

The influence of the school environment through school culture on motivation to learn the subject of faith and morals at MTs Al Khairaat Kwandang

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ABSTRACT

The purpose of this study is to examine how the school environment influences students' desire to learn about Akidah Akhlak at MTs Al-Khairaat Kwandang, both directly and indirectly through school culture as an intervening variable. This study employed a quantitative, correlational research design. Data were collected via a closed-ended questionnaire distributed to 138 students. Simple random sampling was used to gather the data. Data analysis was conducted to determine the relationships among the study variables using descriptive statistics and path analysis. The results of the study indicate that the school environment has a positive influence on students' motivation to learn, both directly and through school culture. A positive school culture has the ability to foster a positive learning environment, which in turn can strengthen students' desire to study Akidah Akhlak. Therefore, it can be concluded that improvements to the school culture and environment at MTs Al-Khairaat Kwandang play a significant role in enhancing students' motivation to learn.

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Introduction

Islamic religious education, particularly the Akidah Akhlak subject, is a vital component of the educational program aimed at shaping students' attitudes, character, and morality in accordance with Islamic values. Students' success during the learning process is significantly influenced by their motivation to learn and their cognitive abilities (Dharin, 2025). However, students' motivation to learn Akidah Akhlak remains a complex issue because it is influenced by many factors, both internal and external to the students themselves. One external factor considered to have a significant influence is the school environment, which encompasses the physical, social, and psychological conditions that shape students' daily learning experiences (Anggun Paulina Manik et al., 2025).

A good school environment not only has adequate facilities but also fosters positive social interactions between educators and students, as well as among students themselves (Sumar et al., 2025). It is believed that such an environment has the potential to shape a positive school culture, consisting of a set of values, norms, habits, and traditions that develop collectively within the school (Dharin, 2025). Through religious activities, the instillation of discipline, teacher role modeling, and a supportive learning atmosphere, a strong school culture can help students become more motivated to learn. In this context, school culture serves as a mechanism linking the influence of the school environment to students' desire to learn (Muh Habibulloh et al., 2024).

Previous research, particularly regarding the subject of Akidah Akhlak, highlights its strategic role in shaping students' character and personality. This is grounded in Islamic values of faith and morality (Hamdani & Mawardaniah, 2021). However, numerous factors—both internal and external—influence students' motivation to learn this subject in school. The school environment, which consists of physical, social, and psychological elements, is one of the most significant external factors (Efendi, 2020).

School culture also functions as a system of values, norms, customs, and traditions that are collectively shaped within the school. School culture is an important component of the educational environment (Pratiwi & Roesminingsih, 2021). Through teacher role modeling, religious activities, the instillation of discipline, and positive social interactions, a positive school culture can help students become more motivated to learn. This aligns with Bronfenbrenner's ecological theory, which states that interactions within the social environment influence individual development (Çimen, 2025). The school environment is the primary system for these interactions. Therefore, this study examines how the school environment influences students' desire to learn, both directly and indirectly, with school culture as the intervening factor (Sinulingga & Milala, 2023).

Given this context, this study aims to investigate how the school environment influences students' desire to learn the Alidah Akhlak subject at MTs Al-Khairaat Kwandang, both directly and indirectly through school culture as an intervening variable. It is hoped that this study will provide a direct insight into the extent to which the school environment and culture play a role in enhancing students' motivation to learn. It will also serve as a foundation for developing more efficient educational strategies for teaching Akidah Akhlak to students.

Method

This study used a quantitative approach with a correlational design to examine the influence of the school environment on students' learning motivation through school culture as an intervening variable. Data were collected using a closed-ended questionnaire from students at MTs Al-Khairaat Kwandang, with a total sample of 138 students. The instruments measured the school environment, school culture, and learning motivation variables based on respondents' perceptions. The data were analyzed using descriptive statistics and path analysis to determine the direct and indirect relationships among the variables.

Results and Discussion

1. Validity Test

The validity of the questionnaire in this study was tested using the Pearson Product-Moment Correlation Coefficient formula. The calculation was conducted using SPSS (Statistical Package for the Social Sciences) version 19.0. The determination of valid and invalid items was based on the product-moment correlation table. The criterion used was that if the calculated r -value was greater than the r -table value at the 5% significance level, the questionnaire item was considered valid (Utami, 2023). If the calculated r -value is lower than the r -table value at the 5% significance level, the questionnaire item is considered invalid. The degree of freedom was calculated as $df = n - 2$, where n represents the number of samples. Since the number of respondents was **138 students**, the degree of freedom was $138 - 2 = 136$. Therefore, the r -table value obtained was 0.167. The validity test was conducted at MTs Al-Khairaat Kwandang with a total of 138 student respondents. The results of the validity test are presented in the following table:

Table 1. Validity Test

Variable	Indicator	Calculated r -value		r -table value	Description
Lingkungan Sekolah (X)	X ₁	0,801	>	0,167	Valid
	X ₂	0,596	>	0,167	Valid
	X ₃	0,738	>	0,167	Valid
	X ₄	0,725	>	0,167	Valid

Budaya Sekolah (Z)	Z ₁	0,785	>	0,167	Valid
	Z ₂	0,739	>	0,167	Valid
	Z ₃	0,766	>	0,167	Valid
	Z ₄	0,762	>	0,167	Valid
Motivasi Belajar (Y)	Y ₁	0,777	>	0,167	Valid
	Y ₂	0,773	>	0,167	Valid
	Y ₃	0,791	>	0,167	Valid
	Y ₄	0,799	>	0,167	Valid

Source: SPSS output, processed data, 2026.

Based on the results of the validity test presented in the table, all question items or indicators were declared valid. The school environment variable (X) consisted of three indicators: (X1) nutritional quality, (X2) program regularity, and (X3) service comfort. The school culture variable (Z) consisted of three indicators: (Z1) attendance, (Z2) participation in learning, and (Z3) interest in the learning materials. Meanwhile, the learning motivation variable (Y) consisted of three indicators: (Y1) learning persistence, (Y2) learning goals, and (Y3) learning satisfaction. All indicators were considered valid because the correlation results between respondents' answers for each question item or indicator and the total score showed significant results, namely the calculated r-value was greater than the r-table value.

2. Reliability Test

The reliability test was used to determine whether the instruments or indicators employed in this study could be trusted and were reliable as tools for measuring the variables. An item was considered reliable if the α value was ≥ 0.70 , indicating the internal consistency of the questionnaire items (Taber, 2018). The reliability test was conducted at MTs Al-Khairaat Kwandang. The results of the reliability test are presented as follows:

Table 2. Reliability Test

Variable	Cronbach's Alpha	Description
Lingkungan Sekolah (X)	0,766 > 0,70	Reliable

Budaya Sekolah (Z)	0,768 > 0,70	Reliable
Motivasi Belajar (Y)	0,765 > 0,70	Reliable

Source: SPSS output, processed data, 2026.

The results of the reliability test show that the Cronbach's Alpha values for all variables were above 0.70. Therefore, it can be concluded that the school environment variable (X), school culture variable (Z), and learning motivation variable (Y) are reliable and can be trusted as instruments for measuring the variables.

3. Descriptive Statistical Analysis

Descriptive statistical analysis was conducted to provide a general overview of the data, including the mean, maximum value, minimum value, and standard deviation for each variable, namely School Environment (X), Learning Motivation (Y), and School Culture (Z) (Febriani, 2022). The results of the descriptive statistical analysis are presented in the following table:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Lingkungan Sekolah	138	25.00	44.00	38.3768	5.47083
Motivasi Belajar	138	33.00	64.00	56.1159	8.38671
Budaya Sekolah	138	28.00	52.00	46.8333	5.88526
Valid N (listwise)	138				

Source: SPSS output, processed data, 2026.

Based on the results of the descriptive statistical analysis, all research variables had a total sample size (N) of 138 respondents, with no missing data (missing = 0). Therefore, all data were considered appropriate for further analysis.

- For the school environment variable, the mean value was 38.3768, with a minimum value of 25.00 and a maximum value of 44.00. The standard deviation value of 5.47083 indicates that the data dispersion was low to moderate, suggesting that the data were relatively homogeneous.

- b. For the learning motivation variable, the mean value was 56.1159, with a minimum value of 33.00 and a maximum value of 64.00. The standard deviation value of 8.38671 indicates that the variation in this variable was slightly higher than that of the previous variable, but it remained within the moderate category.
- c. For the school culture variable, the mean value was 46.8333, with a minimum value of 28.00 and a maximum value of 52.00. The standard deviation value of 5.88526 indicates that the level of data dispersion was in the moderate category, suggesting that the data were still sufficiently representative in describing the respondents' conditions.

4. Classical Assumption Test

a. Multicollinearity Test

The multicollinearity test was conducted to determine whether there was a strong relationship among the independent variables in the regression model. A good regression model should not exhibit multicollinearity (Paul K P et al., 2022). This test can be assessed through the Tolerance and VIF values. If the Tolerance value is greater than 0.10 and the VIF value is less than 10, the model is considered free from multicollinearity (Yhoga Hendrianto et al., 2023). The results of the multicollinearity test are presented in the following table:

Coefficients^a

Model	Collinearity Statistics	
	Tolerance	VIF
1		
Lingkungan Sekolah	0.387	2.582
Budaya Sekolah	0.387	2.582

a. Dependent Variable: Motivasi Belajar

Source: SPSS output, processed data, 2026.

Based on the results of the multicollinearity test presented in the table above, the School Environment variable (X) and the School Culture variable (Z) each had a Tolerance value of 0.387 and a VIF value of 2.582. The Tolerance value was greater than 0.10, and the VIF value was lower than 10. Therefore, it can be concluded that there was no indication of multicollinearity in the regression model.

b. Heteroscedasticity Test

According to (Astivia & Zumbo, 2019) the heteroscedasticity test was conducted to determine whether there was unequal variance in the residuals of the regression model. A good regression model should not exhibit heteroscedasticity. This test can be assessed based on the significance value, where if the Sig. value is greater than 0.05, heteroscedasticity does not occur. The results of the heteroscedasticity test are presented in the following table:

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.502	1.755		3.704	.000
1 Lingkungan Sekolah	-.141	.063	-.298	-2.222	.028
Budaya Sekolah	.032	.059	.072	.540	.590

a. Dependent Variable: ABS_RES

Source: SPSS output, processed data, 2026.

Based on the results of the heteroscedasticity test presented in the table above, it is known that:

1. Variable (X) had a significance value of 0.028, which is lower than 0.05.
2. Variable (Z) had a significance value of 0.590, which is greater than 0.05.

The significance value of variable X was lower than 0.05, indicating the presence of heteroscedasticity. Meanwhile, the significance value of variable Z was greater than 0.05, indicating that heteroscedasticity did not occur in this variable. Therefore, it can be concluded that the regression model still indicated heteroscedasticity in variable X.

c. Normality Test

The normality test was conducted to determine whether the data in this study were normally distributed. This test is important because one of the assumptions in regression analysis is that the data should be normally distributed.

The test is commonly assessed based on the significance value, where if the Sig. value is greater than 0.05, the data are considered to be normally distributed (Mutmainah, 2023). The results of the normality test are presented in the following table:

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Unstandardized Residual 1	.146	138	.000
Unstandardized Residual 2	.215	138	.000

Source: SPSS output, processed data, 2026

Based on the results of the normality test using the Kolmogorov-Smirnov method presented in the table above, the Asymp. Sig. (2-tailed) value was 0.000. This value was lower than 0.05, indicating that the residual data in this study were not normally distributed.

5. Non-Parametric Path Analysis (SmartPLS)

a. Coefficient of Determination (R-Square)

The coefficient of determination (R-square) is used to measure the extent to which the dependent variable is influenced by other variables (Roustaei, 2024). Chin stated that an R^2 value of 0.67 or higher for dependent latent variables in a structural model indicates that the influence of the independent variables on the dependent variable is categorized as strong. Meanwhile, an R^2 value between 0.33 and 0.67 is categorized as moderate, while an R^2 value between 0.19 and 0.33 is categorized as weak (Nugraha & Masithoh, 2023). Based on the data processing conducted using SmartPLS 3.0, the R-square values were obtained as follows:

Table 3. Coefficient of Determination (R-Square)

Variable Endogen	R Square	R Square Adjusted	Description
Budaya Sekolah (Z)	0,655	0,652	Strong
Motivasi Belajar (Y)	0,833	0,831	Strong

Source: SPSS output, processed data, 2026

- 1) School Culture Variable (Z): An R^2 value of 0.655 was obtained. This value indicates that the School Environment variable (X) was able to explain 65.5% of the changes or variations in School Culture. This value falls into the moderate-to-strong category. The remaining 34.5% was explained by other variables or factors outside the research model.
- 2) Learning Motivation Variable (Y): An R^2 value of 0.833 was obtained. This indicates that the combination of the School Environment variable (X) and the School Culture variable (Z) collectively explained 83.3% of the variation in students' Learning Motivation. This value falls into the very strong category, indicating that the research model has a high level of predictive accuracy. The remaining 16.7% was influenced by other variables not examined in this study.

b. Direct effect (Path Coefficients)

Direct effect indicates the magnitude and direction of the direct relationship between an exogenous variable and an endogenous variable without involving an intervening variable. It measures the strength of a one-way relationship between two variables without mediation (Hair et al., 2017). Based on the results of the analysis, the direct effects among the variables are presented as follows:

Table 4. Direct effect

Interrelationships among variables	Original Sample	STDEV	T-statistic	P-value	Description
Budaya Sekolah (Z) → Motivasi Belajar (Y)	0,818	0,067	12,290	0,000	Significant
Lingkungan Sekolah (X) → Budaya Sekolah (Z)	0,809	0,031	26,126	0,000	Significant
Lingkungan Sekolah (X) → Motivasi Belajar (Y)	0,114	0,077	1,474	0,141	not significant

Source: SPSS output, processed data, 2026

- 1) Based on the results of the analysis, the School Environment had a positive and significant effect on School Culture, with a coefficient value of 0.809, a T-statistic of 26.126, and a P-value of 0.000. This indicates that the better the school environment, the better the school culture formed. A comfortable, orderly, safe, and supportive

school environment can contribute to the development of positive habits, values, and rules within the school.

- 2) School Culture had a positive and significant effect on Learning Motivation, with a coefficient value of 0.818, a T-statistic of 12.290, and a P-value of 0.000. This means that a good school culture can increase students' learning motivation. A positive school culture, such as discipline, cooperation, learning habits, appreciation of achievement, and good relationships between teachers and students, can encourage students to be more motivated in learning.
- 3) Meanwhile, the School Environment had a positive but insignificant effect on Learning Motivation, with a coefficient value of 0.114, a T-statistic of 1.474, and a P-value of 0.141. This result indicates that the school environment had a positive direction of influence on learning motivation; however, the effect was not statistically strong enough. In other words, a good school environment does not necessarily directly increase students' learning motivation if it is not supported by a strong school culture.

c. *Specific Indirect Effects*

Indirect effect is used to examine whether one variable can influence another variable through an intervening variable (Sarstedt & Moisesescu, 2024). In this study, the indirect effect occurs in the relationship between School Environment and Learning Motivation through School Culture. Based on the results of the analysis, the indirect effects among the variables are presented as follows:

Table 5. Specific Indirect Effects

Interrelationships among variables	Original Sample	STDEV	T-statistic	P-value	Description
Lingkungan Sekolah (X) → Budaya Sekolah (Z) → Motivasi Belajar (Y)	0,662	0,062	10,650	0,000	Significant

Source: SPSS output, processed data, 2026

The results of the analysis show that the School Environment had a positive and significant effect on Learning Motivation through School Culture, with a coefficient value of 0.662, a T-statistic of 10.650, and a P-value of 0.000. Since the T-statistic value was greater than 1.96 and the P-value was lower than 0.05, this indirect effect was considered

significant. This means that the school environment can improve students' learning motivation when it is able to foster a positive school culture.

d. Total Effect

Total effect refers to the overall influence of one variable on another, including both direct and indirect effects(Rijnhart et al., 2021). In this study, the total effect is used to examine the magnitude of the overall influence of the School Environment on Learning Motivation after taking into account the role of School Culture as a mediating variable.

Table 6. Total Effect

Interrelationships among variables	Original Sample	STDEV	T-statistic	P-value	Description
Budaya Sekolah (Z) → Motivasi Belajar (Y)	0,818	0,067	12,290	0,000	Significant
Lingkungan Sekolah (X) → Budaya Sekolah (Z)	0,809	0,031	26,126	0,000	Significant
Lingkungan Sekolah (X) → Motivasi Belajar (Y)	0,776	0,037	20,950	0,000	Significant

Source: SPSS output, processed data, 2026

The results of the analysis show that the School Environment had a total effect on Learning Motivation of 0.776, with a T-statistic of 20.950 and a P-value of 0.000. This indicates that, overall, the School Environment had a positive and significant effect on Learning Motivation. Although the direct effect of the School Environment on Learning Motivation was not significant, the total effect became significant after being mediated by School Culture.

In addition, the total effect of the School Environment on School Culture was 0.809, indicating a strong influence of the school environment in shaping school culture. Meanwhile, the total effect of School Culture on Learning Motivation was 0.818, showing that school culture is a very important factor in improving students' learning motivation.

Conclusion

Based on the research findings and discussion, it can be concluded that the school environment influences students' learning motivation in the Akidah Akhlak subject at MTs Al-Khairaat Kwandang. This influence occurs both directly and indirectly, specifically through school culture as a mediating variable. A conducive school environment can foster a positive school culture, which in turn strengthens students' learning motivation. This is reflected in the implementation of values, teachers' exemplary behavior, and healthy social interactions within the school environment.

Thus, the results of this study confirm that all the hypotheses proposed are indeed supported by relevant conceptual findings and empirical research. These results also reinforce ecological theory and constructivism, which essentially emphasize that the learning process is greatly influenced by the quality of the environment where students interact. A good school environment is not merely a physical space for learning but also a space for shaping values and character. Gradually, this shapes students' learning habits. Therefore, improving the quality of the school environment and culture is a crucial matter that schools must prioritize, especially if they are serious about enhancing students' learning motivation-particularly in Akidah Akhlak education.

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