factors that are not included in this research. The results mentioned show that teaching method and learning atmosphere get positive effect to student's achievement, which means that with good teaching and good learning environment is expected to improve student's learning.

The results of this research is suitable with the opinion of Utu Rahim (2009), said that teaching methods that does not vary can make students are indifferent to learn materials that is given and finally students can be passive. So that it is necessary to vary methods to improve student's learning achievement. The use of various teaching methods must be adapted to the learning goal that will be implemented. This research is created in many indicators of variable aspects, namely learning atmosphere, interaction, infrastructure and facilities. Being expected with a conducive learning atmosphere can improve student's learning achievement and activeness.

Based on the results of respondent survey of students at SMK PGRI 1 Jombang that is related to learning atmosphere in the craft and entrepreneurial subjects gained on the aspect indicators of learning environment is considered good. This case can be seen from student's pleasure in learning process, because teachers deliver material attractively and the material of craft and

entrepreneurship subjects becomes quite attractive and conducive for students, so that good learning environment in terms of students feel happy, comfortable, and safe when the learning process will affect student's interest. And student's interest will affect the activity of students in the learning process of students who will directly affect student's learning achievement. Whereas from the test results by using F test can be seen in table ANOVA, the score of F count as big as 27.593. Whereas F table with $df_1 = 2$, and $df_2 = 33 = 3.28$. Because $27.593 F \text{ count} > F \text{ table } 3,28$ so that H_0 is rejected and H_a is accepted. And the probability value (sig) in this research = $0.000 < 0.05$ hence H_0 is refused and H_a is accepted, so it can be concluded that simultaneous (together) the independent variable of teacher's teaching methods and learning atmosphere get significant and positive impact to the student's learning achievement. The variables of teacher's teaching methods and the learning environment affect student's learning achievement. Because both of variables simultaneously influence student's learning achievement. With good teacher's teaching methods it means that it is according to the material conditions of the students that will create a conducive atmosphere and fun in the learning process. And it will influence or motivate student's interest, and if student's interest in learning is big, it will affect student's ability to absorb the material that is presented by the teacher.

Conclusion

Based on the analysis result and processing of data in the previous chapter, the conclusion can be drawn as follows: There is the influence of teaching methods and learning environment to student's achievement in class XI with the competency of Accounting expertise in the subjects of craft and Entrepreneurship at SMK PGRI 1 Jombang. Being evidenced by the coefficient of determination (R^2) of 0.626, it means that 62.6% of teacher's teaching method variable (X1) and student's learning environment (X2) can influence learning achievement variable (Y) significantly, whereas 37.4% are influenced by other factors that are not included in this research. These factors include the level of motivation, intelligence of students, student's readiness, talent of the students, and the students' learning ability.

On the basis of research above, can be given some suggestions that will be very useful to the student's learning achievement development of SMK PGRI 1 Jombang: 1) For teachers are expected to know how effective learning environment so that make learning more fun, and active and conducive. 2) Teachers are encouraged to use learning methods in accordance with the conditions of the students and the material that will be taught. 3) Students are expected to help teachers create a conducive learning environment and fun with an active and responsive when the learning process goes on. 4) Society and the environment around the school is expected to keep the peace when the learning process takes place.

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