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THE INFLUENCE OF SCHOOL CULTURE, LEARNING INTEREST, AND LEARNING MOTIVATION ON SCIENCE LEARNING OUTCOMES

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Abstract. This study aims to determine the effect of school culture, interest in learning, and learning motivation on science learning outcomes for fifth grade elementary school students in cluster IV, Tabanan sub-district in 2022. This research is an ex post-facto research. The population in this study were 402 students, while the research sample used was 196 students. Determination of the sample is done by random sampling technique. The data collection method used in this research is the questionnaire method and document study. Data on school culture, learning interests, and learning motivation were collected using the questionnaire method, while data on students' natural science learning outcomes were collected using the document study method. The data analysis used in this study is multiple regression and partial correlation. Based on the research that has been done, it is concluded that: 1) there is a significant influence of school culture on science learning outcomes, with an effect of 42.1% and an effective contribution of 20.7%. 2) There is a significant effect of interest in learning on science learning outcomes, with an effect of 44.4% and an effective contribution of 18.5%. 3) There is a significant effect of learning motivation on science learning outcomes, with an effect of 44.1% and an effective contribution of 17%. And 4) Taken together, there is a significant influence of school culture, learning interest, and learning motivation on science learning outcomes, with an effect of 56.2%. 1% and an effective contribution of 20.7%. 2) There is a significant effect of interest in learning on science learning outcomes, with an effect of 44.4% and an effective contribution of 18.5%. 3) There is a significant effect of learning motivation on science learning outcomes, with an effect of 44.1% and an effective contribution of 17%. And 4) Taken together, there is a significant influence of school culture, learning interest, and learning motivation on science learning outcomes, with an effect of 56.2%. 1% and an effective contribution of 20.7%. 2) There is a significant effect of interest in learning on science learning outcomes, with an effect of 44.4% and an effective contribution of 18.5%. 3) There is a significant effect of learning motivation on science learning outcomes, with an effect of 44.1% and an effective contribution of 17%. And 4) Taken together, there is a significant influence of school culture, learning interest, and learning motivation on science learning outcomes, with an effect of 56.2%.

INTRODUCTION

Education is a very important aspect of human life. Education will shape the talents and skills possessed by someone who will be able to determine and guide their future. Education

is organized in order to develop the potential of a person and guide them so that they can achieve the desired life goals in the future (Widana et al., 2023). Education plays an important role for the progress of a nation because it can change human intelligence. In order to produce quality human resources, the government implements the 2013 Curriculum at all levels of education. One of the main subjects in the 2013 curriculum is Natural Sciences (IPA), which is a field of knowledge related to the description of concepts, principles and procedures (Riwanto & Wulandari, 2018 & Sunarsih et al., 2020). Science lessons play an important role in producing reliable human resources in facing the challenges of the times in the era of globalization. Science can be used as an effort to prepare students to have good competence, be literate in science and technology, be able to think critically, logically, and creatively, and be able to communicate, collaborate, and make good and correct arguments (Putri et al., 2018). To determine the success of students in mastering the concepts in learning science can be seen from the learning outcomes achieved by students. Sudjana (2006) states that learning outcomes are the abilities possessed by students after they receive their learning experience. Science learning outcomes are changes in behavior experienced by students after experiencing the science learning process or after receiving their learning experience.

However, the reality on the ground shows that the science learning outcomes of fifth grade elementary school students in Cluster IV Tabanan District have not achieved optimal results. This was proven based on a study documenting the daily assessment scores for semester II for the 2021/2022 academic year which showed that science learning outcomes were not optimal, where some students scored below the KKM determined by their respective schools. Based on the results of interviews and observations conducted in four schools in cluster IV, Tabanan District, in class V students in Cluster IV, Tabanan District, information was obtained that there were still many students who looked awkward in interactions because they were still in the transition period from online learning to offline learning, students tended to show a lack of discipline when participating in learning,

Many factors influence students' science learning outcomes. These factors come from within and outside the student. Factors of interest in learning and learning motivation that exist within themselves are internal factors that are thought to influence student learning outcomes. Meanwhile, school culture which is an external factor is also thought to influence student learning outcomes, so that it is used as a study in this study. According to Susanto (2016) learning outcomes are changes that occur in students both related to cognitive, affective and psychomotor aspects as a result of learning activities. Cognitive realm, with regard to intellectual learning outcomes. All efforts related to intellectual activity are included in the cognitive domain. The cognitive domain has six levels or aspects, namely: knowledge, understanding, application, analysis, evaluation, and creation. The affective domain is the realm associated with attitudes, character, character, emotions, and behavior. In learning activities, the affective domain is an important thing that must be of concern to the teacher because the purpose of education is not only to educate students, but also to increase their morale. Meanwhile, the psychomotor domain is a domain related to skills after a person receives a certain learning experience. The skills possessed by students indicate the level of expertise of students in a particular task or set of tasks.

Rachmawati (2015) states that a change in behavior within the individual is a characteristic of learning outcomes. Change in behavior as a result of learning has the following characteristics: 1) conscious change, 2) continuous (continuous) change, 3) functional change, 4) positive change, 5) the change obtained is always increasing so that it is different from the previous state, 6) active change, 7) permanent (permanent) change, and 8)

purposeful and directed change, meaning that the change occurs because there is something to be achieved. Science learning outcomes in this study are the results obtained by students after experiencing the process of interaction in learning science both in the cognitive, affective and psychomotor domains in science subjects.

The educational process is very important in the formation of quality human resources. One of the institutions that carry out education is a school. A school can be said to be superior if it has a strong school culture and continues to exist. School culture is a characteristic of a school in society. Kementerian Pendidikan Nasional (2010) states that school culture is the atmosphere of school life where students interact with each other, teachers with teachers, counselors with each other, administrative staff with each other, and between members of the school community group. Social interactions that occur in the school environment can occur between individuals and individuals, individuals and groups, or groups and groups. Amelia & Ramadan (2021)mentions school culture is one aspect that can influence student development.

If the school environment is full of discipline, honesty, and compassion, it will produce students who have good character. At the same time, educators and students feel comfortable with the school environment, thereby improving the quality of learning. Zamroni (2016) provides a limitation that school culture is a pattern of values, principles, traditions and habits that are formed in the long journey of the school, developed by the school over a long period of time and become a guide and is believed by all school members so as to encourage the emergence of attitudes and behavior of school members. A conducive school culture will create a safe, comfortable and orderly learning environment so that learning can take place effectively.

In addition to a conducive school culture, one of the internal factors thought to influence science learning outcomes is interest in learning. Slameto (2010) said that interest is a feeling of preference and interest in a particular thing or activity, without being told. Students who have greater attention to science subjects show that these students have an interest in these subjects. Students who have an interest in learning will be more interested in learning a learning content and be more active in the learning process. According to Charli et al. (2019) interest is a liking, fondness, or enjoyment of something. Students who have a high learning interest in science learning tend to have a high sense of interest in learning as well. Furthermore Wiradharma et al. (2021) mention students who are interested in the lesson, tend to try their best to achieve the desired goals.

Another internal factor that is thought to influence learning outcomes is learning motivation. Lomu & Widodo (2018) argues that motivation is a change in energy in a person's personality which is characterized by the emergence of feelings and reactions to achieve goals. Learning motivation is the driving force from within the individual to carry out learning activities in order to increase knowledge and skills and experience. According to Dwita et al. (2018) motivation to learn is a supporting factor that can optimize students' ability to achieve learning outcomes. Students who have high learning motivation in the learning process will certainly be more focused and enthusiastic in learning, than students who have low learning motivation. Student learning motivation must be grown by a teacher through various innovative learning methods for students, so that student learning outcomes can be improved properly.

METHOD

This research includes ex-post facto research, examines causal relationships that are not manipulated or treated by the researcher. This research is correlational because the independent variables are not controlled directly, did not exist beforehand and cannot be manipulated. According to (Sukardi, 2015) ex-post facto research, namely research conducted after the incident. The population in this study were all fifth grade elementary school students in cluster IV Tabanan District for the 2021/2022 academic year, a total of 402 students. Determination of the number of samples using the Morgan table because the population is quite large. Based on the Morgan table, if the population is 402 students, then the minimum sample that can be taken in conducting the research is 196 students. To determine the sample from each school, the Random Sampling technique was used. The procedure for collecting data in this study is the questionnaire method and documentation study. School culture variables were tested with a questionnaire instrument with a total of 36 items. Learning interest variable was tested with a questionnaire instrument with a total of 34 items.

Instrument Content Validation

Data collection tools must meet the requirements, namely the requirements of validity and reliability in uncovering what is to be measured. Instrument validity in this study includes two aspects, namely content validity and item validity. Content validity was assisted by two experts, then analyzed using the Gregory technique with the following formula.

$$\text{Validasi isi} = \frac{D}{A+B+C+D}$$

Information:

A = Cells indicating disagreement between the two raters
B and C = Cells showing differences in views between raters
D = Cell indicating agreement between the two raters
(Candisa, 2004)

The three variables have been tested for validity and reliability. Meanwhile, the documentation study method was carried out to collect data about students' natural science learning outcomes by taking data on students' natural science learning outcomes from the Final Semester II Assessment scores for the 2021/2022 Academic Year. The research data was tested through three stages, namely the data description stage, the analysis prerequisite testing stage, and the hypothesis testing stage. The description test measures the mean, lowest value, highest value, median and standard deviation previously sought by the prerequisite test (normality, homogeneity and multicollinearity). This test is carried out so that the resulting data is normal, homogeneous and no repetition is used. Then do hypothesis testing with regression testing to determine the influence of school culture, interest in learning,

RESULTS AND DISCUSSION

Results

This study aims to analyze the effect of school culture, interest in learning, and learning motivation on science learning outcomes for fifth grade elementary school students in Cluster IV, Tabanan District in 2022. The research data was tested through three stages, namely the data description stage, the analysis prerequisite testing stage, and the hypothesis testing stage. The first stage, the data that has been obtained from the research is described according to each variable, namely school culture, learning interest, learning motivation, and science learning outcomes. Based on the description of the data that has been done, the results are as shown in Table 1 below.

Table 1. Results Description of School Culture Data, Learning Interest, Learning Motivation, and Science Learning Outcomes

Statistics	X1	X2	X3	Y
Average	128.57	124,19	118.83	74.01
Median	128	124	119	73
mode	126	119	121	73
Standard Deviation	5.59	12,13	12.15	5.84
Variety	31.26	147.10	147.57	34.14
range	23	45	44	22
Minimum Score	115	100	97	63
Maximum Score	138	145	141	85
Amount	251.99	243.42	232.90	145.05

Based on the table above, school culture gets the highest score achieved is 138, while the lowest score achieved is 115. From the calculation of the data description in the table, an average of 128.57 is obtained, the standard deviation is 5.59, the variance is 31.26, the mode is 126, the median is 128. Next to the learning interest variable, the highest score achieved is 145, while the lowest score achieved is 100. From the results of calculating the description of the data in the table above, it is obtained the average was 124.19, the standard deviation was 12.13, the variance was 147.10, the mode was 119, and the median was 124. Furthermore, the variables of learning motivation obtained the highest score achieved was 141, while the lowest score achieved was 97. From the calculation results of the data description in the table above,obtained an average of 118.83, a standard deviation of 12.15, a variance of 147.57, a mode of 121, and a median of 119. Meanwhile in the science learning outcomes variable the highest score achieved was 85, while the lowest score achieved was 63. From the calculation results of the data description in the table above, the average science learning achievement was 74.01, the standard deviation was 5.84, the variance was 34, 14, the mode is 73, and the median is 73.obtained an average science learning result of 74.01, a standard deviation of 5.84, a variance of 34.14, a mode of 73, and a median of 73.obtained an average science learning result of 74.01, a standard deviation of 5.84, a variance of 34.14, a mode of 73, and a median of 73.

The second stage is testing the prerequisite analysis. At this stage, the data distribution normality test, linearity test and significance regression coefficient, multicollinearity test, heteroscedasticity test, and autocorrelation test were carried out. The data distribution normality test was carried out to determine whether the distribution of the frequency of scores on each variable was normally distributed or not. For this, the Kolmogorov-Smirnov test can be used. The results of testing the normality of data distribution can be seen in Table 2 below.

Table 2. Data Distribution Normality Test

Variable	Kolmogorov-Smirnova		
	Statistics	df	Sig.
school culture	0.069	196	0.122
Interest to learn	0.075	196	0.110
Motivation to learn	0.080	196	0.104
Science learning outcomes	0.098	196	0.060

Based on the table above, it can be seen that all variables are normally distributed because the prices are sig. on Kolmogorov-Smirnov > 0.05. This means that the scores of school culture variables, learning interest, learning motivation and science learning outcomes are normally distributed.

Furthermore, the regression line linearity test was carried out to determine the shape of the influence of the dependent variable with each independent variable. The guideline used to see linearity is to examine the Dev lane. From Linearity from the Means module, while to see the significance of the regression direction is guided by the linearity lane. The calculation results can be seen in Table 3 below.

Table 3. Linearity Test with F Test at Significance Level α = 0.05

Variable Pair		F. Linearity		F. Deviation from Linearity		Information
Free	Bound	Count	Sig.	Count	Sig.	
X1	Y	149.178	0.000	1.523	0.072	linear
X2	Y	190.211	0.000	2.009	0.061	linear
X3	Y	160.732	0.000	1.228	0.187	linear

Analysis results the linearity test of the regression line above shows F deviation from linearity with a significance of > 0.05. Thus it can be concluded that the correlation between school culture scores, learning interest, and learning motivation with science learning outcomes has a linear effect.

Next, the multicollinearity test is intended to prove or test whether there is a linear effect between one independent (independent) variable and another independent variable. Multicollinearity testing can use the benchmark value of VIF (variance inflation factor) and the coefficient of influence between independent variables. Test: if the VIF value is around 1 or has a tolerance close to 1, then it is said that there is no multicollinearity between the independent variables. The results of the multicollinearity test analysis can be seen in Table 4 below.

Table 4. Multicollinearity Test

Model		Collinearity Statistics	
		tolerance	VIF
1	(Constant)		
	school culture	0.865	1.271
	Interest to learn	0.898	1.311
	Motivation to learn	0.890	1.365

Based on the table above it turns out that the tolerance value is > 0.800 and the VIF value is close to 1 for all independent variables, so it can be concluded that in the regression between the independent variables the school culture variables, learning interest, and learning motivation with science learning outcomes there is no multicollinearity between the independent variables.

Furthermore, the heteroscedasticity test was carried out to determine the homogeneity between the dependent variable data groups for each independent variable. The test used to look for heteroscedasticity is to use a linear regression model. Based on the analysis that has been done, the following results are obtained.

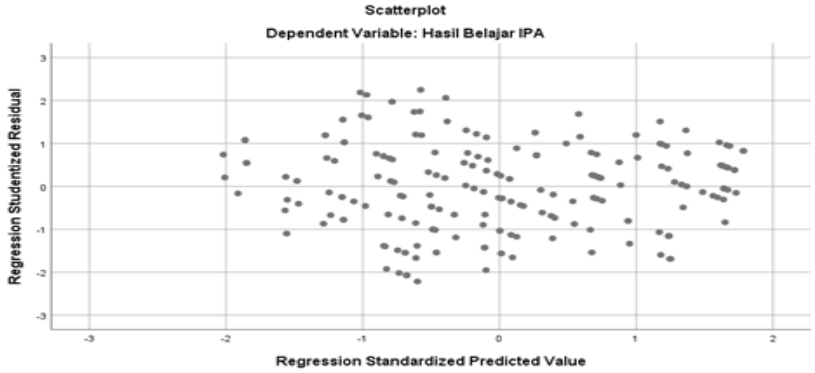

Figure 1. Heteroscedasticity Test of School Culture Variables, Learning Interest, and Learning Motivation on Science Learning Outcomes

From the graphic image, it can be seen that the dots spread randomly, do not form a clear pattern and spread out. This means that there is a constant variance, so that the regression model is feasible to use to predict the influence of school culture, learning interest, and learning motivation on science learning outcomes.

The autocorrelation test was carried out through the SPSS program. If the Durbin-Watson test value is in the range of -2 to 2, then it can be said that the variable instrument is free from autocorrelation problems. For the autocorrelation test of school culture variables, learning interest, learning motivation, and science learning outcomes, it can be seen in Table 5 below.

Table 5. Variable Autocorrelation Test

Model	R	R Square	Adjusted R Square	std. Error of the Estimate	Durbin-Watson
1	0.750	0.562	0.555	3.89658	1.515

From the table above, it can be seen that the Durbin-Watson value is 1.515 and is in the range of values -2 to 2, so it can be said that there is no autocorrelation in all instrument variables. Thus it can be concluded that in the regression between the independent variables of school culture, learning interest, and learning motivation with science learning outcomes there is no autocorrelation.

Testing the first, second and third hypotheses used simple correlation analysis techniques (Pearson product moment correlation), and to test the fourth hypothesis used multiple regression analysis techniques, partial correlation, the effective contribution of each variable. The first hypothesis states that there is a significant influence of school culture on science learning outcomes for fifth grade elementary school students in Cluster IV, Tabanan District. Testing this hypothesis is done with a simple regression technique.

Table 6. Regression Significance and Linearity Test of Science Learning Outcomes on School Culture

Source of variation	Sum of Squares	df	Mean Square	F_{count}	F_{table} $\alpha = 0.05$	Information
Regression	2799.928	1	2799.928	140.829	3.92	Significant
residual	3857.067	194	19.882			
Total	6656.995	195				

Based on the above table it can be concluded that $\hat{y}$ = 13.126 + 0.678X1 with Freg = 140.829 with an effect of 42.1% is significant and linear. The effective contribution of school culture variables to students' science learning outcomes is 20.7%. Because Freg > Ftable. Based on the correlation analysis between school culture (X1) and science learning outcomes (Y) obtained rcount = 0.649. This means that rcount = 0.649 is significant at α = 0.05 (rtable = 0.138). This means that the research hypothesis that there is a significant influence of school culture on science learning outcomes for fifth grade elementary school students in Cluster IV, Tabanan District, is accepted.

The second hypothesis states that there is a significant effect of learning interest on science learning outcomes for fifth grade elementary school students in Cluster IV, Tabanan District. Testing this hypothesis is done with a simple regression technique. Testing the significance and linearity of the influence between learning interest and science learning outcomes, can be seen in Table 7 below.

Table 7. Regression Test of Significance and Linearity of Science Learning Outcomes on Learning Interest

Source of variation	Sum of Squares	df	Mean Square	F count	F table α = 0.05	Information
Regression	2954.434	1	2954.434	154.801	3.92	Significant
residual	3702.560	194	19.085			
Total	6656.995	195				

Based on the table above it can be concluded that the regression model $\hat{y}$ = 34.147 + 0.321X2 with Freg = 154.801 with an effect of 44.4% is significant and linear. The effective contribution of the learning interest variable to students' science learning outcomes is 18.5%. Based on the correlation analysis between learning interest (X2) and science learning outcomes (Y), rcount = 0.666. This means that rcount = 0.666 is significant at α = 0.05 (rtable = 0.138). This means that the proposed research hypothesis, namely that there is a significant effect of interest in learning on science learning outcomes for fifth grade elementary school students in Cluster IV, Tabanan District, is accepted.

The third hypothesis states that there is a significant effect of learning motivation on science learning outcomes for fifth grade elementary school students in Cluster IV, Tabanan District. Testing this hypothesis is done with a simple regression technique. Testing the significance and linearity of the influence between learning motivation (X3) and science learning outcomes (Y), as shown in Table 8 below.

Table 8. Regression Test of Significance and Linearity of Science Learning Outcomes on Learning Motivation

Source of variation	Sum of Squares	df	Mean Square	F count	F table α = 0.05	Information
Regression	2938,883	1	2938,883	153,342	3.92	Significant
residual	3718,112	194	19,166			
Total	6656,995	195				

Based on the table above, it can be concluded that the regression model $\hat{y}$ = 36.031 + 0.320X3 with Freg = 153.342 with an effect of 44.1% is significant and linear. The effective contribution of learning motivation variables to students' science learning outcomes is 17%.

That's because Freg > Ftable. Based on the correlation analysis between learning motivation (X3) and science learning outcomes (Y) obtained rcount = 0.664. This means that rcount = 0.664 is significant at α = 0.05 (rtable = 0.138). This means that the proposed research hypothesis, namely that there is a significant influence of learning motivation on science learning outcomes for fifth grade elementary school students in Cluster IV, Tabanan District, is accepted.

To test the fourth hypothesis is done by using multiple regression techniques and partial correlation. The results of testing the significance of the multiple regression equation are presented in Table 9 below.

Table 9. Significance Test of School Culture Regression Equation, Learning Interest, Learning Motivation on Science Learning Outcomes

Source of variation	Sum of Squares	df	Mean Square	F count	F table α = 0.05	Information
Regression	3741,797	3	1247,266	82,147	2.68	Significant
residual	2915,198	192	15,183			
Total	6656,995	195				

Based on the table above, it can be concluded that the regression model $\hat{y} = 0.084 + 0.333.X1 + 0.134.X2 + 0.123.X3$ with Freg = 82.147 ($p<0.05$). is significant with the effect (R square x 100) of 56.2%. This means that the proposed research hypothesis, namely that there is a significant influence of school culture, learning interest, and learning motivation on science learning outcomes for fifth grade elementary school students in Cluster IV, Tabanan District, is accepted. Furthermore, the partial correlation technique used is the second level correlation. This is intended to determine the effect of one independent variable on the dependent variable, by controlling the other independent variables. Based on the analysis using SPSS, the results are as shown in Table 10 below.

Table 10. Partial Correlation Test of School Culture Variables, Learning Interest, and Learning Motivation on Science Learning Outcomes

Partial correlation	Correlation coefficient	t count	t table	Information
r1y-23	0.340	5.015	1,980	Significant
r2y-13	0.256	3,668	1,980	Significant
r3y-12	0.235	3,354	1,980	Significant

Discussion

Based on the descriptive analysis that has been done, the results show that: school culture variables get an average score of 128.57, standard deviation of 5.59, variance of 31.26, mode of 126, and median of 128. The category of school culture in this study is in the good category. The school culture indicators that get the highest score are the values of piety and faith, while the school culture indicator that gets the lowest score is respect for achievement. Through the development of school culture, students are indirectly taught the basic concepts of natural science in real terms in everyday life. Thus learning science can be done in a more meaningful way based on real life, so understanding science concepts is easier to do(Pasek, 2022).

The interest in learning variable obtained an average score of 124.19, a standard deviation of 12.13, a variance of 147.10, a mode of 119, and a median of 124. The interest in learning category in this study was in the good category. The indicator of interest in learning that gets

the highest score is satisfaction, while the indicator of interest in learning that gets the lowest score is persistence. Furthermore, the learning motivation variable obtained an average score of 118.83, a standard deviation of 12.15, a variance of 147.57, a mode of 121, and a median of 119. The category of learning motivation in this study was in the good category. Students' interest in learning can be increased by presenting science learning contextually. A fun learning atmosphere is also able to increase interest in learning.(Princess Sri Devi et al., 2022).

The indicator of learning motivation that gets the highest score is the existence of interesting activities in learning, while the indicator of learning motivation that gets the lowest score is the desire and desire to succeed. Finally, the science learning outcomes variable obtained an average score of 74.01, standard deviation of 5.84, variance of 34.14, mode of 73, and median of 73. The category of science learning outcomes in this study was in the sufficient category. Student learning motivation must be grown by a teacher through various innovative learning methods for students (Artawan, 2020). Motivation can encourage students to take positive steps to achieve their goals(Juliana et al., 2017).

Based on the first hypothesis testing, it was found that there was a significant influence of school culture on science learning outcomes for Class V students in SD in Cluster IV, Tabanan District, with Freg = 140.829 and an effect of 42.1%. The effective contribution of school culture variables to students' science learning outcomes is 20.7%. The results of this study indicate that the better the school culture in SD in Cluster IV Tabanan District, the better the science learning outcomes of students in SD in Cluster IV Tabanan District. Therefore, school culture must be considered and always put forward positive values so that the school culture that is created is in accordance with expectations, and later it will also have a positive impact on the quality of education that occurs in elementary schools in Cluster IV, Tabanan District.

Next, based on testing the second hypothesis, it was found that there was a significant effect of learning interest on science learning outcomes for fifth grade students at SD Cluster IV, Tabanan District, with an effect of 44.4%. The effective contribution of the learning interest variable to students' science learning outcomes is 18.5%. This result indicates that the better the students' interest in learning, the better the science learning outcomes of students at SD in Cluster IV, Tabanan District. So the teacher must pay attention to the factors of student interest in learning in the learning process. A teacher should be able to create an interesting and fun learning atmosphere so that students are active in the learning process, such as using media or learning models that can train students' scientific thinking skills. With this students can feel happy,(Devi et al., 2022).

Furthermore, based on testing the third hypothesis, it was found that there was a significant effect of learning motivation on science learning outcomes of fifth grade students at SD in Cluster IV Tabanan District, with Freg = 153.342 with an effect of 44.1%. The effective contribution of learning motivation variables to students' science learning outcomes is 17%. These results indicate that the better the student's learning motivation, the better the science learning outcomes of students at SD in Cluster IV, Tabanan District. So from the learning motivation of students in the class must be able to be grown and developed by the teacher in learning activities, because learning motivation will greatly affect the quality of student learning. . Students who are motivated will have the desire and hope to succeed. and if you experience failure, the student will try his best to be able to achieve success which is shown in learning outcomes. With diligent effort and based on strong motivation it will produce good learning outcomes(Widarta, 2020).

Based on testing the fourth hypothesis, it was found that together, there was a significant influence of school culture, interest in learning, learning motivation on science learning outcomes for fifth grade students in SD in Cluster IV, Tabanan District, with Freg = 82.147 and an effect of 56.2%. Learning outcomes are obtained at the end of learning which shows the ability of students to understand a lesson content. Good or bad student learning outcomes at school are certainly influenced by various factors. Three factors that are proven in this study to influence student learning outcomes are school culture, interest in learning, and student motivation. If the school culture supports the learning process, then the school community will work together to try to achieve learning goals together. One example is carrying out the learning process using various media and innovative learning. This of course will increase student learning interest and motivation, so that student learning outcomes can be achieved optimally (Eka Adnyana, 2020).

CONCLUSION

Based on the results of research that has been carried out by researchers at SD Gugus IV, Tabanan District, it can be concluded as follows: 1) There is a significant influence of school culture on science learning outcomes for fifth grade elementary school students in Cluster IV, Tabanan District, in 2022; 2) There is a significant influence of interest in learning on science learning outcomes for fifth grade elementary school students in Cluster IV Tabanan District in 2022; 3) There is a significant influence of learning motivation on science learning outcomes for fifth grade elementary school students in Cluster IV Tabanan District in 2022; 4) Taken together, there is a significant influence of school culture, interest in learning, and learning motivation on science learning outcomes for fifth grade elementary school students in Cluster IV, Tabanan District in 2022.

Suggestions that can be given by researchers after carrying out the research are as follows: 1) Teachers are advised to make the results of this research an insight into knowing the influence of school culture, interest in learning and learning motivation on science learning outcomes, and being able to get to know students better and provide motivation to students in learning which can ultimately foster interest and motivation to learn from students and always get used to a positive school culture, as well as teachers are expected to use various methods in learning, use learning media as optimally as possible, try to make the classroom atmosphere as active as possible, hold competitions for students so students become enthusiastic in learning, and carry out regular and regular evaluations be as selective as possible so as to optimize science learning in class; 2) The school principals to be able to utilize the results of this research as a supporting learning resource for teachers at the school, so that they can improve the quality of learning by cultivating a positive school culture, fostering interest and motivation to learn from students so that they can produce quality students; 3) To the parents of students, it is suggested that they can better understand and support their children in learning so that their interest and motivation in learning will grow, besides that from an early age parents must know the learning styles that children have so that children feel comfortable when studying, and can improve the achievement of knowledge competence; 4) It is suggested to other researchers that the results of this research can be used as a reference for conducting further research and are useful for all researchers who make them as references.

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