Between Potential and Environmental Influences for Individual Success: A Review from an Educational Perspective

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ARTICLE INFO	ABSTRACT
Keywords: Potential; Motivation; Success *Article history:* Received 2023-10-13 Revised 2023-12-19 Accepted 2024-01-06	The purpose of this study is to investigate the low level of student motivation in the learning process and its potential impact on their future success. The factors that affect the learning process are not limited to the students themselves, but also external factors. The factors that affect the learning process are not limited to the students themselves, but also include external factors. The relationship between these factors is crucial, as an unstable balance between them can hinder the learning process and lead to suboptimal results. The objective of this research is to investigate the impact of school and family environments, as well as the role of teachers, on students' learning motivation. A literature review was conducted to achieve this objective. The results indicate that both the school environment and the role of the teacher have a significant positive influence on students' motivation to learn, which in turn leads to individual success.

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1. INTRODUCTION

Human beings have a natural tendency toward self-improvement. This can be achieved through education. It is important to continuously engage in this process to bring about personal growth and change. The educational process enables individuals to develop their potential and knowledge. In this case, education is an essential component of development. The process of education is inseparable from the process of development itself. Development is directed towards the development of quality human resources and the economic sector, both of which occur simultaneously.

Education is essential for every individual. The rapid development of this era has greatly influenced the progress of education. Formal education at school is one of the channels through which

education can be obtained. At school, students not only acquire knowledge but also interact with their environment, including teachers and a supportive physical environment.In the school learning process, interaction between students and teachers is essential. Learning is a complex and lifelong process. A clear indication that someone has learned something is a change in their behavior, which can involve changes in cognitive knowledge, psychomotor skills, and affective values and attitudes. Additionally, motivation is also a crucial aspect to consider in the learning process.

Motivation is one of the factors that influence learning outcomes. According to Ngalim Purwanto (2010), there are several factors that influence learning outcomes, namely external and internal factors. External factors are environmental (natural and social) and instrumental (curriculum, teachers, resources and equipment), while internal factors are physiological (physical health, senses) and psychological (aptitudes, interest, intelligence and motivation). Motivation is an effect of learning outcomes. An indicator of student learning outcomes is the average scores on UTS and UAS exams in Productive subjects. When discussing the educational process, it is important to consider all efforts that must be made to develop quality human resources. . The level of education a person attains is positively correlated with their level of quality, and vice versa.
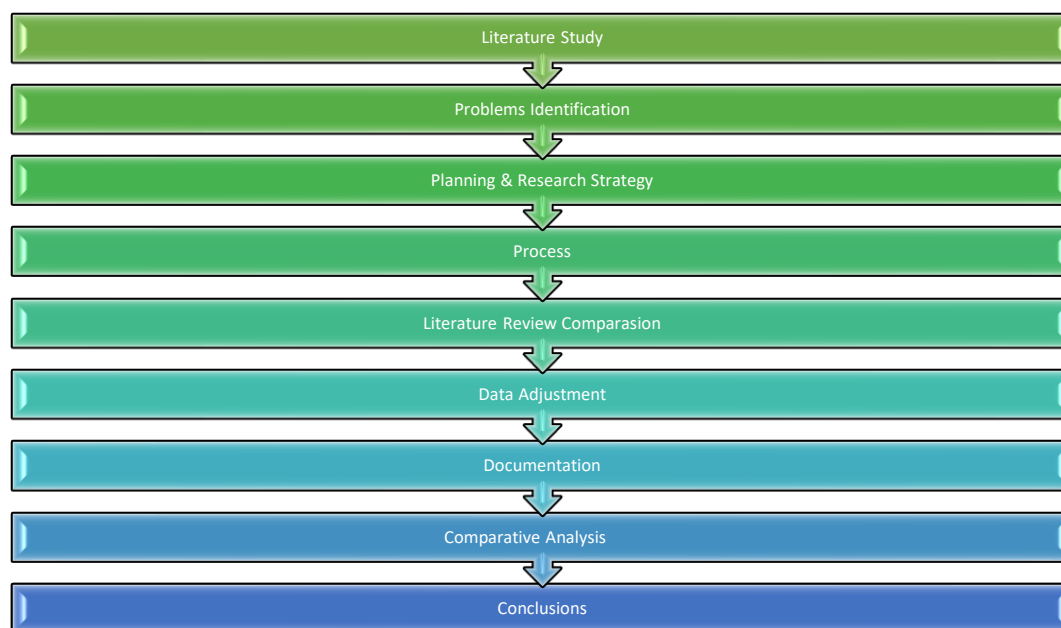
Educational activities are those that individuals engage in on a daily basis, both inside and outside of school. These activities are primarily focused on personal development through learning. Every individual undergoes an educational process, particularly through the learning process in the context of education. Given its significance for personal and societal development, the educational process must be executed with utmost care to yield favorable outcomes. The efficacy of learning is influenced by a multitude of factors, including external and internal ones. The former pertains to environmental factors, while the latter refers to personal factors.

Motivation is often equated in society with "enthusiasm", and learning outcomes are the results achieved by an individual through a process of developing his or her abilities using cognitive, affective, psychomotor, and mixed abilities over a relatively long period of time. This results in a permanent change in the individual's knowledge gained through direct or indirect observation. Learning outcomes can be evaluated through student scores. Motivation is crucial for students to achieve maximum learning outcomes. The subsequent outcomes serve as a basis for determining the expected competencies. The value of the learning outcomes also determines the learners' learning comprehensiveness, influencing his/her progress to the next level.

Thus, it is crucial to comprehend these diverse factors. The text aims to provide a clear and concise understanding of these factors to help students study effectively and achieve their desired results. This text discusses the external and internal factors that influence learning activities and contribute to academic success. External factors are those that come from outside the student, while internal factors are those that come from within the student.

2.   METHOD

The research method used for the literature review is library research, which involves locating sources in both online and offline libraries/reading rooms. The research data source used is a primary source, which is defined by Hamid (2014:98) as material or documents that are presented or described by people or parties who were present at the time the events being described took place, making them valuable witnesses. To determine the source of research data, objective scientific work journals about education, interests, motivation, and student learning achievement are necessary.

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Graphic 1. Flowchart Research Method Literature Review

3.   FINDINGS & DISCUSSION

The effectiveness of teaching and learning activities at school is influenced by external factors such as the learner's environment, including the school environment, family environment, and surrounding community environment. It is important to consider these external factors when evaluating motivation. The effectiveness of teaching and learning activities at school is influenced by external factors such as the learner's environment, including the school environment, family environment, and surrounding community environment. The effectiveness of teaching and learning activities at school is influenced by external factors such as the learner's environment, including the school environment, family environment, and surrounding community environment. These factors can impact both the physical conditions and social influences.

The process of learning is crucial for individuals as it enables them to understand and adapt to their environment. According to Irwanto (1997, p. 105), learning is a gradual process that enables individuals to develop their capabilities over time. Students acquire knowledge, skills, and abilities by studying at school, which helps them achieve their goals.

The school environment is a crucial factor that affects students' motivation to learn. Therefore, it is important to create a positive and supportive learning environment that fosters students' motivation to learn. Basic personal motives emerge in individual actions after being shaped by environmental influences. According to Hamzah B. Uno (2011, p. 23), an individual's motivation for studying can be developed, improved, and changed through environmental influence.

The teacher's efforts in teaching students can significantly influence learning motivation. According to Sayyidah Syachotin and Suprapti (2018, p. 42), providing learning motivation for students is a task that falls under a teacher's performance when pursuing formal education. In teaching and learning activities, motivation plays a crucial role in determining students' success. Therefore, it is important to provide stimuli that encourage students to develop their interests and talents throughout the learning process.

The teacher's role in learning is not limited to delivering learning material; they must also shape the students' competence, personality, and character. Suparlan (2005, p. 27) categorizes the role of teachers into several types: Educators, Teachers, Facilitators, Mentors, Servants, Designers, Managers,

Innovators, and Assessors. One of the roles of teachers is to motivate students. Such teachers can help students achieve their desired goals and develop their personality traits. According to Suparlan (2005, p. 27), one of the teacher's roles is to act as a facilitator by providing motivation and guidance to students both inside and outside the classroom.

Therefore, it can be concluded that in addition to strong internal motivation, students also require stimulation from their teacher and learning environment to increase their motivation to learn. Experts often refer to the learning environment as the educational environment, according to Muhammad Saroni (2006, pp. 82-84). According to Tirtarahardja and La Sulo (2005) and Ki Hajar Dewantara's opinion in Munib (2004), educational environment, which includes family, school, peers and community, serves as background for educational process.

The learning environment includes all aspects related to the physical place where the educational process occurs. According to Samsyu Yusuf (2012), the school environment encompasses the entirety of formal education and can shape individuals' attitudes while also fostering students' potential. According to Hasbullah (2008), the term 'school environment' refers to the systematic and orderly education that follows clear and strict conditions.

Muhammad Saloni classifies the indicators of the school environment into two categories: the physical environment and the social environment. The physical environment provides opportunities for movement and mental stimulation after a potentially tedious learning process. The social environment refers to the patterns of interaction among the staff in the learning environment. A positive social environment facilitates effective interaction among the students during the learning process. This interaction includes communication between students, teachers, and other learning resources.

According to Suparlan (2008), a teacher is defined as an individual whose duties are related to educating the nation in all aspects of life, including spiritual, emotional, intellectual, physical, and other areas. Meanwhile, Mulyasa in Mursalin et al (2005) emphasizes the crucial role that teachers play in helping students achieve their life goals optimally. Teachers play a crucial role in the educational process, as without them, the process of intelligence cannot take place. This aligns with Zahroh's (2015) opinion that teachers have multiple roles in the learning process, not just one.

The teacher, in the case of Usman (2013), plays an important role in the process of behavioral change and student development. Prey Katz, as cited in Sardiman (2011, p. 143), describes the role of teachers as communicators and supportive friends who provide advice, motivation, and guidance in the development of attitudes, behavior, and values. All instructions from the teacher will serve as motivation and inspiration for students to comprehend the various materials taught, accurately interpret them, and apply them in real-life situations.

According to McDonald, motivation is defined as a change in a person's energy level that begins with feelings and is followed by a response to a goal in the study of Pupuh Fathurohman and M. Sobby Sutikno (2014). Sardiman (2006) defines learning motivation as non-intellectual psychological factors that play a crucial role in growing passion, feeling happy, and being eager to learn. Students with strong motivation will have enough energy to carry out learning activities. Motivation is an internal source of energy that plays a crucial role in the learning process. High motivation levels provide students with the necessary energy to study, making it easier for them to achieve their goals.

Learning motivation can be measured by eight indicators proposed by Abin Syamsuddin (2007). These indicators include duration of activity, frequency of activity, persistence in activity objectives, steadfastness, tenacity and skill, dedication and sacrifice, level of aspiration, level of achievement skills, and direction of attitude toward activity objectives.

Based Rahmah (2002), motivation plays a crucial role in an individual's learning activities. Learning cannot take place without motivation. Therefore, it is essential to understand and explain the principles of motivation in teaching and learning activities to optimize its role.There are several principles of motivation in learning that should be considered.

Motivation is the fundamental driving force that encourages learning activities. Interest, on the other hand, is a psychological tendency to like an object, but it does not necessarily lead to carrying out an activity. However, interest can be utilized as a potential motivation for learning. If someone is motivated to learn, they will carry out learning activities within a certain time period. Motivation is recognized as the basic driving force behind a person's learning activities.

Intrinsic motivation is considered more important than extrinsic motivation in learning. Teachers often choose to provide extrinsic motivation to each student, but it is important to note that intrinsic motivation is more effective. It is important to avoid providing extrinsic motivation to students who are lazy about studying, as this may reinforce their lack of self-confidence and lead to a hopeful mentality that is easily influenced. Intrinsic motivation is crucial for learning, as students who rely solely on extrinsic motivation may become overly dependent on external factors. The text should adhere to conventional structure and formatting features, with consistent citation and footnote styles. The language used should be clear, objective, and value-neutral, with a formal register and precise word choice. .

Teachers should aim to foster intrinsic motivation through praise rather than punishment. Although punishment is sometimes used to motivate students to learn, praise is generally more effective. Instead, it should be genuine and specific to the person's accomplishments. This can ultimately lead to a decrease in motivation and engagement. Praising someone means showing appreciation for their work and achievements, which can encourage them to continue to improve. It is important to note that praise should not be given excessively or insincerely. Additionally, it is important to avoid using punishment as a primary motivator, as it can create negative associations with learning. Therefore, it is recommended that educators focus on using positive reinforcement, such as praise, to encourage students to learn and grow.

Motivation is closely related to learning needs. In students' lives, the need for appreciation, attention, fame, status, and dignity are normal. Everything can provide motivation for students to learn. Experienced teachers must be able to take advantage of students' needs to stimulate their enthusiasm for learning, making them children who love to learn.

Students are motivated to fulfill their needs and satisfy their curiosity. Motivation fosters optimism in learning, enabling students to believe they can complete any task. Motivation fosters optimism in learning, and confident students believe that studying is not a futile activity. The results will be useful not only now, but also in the future.

There are various methods to increase motivation in learning activities. One such method is to use numbers that represent the value of the learning activity. Many students strive to achieve good grades, which is the main objective of learning. Many students strive to achieve good grades, which is the main objective of learning. Many students strive to achieve good grades, which is the main objective of learning. Therefore, good grades serve as a strong motivation for students.

It is important to note, however, that mere attendance in class is not necessarily the same as meaningful learning. However, it is important to note that simply attending class does not necessarily equate to meaningful learning. Teachers must strive to provide students with a comprehensive understanding of the knowledge taught, including cognitive, skills, and affective aspects. This can be achieved by linking numerical results to the values inherent in each lesson.

Prizes can be a motivational tool, but this is not always the case. A prize for a job may not be attractive to someone who is not happy or talented in that field. For instance, a prize given for the best drawing may not motivate a student who lacks drawing skills.

In such cases, competition can be a more effective motivational tool to encourage student learning. Both individual and group competitions can improve student learning and achievement. Competition is commonly used in industry and commerce, but it can also be effective in improving student learning. Raising awareness among students about the importance of a task and presenting it as a challenge can

motivate them to work hard without risking their self-esteem. This is an important form of motivation that can lead to improved performance.

 Completing a task successfully can boost one's pride and self-esteem, which is especially true for students who are the subject of study. Students are more likely to study diligently when they value themselves. Tests can serve as a motivation for students to become more engaged in their studies. However, teachers should avoid administering tests too frequently as they can become tedious and monotonous. In this case, teachers must also be transparent. If they plan to administer a test, they should inform their students beforehand.

Motivation to learn is not constant; it can increase or decrease. To maintain a stable level of learning motivation, efforts must be made to increase it.   These efforts include encouraging students to learn, setting realistic expectations, providing incentives, and offering guidance based on Slameto (2010).

The learning process involves an individual, both physically and spiritually. Learning activities require strong encouragement or motivation, either from within the individual or from external sources. Motivation plays several roles in learning, serving as a driving force for learning activities. Motivation plays a crucial role in driving students to learn, both internally and externally.

The language is kept formal and precise, avoiding contractions, colloquialisms, and unnecessary jargon. No changes in content have been made. It also helps clarify learning objectives by providing a goal to strive for. The text follows a clear and logical structure, with causal connections between statements. Motivation can guide students in carrying out activities that align with their goals.

Its role is to help select the direction of action. By providing direction, motivation can assist students in determining what needs to be done to achieve their objectives. Internal and external motivation are factors that affect student learning. Internal motivation arises from within the student, while external motivation is generally provided by the teacher and can lead to achievement. Motivation plays a crucial role in academic achievement. The level of a student's learning motivation is closely associated with their academic achievement.

Learning is a mental or psychological activity influenced by various internal and external factors. Slameto (2018) identifies two main categories of factors that affect the learning process and outcomes: internal factors, which originate from the individual, and external factors, which originate from outside the individual.

Internal factors include physical and psychological factors. This fragment discusses physical and psychological factors that can affect an individual. Physical factors refer to health and physical disabilities, while psychological factors include intelligence, interest, attention, talent, motivation, maturity, and readiness. Physical factors refer to health and physical disabilities, while psychological factors include intelligence, interest, attention, talent, motivation, maturity, and readiness.

Physiological factors refer to an individual's physical condition and are divided into two types: physical tone and physical/physiological function. The state of physical tone greatly influences a person's learning activities, with a healthy and fit physical condition having a positive impact on learning outcomes. Conversely, a weak or sick physical condition can hinder the achievement of learning outcomes. During the learning process, the physiological functions of the human body greatly influence learning outcomes, particularly through the five senses.

The five senses serve as the entry point for all information received and processed by humans (Burahuddin: 2008). In cases where a student has a disability, efforts should be made to ensure that the student's rights are upheld and their learning is not disrupted. It is recommended that the individual consider studying at a specialized educational institution or utilizing tools to mitigate the impact of their disability.

Meanwhile, success can be influenced by various factors, including talent. According to Hilgard, talent or aptitude is defined as 'the capacity to learn'. In other words, talent refers to the ability to learn. It is an inherent ability that every individual possesses and needs to be recognized and developed.

Therefore, it is important to pay attention to and nurture one's talents, which are present from birth and related to brain structure. The structure of the brain is determined genetically, but its function is influenced by environmental factors.

Talent, or aptitude, is generally defined as a person's potential ability to achieve success in the future. In the context of learning, Slavin defines talent as a student's general ability to learn. Therefore, talent is one of the components necessary for a person's learning process. According to Baharudin (2007), if a person's talent aligns with their field of study, it can support their learning process and increase their likelihood of success.

William B. Michael defines talent as a person's capacity or potential to perform a task for which they have had little or no training. It is important to recognize that every individual possesses unique talents. Individuals with musical talent may not excel in other fields. People tend to learn more easily when they are engaged in activities that align with their natural abilities. Ahmadi (2004) suggests that if a child is forced to learn material that does not align with their talents, they may become disinterested and give up easily.

In essence, everyone has the potential to achieve learning success based on their unique abilities. Talent is defined as an individual's innate ability to perform certain tasks without relying on educational or training efforts. Those who possess natural talent will find it easier to absorb information related to their talents. For instance, students who are talented in language will find it easier to learn languages other than their own.

Because learning is influenced by individual potential, educators, parents, and teachers should pay attention to and understand the talents of their children or students. This includes supporting and participating in the development of their talents, and avoiding forcing them to choose majors that are not suitable for their abilities. Students possess a range of talents, which can develop into multiple interrelated skills. It is important to note that this statement is based on scientific research and should be considered objectively. Around 60% of students' talents are inherited from their parents, while the remaining percentage is influenced by environmental factors.

The learning process can be driven by both intrinsic motivation and external factors, such as a well-structured learning program. It is important to note that subjective evaluations should be excluded and language should be clear, objective, andvalue-neutral. Teacher education engineering in schools is an example of an external factor that can enhance the learning process.

External factors refer to all the elements outside of the student's self that can impact their learning outcomes. Environmental factors, which are a part of students' lives, are one example of external factors that can influence learning outcomes. The environment in which students live and interact can be thought of as an ecosystem with interdependent components.

The social environment of a school can significantly impact students' enthusiasm for learning. According to Muhibbin Syah (2008), teachers who consistently exhibit sympathetic attitudes and behaviors and serve as diligent role models, particularly in terms of studying, can positively encourage students' learning activities. Additionally, students form a social environment within the school, which is commonly referred to as the student social environment. The social environment can have both positive and negative influences on students' learning outcomes. Some students experience improved learning outcomes due to the influence of peers or the environment, which motivates them to learn. At the city or regional level, relationships between students occur, and each student has a certain position, role, and social responsibility within the social environment. Interactions occur in life, including close relationships, mutual competence, competition, and complications. The role of school personnel, such as principals, teachers, homeroom teachers, counselors, administrative staff, and classmates, is influential in helping children succeed in their learning at school.

The social environment can significantly influence society. The environmental conditions of the community where students live can also affect their learning. For example, a dirty environment, high

unemployment rates, and abandoned children can make it difficult for students to find a suitable place to study, discuss, or borrow learning tools.In the community environment, the success of education at school is influenced by community leaders, government, and the availability of learning resources.

However, the most influential factor on learning activities is the students' parents and families. Family tension and management can have an impact on student learning activities. Good family relationships can help students in carrying out the learning process. To support children's success in their learning process at school, collaboration between the school, family, and community is crucial. The government, community leaders, and the availability of learning resources in society also play a significant role in the success of education at school.

To support children's success in the learning process at school, collaboration between the school, family, and community is essential. Active school community relations are necessary for the advancement of education in schools, as stated by Abdul Hadis (2006). In the learning process, the family environment can significantly influence the success of a student. This is supported by the hadith which states that parents have a strong influence on their children's religious beliefs. Therefore, it is important to consider the impact of family dynamics on a student's academic performance. During the learning process, it is important for parents to provide proper guidance and education to their children.

Neglecting this responsibility and showing reluctance to encourage studying may lead to children becoming disobedient and learning in an unstructured manner. However, being overly strict with children can also have negative consequences, as they may develop fear and resentment towards their parents. Non-social environments, such as natural environments with fresh air and moderate temperatures, are conducive to effective learning. If the learning environment is not supportive, the learning process may be hindered.

4. CONCLUSION

Learning motivation has a positive effect on students' learning outcomes in economics, i.e., the higher the learning motivation, the higher the students' learning outcomes in economics. The positive and significant influence of learning motivation on students' learning outcomes indicates that learning motivation improves learning outcomes. The research results suggest that students may increase their motivation to learn. Internal factors, which are related to the individual's physical and psychological condition, are also important. These factors can be divided into two types: physical tone and physical/physiological function. During the learning process, the physiological functions of the human body greatly influence learning outcomes, particularly the five senses. These factors can be influenced by illness, lack of health, physical disabilities, and other external factors. Additionally, external factors can also impact the activities and learning outcomes of students.

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