THE EFFECT OF LEARNING FACILITIES ON STUDENTS' LEARNING MOTIVATION AT SMP ISLAM MUTHMAINNAH ENDE

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ABSTRACT

Learning facility is one important item to support the learning process. This paper discusses the effect of learning facilities on students' motivation at SMP Islam Muthmainnah Ende. The sample of the research involved 46 students in class VII. The sampling technique used was purposive sampling. The research instruments were questionnaires and documentation, which were analyzed by simple linear regression analysis through SPSS version 21. The results indicate that hypothesis Ha was accepted and H0 was rejected because there was an effect of learning facilities on students' learning motivation which, was indicate a significance value of 0.000. The magnitude of the effect of learning facilities on students' learning motivation is shown by the coefficient of determination of $R^2 = 0.310$ or 31%.

Keywords: learning facilities, students' learning motivation, purposive sampling

PENGARUH FASILITAS BELAJAR TERHADAP MOTIVASI BELAJAR SISWA DI SMP ISLAM MUTHMAINNAH ENDE

ABSTRAK

Fasilitas belajar adalah salah satu item penting yang mendukung proses pembelajaran. Tulisan ini membahas pengaruh fasilitas belajar terhadap motivasi belajar siswa di SMP Islam Muthmainnah Ende. Sampel penelitian adalah siswa kelas VII yang berjumlah 46 orang. Teknik pengambilan sampel yang digunakan adalah purposive sampling. Instrumen penelitian berupa angket dan dokumentasi yang dianalisis dengan analisis regresi linier sederhana menggunakan SPSS versi 21. Hasil penelitian menunjukkan bahwa hipotesis Ha diterima dan H0 ditolak karena terdapat pengaruh fasilitas belajar terhadap motivasi belajar siswa yang ditunjukkan dengan nilai signifikansi 0,000. Besarnya pengaruh fasilitas belajar terhadap motivasi belajar ditunjukkan dengan koefisien determinasi sebesar $R^2 = 0,310$ atau 31%.

Kata Kunci: fasilitas belajar, motivasi belajar siswa, purposive sampling

INTRODUCTION

Education is the totality of human interaction that aims to create quality human resources, especially for the development of the nation and state in various aspects of life (Harkati et al., 2021; Nego et al., 2021) .It can be concluded that education itself is a process of human interaction that takes place continuously both with the environment and with others which aims to improve the quality of human resources. According to Rahman (2015), the educational process generally takes place in schools through learning process activities to obtain a behavior change.

Whittaker in Aunurrahman (2014: 35) suggests learning is a process in which behavior is generated or changed through training or learning experiences. The learning process is also a process of interaction between humans and the environment that can be measured through learning outcomes (Siallagan et al., 2021).

However, efforts to improve the efficiency of the learning process are still faced with various kinds of problems faced by

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educational institutions in Indonesia, one of which is the lack of adequate learning facilities and the impact on the quality of human resources (Pambudi & Ashari, 2021).

Learning facilities and motivation are several important factors that influence student learning processes besides intelligence (Islamiyah, 2019). Learning facilities are media or facilities that support the smooth learning process, both in the form of movable and immovable objects (Cynthia et al., 2015; Zuhry & Ghofur, 2021). In addition to the facilities provided by the school, the role and participation of the family are also very much needed in increasing the efficiency of student learning by providing adequate learning facilities at home so that children are motivated to learn.

According to Mulyasa (2013: 191), the factors that influence learning motivation consist of internal factors, namely factors that are found in students in the form of physiological and psychological factors. Physiological factors related to the physical condition of students. Psychological factors related to the interests, talents, attitudes, and intelligence of students. While external factors include the family environment, learning facilities, and the teacher's role in learning and learning resources for students.

Learning motivation is the overall driving force within students in the form of encouragement, need, enthusiasm, or psychological mechanisms that give rise to learning activities, ensure continuity and provide direction so that the desired goals are achieved by the learning subject (Pambudi & Ashari, 2021; Suprihatin S, 2015). The level of student learning motivation also depends on the availability of learning facilities. Underachieving students are not only caused by their academic abilities but can be caused by low learning motivation due to the lack of learning facilities that have an impact on learning outcomes.

Based on the results of observations made at the Muthmainnah Ende Islamic Middle School, it can be seen that the existing learning facilities are sufficient to support the efficiency of the learning process. However, there are still several things that are inadequate, such as the lack of learning books available in the library, especially student handbooks, inadequate school laboratories, the lack of in-class learning support facilities such as LCDs and computers and the school environment which is less conducive because the school is located at the bustling point of the city center of the South Ende sub-district. According to (Siming et al., 2015), learning facilities can increase student satisfacion and create a sense of comfort in learning This has an impact on increasing student motivation.

Based on this background, research was carried out related to the influence of learning facilities on students' learning motivation at Muthmainnah Ende Islamic Middle School, South Ende sub-district, Ende district.

REASERCH METHOD

The type of research used in this research is quantitative research with a quantitative descriptive approach to determine the extent to which learning facilities influence the learning motivation of students at Muthmainnah Ende Islamic Middle School, Ende Selatan District, Ende Regency.

Population and Sample

This research was conducted at Muthmainnah Ende Islamic Middle School located in the South Ende sub-district, Ende Regency. The population in this study were all students of Muthmainnah Ende Islamic Middle School. Sampling was carried out using a purposive sampling technique with a total sample of 46 people from class VII students.

Research Instruments

The research instrument used in this study was a questionnaire consisting of questionnaires for learning facilities in schools and learning motivation questionnaires and documentation. The questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer (Sugiyono, 2012: 199). This questionnaire was given to class VII students of SMP Islam Muthmainnah Ende to determine the effect of facilities and infrastructure on student learning motivation. Documentation is a record of events that have passed in the form of someone's written drawings or monumental works (Sugiyono, 2012:

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240). Research on documentation is carried out to obtain data related to the geography of the school and the facilities and infrastructure at SMP Islam Muthmainnah Ende

Data Analysis Technique
1. Test prerequisite analysis
a. Normality test

The normality test was carried out to find out whether the data were normally distributed or not by using the chi-square test formula (x^2).

$$x^2 \text{ hitung} \quad = \quad \sum_1^k = 1$$

Information:
x^2 = chi squared value
Fo = frequency of observation
Fe = expected frequency

The withdrawal of assumptions is based on a comparison of the calculated x^2 with the value of x^2 table for $\alpha = 0.05$ and degrees of freedom (dk) = k-1, with the following decision rules: a). If x^2 count $< x^2$ table, it means that the table distribution is normal, and b). If x^2 count $\geq x^2$ table, it means that the table distribution is not normal.

b. Linearity test

The linearity test aims to determine whether two variables have a linear effect or not. The test is used as a prerequisite in correlation or linear regression analysis:

1) $JK_E = \sum k \{\sum y^2 - (\frac{\sum y^2}{n})\}$
2) $JK_{TC} = JK_{Res} - JK_E$
3) $RJK_{TC} = \frac{RJK_{TC}}{k-2}$
4) $RJK_E = \frac{JK_E}{n-k}$
5) F hitung $= \frac{RJK_{TC}}{RJK_E}$

Information:
JK_E = Sum of squared errors
JK_{TC} = Sum of squares matches
RJK_{TC} = the average number of squares matches
RJK_E = the average sum of squared errors

Value of F_{tabel} can be searched by the formula:

$$F_{tabel} = F (1-\alpha) (dk \ TC,$$

Information:
dk TC = k-2 (as the numerator)
dk E = n-k (as the denominator)

The results of the F_{count} value are compared with F_{table} and then determined according to the decision rules: a). If $F_{count} < F_{table}$, it means that the data is linear, and b). if $F_{count} > F_{table}$, it means that the data is not linear.

2. Simple Regression Analysis

Simple regression analysis is used to predict how far the value of the dependent variable changes if the value of the independent variable is manipulated or changed or increased (Sugiyono, 2012: 260).

Simple linear regression equation:

$$\hat{Y} = a + bX$$

Information:
$\hat{Y}$ = Subjects in the predicted dependent variable
A = Value Y when value of X = 0 (constant value)
B = Directional numbers or regression coefficients that show the increase or decrease in the dependent variable based on changes in the independent variables
X = Subjects on independent variables that have certain value

The hypothesis proposed in this study is:

Ha: There is an influence of learning facilities on the learning motivation of students at Muthmainnah Ende Islamic Middle School, Ende Selatan sub-district, Ende district.

H0: There is no effect of learning facilities on the learning motivation of students at Muthmainnah Ende Islamic Middle School, Ende sub-district, Ende district.

RESULTS AND DISCUSSION
Description of Research Results
Learning facilities

The results of data analysis on the learning facilities in Muthmainnah Ende Islamic Middle School can be seen in the following table.

Table 1. Statistical Description of Learning Facilities

	N	Min	Max	Mean	STDEV
Learning Facilities	46	35	60	42.20	10.061
Valid N (listwise)	46				

Based on the table above, it can be concluded that from the results of distributing the questionnaire, a minimum score of 35 was obtained and a maximum score of 60, an average (Mean) of 42.20, and a standard deviation of 10.061.

Table 2. Summary of Frequency Data and Variable Criteria for Learning Facilities (X)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	8	17.4	17.4	17.4
	Well	16	34.8	34.8	52.2
	Enough	19	41.3	41.3	93.5
	Not Enough	3	6.5	6.5	100.0
	Total	46	100.0	100.0	

Based on the results of descriptive analysis and variable frequency learning facilities, there are 8 or 17.4% of respondents who have very good learning facilities, 16 or 34.8% of respondents have good learning facilities, 19 or 41.3% of respondents who have facilities sufficient learning and 3 or 6.5% of respondents who have less learning facilities. The average questionnaire answers for learning facilities

Based on the average (mean) answer to the learning facilities variable, namely 57.72 of the total respondents, totaling 46 people, it can be concluded that learning facilities for students are included in the Good criteria.

Student Learning Motivation

Based on the data obtained from the influence of the learning motivation of students at Muthmainnah Ende Islamic Middle School, the researcher obtained the data collected by distributing questionnaires to 46 respondents with a total of 24 instrument items. Data on students' learning motivation based on research results after calculations using SPSS version 17.00 can be seen in the following table:

Table 3. Descriptive Statistics of Learning Motivation

Motivation to learn	N	Min	Max	Mean	Std. Deviation
Valid N (listwise)	46	62	80	70.65	5.081
	46				

Based on the table above, shows that the lowest level of achievement is at number 62, the highest level of achievement is at number 80 and the overall average of 46 respondents is 70.65.

Table 4. Summary of Frequency Data and Criteria for Learning Motivation Variables (Y)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	14	30.4	30.4	30.4
	Well	32	69.6	69.6	100.0
	Total	46	100.0	100.0	

Based on the data in the table above, it can be seen that students' learning motivation is in the good category at 69.9% and very good at 30.4%.

Normality test

The normality test is used to determine whether the data population is normally distributed or not by using a significance level of 0.05. Data is declared normal if the significance is less than 5% or 0.05. The results of the data normality test can be seen in the following table:

Table 5. One-Sample Kolmogrov-Smirnov Test

		Learning facilities	Learning motivation
N		46	46
Normal Parameters[a,b]	Mean	42.20	70.65
	Std. Deviation	10.061	5.081
Most Extreme Differences	Absolute	.105	.145
	Positive	.105	.145
	Negative	-.092	-.104
Kolmogorov-Smirnov Z		.709	.984
Asymp. Sig. (2-tailed)		.696	.287

a. Test distribution is Normal.
b. Calculated from data.

Based on the results of data analysis, the normality test data for the learning facility variable is 0.696, because the significance value is greater than 0.05, it can be concluded that the

learning facility variable data is normally distributed. For the learning motivation variable seen in the Asymp.Sig column (2-tailed) the normality test obtained is 0.287, it can be concluded that the data on the learning motivation variable is normally distributed.

Linearity Test

Based on the results of data analysis, a significance value of 0.000 was obtained. Because the significance value is less than 0.05, it can be concluded that there is a linear influence between learning facilities on student learning motivation. The results of the linearity test can be seen in the following table:

Table 6. ANOVA Test Results

			Sum of Squares	Df	Mean Square	F	Sig.
Learning_ motivation * Learning_ facilities	Between Groups	(Combined)	881.218	26	33.893	2.294	.033
		Linearity	359.679	1	359.679	24.344	.000
		Deviation from Linearity	521.539	25	20.862	1.412	.222
	Within Groups		280.717	19	14.775		
	Total		1161.935	45			

Linear Regression Analysis

The results of a simple linear regression analysis between learning facilities and learning motivation can be seen in the following table.

Table 7. Correlation Coefficient and Determination (Model Summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.556[a]	.310	.294	4.270

a. Predictors: (Constant), Learning_facilities

From the table of correlation coefficients and determination above, a correlation between learning facilities (X) and learning motivation (Y) is obtained at R=0.556. Meanwhile, to determine the percentage of the effect of the independent variable learning facilities (X) on changes in the dependent variable learning motivation (Y), the coefficient of determination is used. The coefficient of determination of this regression model is $R^2 = 0.310$ or 31.0 %.

Testing the research hypothesis using the regression test on SPSS and the results can be seen in the following table:

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Table 8. ANOVA results (ANOVA[b])

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	359.679	1	359.679	19.727	000[a]
	Residual	802.256	44	18.233		
	Total	1161.935	45			

a. Predictors: (Constant), Learning_facilities
b. Dependent Variable: Learning_motivation

Based on Table 1.8 above, the calculated F value is 19,727. In the significance column, a value of 0.000 is obtained. This significance value is less than 0.05. Based on the results of the research that has been described previously, the correlation between learning facilities (X) and learning motivation (Y) is R = 0.556. The R value of 0.556 indicates that the learning facilities variable has quite an effect on students' learning motivation. The magnitude of the contribution of learning facilities to changes in learning motivation is shown by the coefficient of determination of $R^2 = 0.310$ or 31%. This shows that the learning motivation of students in this research was conducted at the Muthmainnah Ende Islamic Middle School located in the South Ende sub-district, Ende Regency, which was also influenced by learning facilities by 31%. The rest is influenced by other factors not examined. The contribution of factors that are not examined to learning motivation is 69%. Based on the value of R = 0.556, the effect of learning facilities on learning motivation was found to be included in the moderate level.

Testing the proposed hypothesis uses a significance value (sign). Based on the results of the study, the calculated F value was 19.727. In the significance column, a value of 0.000 is obtained. This significance value is less than 0.05, so it can be stated that Ha is accepted and Ho is rejected. Where there is the influence of learning facilities on the learning motivation of students at Muthmainnah Ende Islamic Middle School.

Discussion
Based on the results of data analysis, it can be described as follows.
1. Study facilities

Based on the results of research from 46 respondents, it can be said that the average learning facility is included in the good category with an average of 57.72. The learning facilities used are in the form of student handbooks provided by the school, library facilities, laboratories, sports facilities, and so on. Even though it is still inadequate in terms of quantity and quality, parents also participate in providing adequate learning facilities for their children at home.

Supporting facilities provided by parents include writing instruments, notebooks, textbooks or reading materials, internet facilities, gadgets (mobile phones), laptops, and other facilities so that they can support the learning process. High enthusiasm from parents has indirectly supported increased student motivation which has an impact on learning outcomes.

This is in line with the results of research conducted by (Febriani & Sarino, 2017; Maratus Sholekhah & Hadi, 2014; Zulfia & Syofyan, 2015) which states that adequate learning facilities can improve student learning outcomes both directly and indirectly. Where the existence of adequate facilities will increase the interest and motivation of students in learning and doing school assignments given by the teacher.

According to Muhammad (2019), the learning facilities that have been provided should really be mastered by the procedures for their use so that they do not become redundant which results in. low learning efficiency being achieved.

2. Learning motivation
Based on the results of the study, it was found that the learning motivation of students at SMP Islam Muthmainnah Ende was included in the good category with an average of 78.85.

According to Mulyasa (2013: 191) the factors that influence learning motivation consist of internal factors in the form of physiological and psychological factors as well as external factors such as the family environment, learning facilities, and the teacher's role in learning. .

The results of the research conducted by 4128 stated that students who had high learning motivation would be enthusiastic, diligent, tenacious and interested in taking lessons and doing the assignments given compared to students who had low motivation.

3. The effect of learning facilities on learning motivation

Based on the research results, it was found that learning facilities have an influence on students' learning motivation with a significance value of 0.000 <0.05.

According to the admin, complete learning facilities will trigger students' awareness to follow the lesson properly so as to generate interest and motivation in learning something. In addition, stevania;, stated that learning facilities are one of the elements that influence a person's self-motivation. doc.2; 245 states that family participation in creating a conducive learning atmosphere and providing adequate learning facilities at home in accordance with the abilities and needs of the school will create a pleasant learning atmosphere at home and have an impact on increasing children's learning motivation.

Based on the results of the study, it was found that the learning motivation of students at SMP Islam Muthmainnah Ende was included in the good category with an average of 78.85. According to Mulyasa (2013: 191), the factors that influence learning motivation consist of internal factors in the form of physiological and psychological factors as well as external factors such as the family environment, learning facilities, and the teacher's role in learning.

The results of the research conducted by Yuliani, et al (2014) stated that students who had high learning motivation would be enthusiastic, diligent, tenacious, and interested in taking lessons and doing the assignments given compared to students who had low motivation.

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According to the admin, complete learning facilities will trigger students' awareness to follow the lesson properly to generate interest and motivation in learning something. In addition, Stevani & Marwan (2021), stated that learning facilities are one of the elements that influence a person's self-motivation. Family participation in creating a conducive learning atmosphere and providing adequate learning facilities at home by the abilities and needs of the school will create a pleasant learning atmosphere at home and have an impact on increasing children's learning motivation (Hawa Siregar et al., 2021; Yugiswara et al., 2019).

CONCLUSIONS AND RECOMMENDATION

Based on the results of the research that has been described previously, the correlation between learning facilities (X) and learning motivation (Y) is R = 0.556. The R value of 0.556 indicates that the learning facilities variable has quite an effect on students' learning motivation. The magnitude of the contribution of learning facilities to changes in learning motivation is shown by the coefficient of determination of $R^2 = 0.310$ or 31%. This shows that the learning motivation of students at SMP Islam Muthmainnah Ende is also influenced by learning facilities by 31% with a significance value of 0.000.

The following are some recommendations that can be given by researchers based on the results of this study: 1). Schools as formal education facilities should be able to meet the availability of adequate learning facilities for their students because they affect the increase in student learning motivation, 2). the availability of adequate learning facilities must be supported by the teacher's ability to apply them in the learning process. so that further research can be carried out in this regard.

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