The Influence of School Facilities and Motivation on the Students' Learning Outcomes

Sri Susanti[1*)], Bukman Lian[2], Mulyadi[2]

[1]*SMP Negeri 6 Mesuji Raya*
[2]*Universitas PGRI Palembang*
Corresponding author. Email: srisusanti011@gmail.com

ABSTRACT

The research aims at providing a complete and clear description about the school infrastructure and learning motivation effects on the students' learning outcomes at public junior high school (SMPN) 6 Mesuji Raya, both partially and simultaneously. The method used in the implementation and reporting of this research is descriptive quantitative. The techniques of collecting the data were through questionnaires, observation, and documentation. The research data were obtained properly. The results achieved from the research that has been done are 1) there found a positive and significant influence of school infrastructure on students' learning outcomes; 2) there found a positive and significant influence of learning motivation on students' learning outcomes; and 3) School infrastructure and learning motivation provide the positive and significant effect on students' learning outcomes at SMP Negeri 6 Mesuji Raya. The joint effect is in the quite high category.

Keywords: Infrastructure, Learning Motivation, Learning Outcomes

1. INTRODUCTION

Quality is a measure that looks abstract, sometimes invisible but can be felt. Likewise with education, sometimes the results of education cannot be seen in real terms at the same time, but it will appear several years to come. This is a form of accumulation of acquired knowledge, because not all students are able to implement their knowledge in a short time. Not a few people who are currently successful in the world are students whose competences at that time were not really taken into account.

This statement is not always accurate, because if possible the hope is to successfully implement the knowledge after it has been acquired in school and to be successful in its productive age. Because the purpose of education is not just to make someone smart in terms of cognitive aspects, but from all aspects that support their ability to survive in the midst of increasingly competitive competition.

Learning infrastructure is one of the many things that are referred to as resources. Learning can run well if the learning facilities and infrastructure have been met, at least for mandatory matters. As the opinion expressed by Kasan [1], that educational facilities are equipment that can directly achieve educational goals, for example space, books, libraries, laboratories, and so on.

Referring to the definition of educational facilities as a universal form of infrastructure as described above, it is appropriate for every educational institution to conduct a self-evaluation. This is a form of the seriousness of human education so that strategic educational objectives will be met through the collective work of everyone who cares about education.

In theory, the object of national education is clarified in [2], and article 3 states that national education is kept to grow the capacity of students to become human beings who believe and fear God Almighty, and who have noble, stable lives. knowledgeable character, competent, creative, independent, and become democratic and responsible citizens. A teacher is equipped with competencies that must be mastered so that they can carry out their duties properly. As well as Technical competence, relational competence, pedagogic competence, and personality competence are all important factors to consider [3] and [4].

Regulation of the Minister of Education and Culture Number 23 of 2017 affirms that teachers are trained educators whose primary duty is to instruct, inform, lead, direct, prepare, analyze, and evaluate students in

early childhood education, basic education, and secondary education [5]. Regulation No. 23 year 2017 also considers the statements contained in Law Number 14 of 2005, article 1 paragraph (1) that states teachers are trained educators whose primary duty is to inform, instruct, lead, direct, prepare, analyze, and evaluate students in early childhood education through formal education, basic education, and secondary education (Government of the Republic of Indonesia, 2005).

For this reason, educators have to optimize the process of teaching and learning in the classroom even though they have with limitations that exist, especially regarding infrastructure. It is known that not all schools have adequate facilities in line with today's developments, at a time when schools were supposed to provide online learning, but the school did not provide internet network conditions. This is a form of our unpreparedness to follow developments as we have to prepare other supporting facilities.

Passionate enthusiasm in an educator will be able to give passion to students which means being able to foster motivation to study even harder. Students really need to build motivation, so that all the limitations that exist in school are not an obstacle to progress but are used as motivation to be better with all the limitations of learning infrastructure.

Motivation will not come alone, but must be sought and created by yourself. Although there are also types of external motivation, they only serve as an additional push for a person. Basically it takes real motivation that comes from within a person to be better and do their best [6]. For students, motivation to learn is a must. If students have not been able to foster learning motivation within themselves, it will be difficult to follow the learning process in class.

Uno [7] argues that motivation is derived from the word motive, which can be described as an individual's inner power that drives them to act or not act. Motivation is a mechanism that describes an individual's strength, direction, and perseverance in achieving his objectives. Therefore, if a person has gained the strength within himself to carry out an activity, it is very possible that what he wants can be achieved.

The hope is, if students are able to foster learning motivation even though there are limited facilities and infrastructure at school, the success of the learning process will be achieved with optimal students' learning. However, based on the preliminary observations made by researchers at SMP Negeri 6 Mesuji Raya show that the facilities in schools have met the minimum standards, but it cannot be said that they have reached the ideal educational infrastructure in schools. This can clearly be seen with the naked eye, although there was no infrastructure inventory sheet found at the time the researcher made the initial observation. Likewise with students who tend to be passive in learning, as an indication that there is low motivation in participating in learning. As an affirmation of the importance of conducting an in-depth study, namely knowing that student learning outcomes are not optimal, as expressed by several teachers at the research location.

2. METHODS

The research was conducted at SMP Negeri 6 Mesuji Raya. The research was carried out from July to October 2020. The method used by researchers in carrying out this research was quantitative methods. The quantitative approach is the approach used by researchers in research by measuring variable indicators so that a general description and conclusions of the research problem can be obtained [8].

According to Sugiyono [9], quantitative research methods are research methods of the positivist principle, which is used to do experiments on specific groups or samples. Data analysis is quantitative in nature, and it collects data using scientific tools with the aim of evaluating a predetermined hypothesis [10]. The quantitative methodology is a method of problem solving that is organized and meticulous, with a carefully structured design and manually managed data collection, with the aim of generating conclusions that are inferred inductively within the context of empirically proving the theory.

A sample of 75 people from a total population of 221 people was obtained through purposive sampling technique. The data were obtained directly from the respondents through a questionnaire which was then analyzed.

3. RESULTS AND DISCUSSION

The research data obtained first tested the prerequisites, the results stated that the data were normally distributed and there were no symptoms of heteroscedasticity. This means that research data is good for use in making the decisions. The first hypothesis tested obtained a t-count value of 5.624> t-table which is 1.993, which means that the alternative hypothesis (Ha) for testing hypothesis 1 is accepted. That infrastructure in schools has the positive as well as significant effect on the students' learning outcomes at SMP Negeri 6 Mesuji Raya.

The correlation coefficient or the amount of the relationship between infrastructure in schools and student learning outcomes is 55.0%, and is included in the category of a fairly strong relationship. The determinant coefficient or the magnitude of the influence of the school infrastructure variable on student

learning outcomes at SMP Negeri 6 Mesuji Raya is 30.2% which means it has a low influence.

For the second hypothesis, the value of tcount> ttable; 6,428> 1,993. Based on this, it is concluded that the alternative hypothesis is accepted which has a beneficial and meaningful impact on student learning performance, according to the alternative hypothesis at SMP Negeri 6 Mesuji Raya.

The correlation coefficient or the amount of the connection between student motivation to learn and their learning outcomes is 60.1%. The magnitude of the relationship is in a fairly close category. The extent of the effect of the academic incentive vector on student learning outcomes (determinant coefficient) at SMP Negeri 6 Mesuji Raya is 36.1% and is included in the low influence category.

Simultaneous hypothesis testing states that F count is 28.945> FTabel is 3.24, which means that there is a strong and important effect on student learning performance when school facilities and learning incentive are mixed at SMP Negeri 6 Mesuji Raya. As much as 66.8% together, school infrastructure and learning motivation have a relationship with student learning outcomes at SMP Negeri 6 Mesuji Raya, thus it is included in the category of a fairly close relationship or quite high. School infrastructure and learning motivation have a joint effect on student learning outcomes at SMP Negeri 6 Mesuji Raya by 44.6% and are included in the category of high enough influence.

3.1 The influence of school infrastructure on student learning outcomes

The results of the research achieved by this researcher provide reinforcement for several previous studies, such as that conducted by [11], that the infrastructure in schools is able to provide encouragement for students to study harder. This also provides an understanding that it is important to complete infrastructure in learning.

Likewise with research conducted by [12], and [13], that it is true that infrastructure in schools is able to have an important and constructive effect on the attainment of student learning objectives. Therefore, it can be stated that the learning infrastructure variables in schools consistently have a positive influence on student learning outcomes.

3.2 The influence of learning motivation on student learning outcomes

The findings of this report also corroborate and affirm the findings of previous studies by [11], the student learning inspiration has a strong and important effect on academic achievement. That way, it is very important for a student to have motivation to learn in

him. The same thing can also be seen from the results of research conducted by [13], [15] the study agrees that one of the key factors that can have a profound and substantial effect on student learning performance is learning motivation..

For this reason, it is clearly stated that a student who has high learning motivation will be able to achieve optimal learning outcomes. Likewise with the consistency of student learning motivation variables that have an influence on learning outcomes.

3.3 The influence of school infrastructure and learning motivation on student learning outcomes

The results of this study also support several previous studies regarding similar variables. As well as research conducted by [11], that school infrastructure and learning motivation have a simultaneous influence on student achievement. This achievement is certainly the same as the results obtained from the research conducted.

Another research conducted by [14] states that infrastructure and learning motivation can have a positive and significant impact on learning outcomes. For this reason, it is increasingly clear that if these two variables apply optimally, it will be able to optimize student learning outcomes. It can also be stated that the consistency of the infrastructure and learning motivation variables in influencing learning outcomes has been empirically proven.

4. CONCLUSION

Based on the findings of the report, as well as a discussion of key issues in this study, it is stated that: 1) school infrastructure has an important and optimistic impact on student learning outcomes at SMP Negeri 6 Mesuji Raya; 2) Learning inspiration affects student learning outcomes in a constructive and meaningful way at SMP Negeri 6 Mesuji Raya; 3) School infrastructure and learning motivation together have a positive and significant effect on student learning outcomes at SMP Negeri 6 Mesuji Raya. The magnitude of the effect simultaneously is forty-four point six percent and is included in the fairly high influence category.

REFERENCES

[1] Kasan, T. (2000). *Teori dan aplikasi administrasi pendidikan.* Jakarta: Studia Press.

[2] Kementerian Pendidikan Nasional. (2003). *Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.* Jakarta: Kementerian Pendidikan Nasional.

[3] Mulyasa, E. (2013). *Menjadi guru profesional.* Bandung: Remaja Rosdakarya.

[4] Nurdin, S. (2005). *Guru profesional dan implementasi kurikulum.* Jakarta: Quantum Teaching.

[5] Kementerian Pendidikan dan Kebudayaan. (2017). *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 23 Tahun 2017 tentang Hari Sekolah.* Jakarta: Kementerian Pendidikan dan Kebudayaan.

[6] Ibrahim, M. B. (2011). *Koreksi kesalahan mendidik anak.* Solo: Nabawi.

[7] Uno, H. B. (2011). *Teori motivasi dan pengukurannya.* Jakarta: Bumi Aksara.

[8] Arikunto, S. (2010). *Prosedur penelitian suatu pendekatan praktik.* Jakarta : Rineka Cipta.

[9] Sugiyono. (2017). *Metode Penelitian Kualitatif, Kuantitatif dan R&D.* Bandung: Alfabeta.

[10] Supriyati. (2011). *Metodologi penelitian.* Bandung: Labkat Press.

[11] Putri, D. A., Adi, B. W., & Sunarto. (2016). *Pengaruh sarana prasarana sekolah dan motivasi belajar terhadap prestasi belajar siswa pemasaran di SMK Negeri 1 Sukoharjo Tahun Ajaran 2015/2016.* Surakarta: Universitas Negeri Surakarta.

[12] Safitriyani, E., Ekawarna, & Indrayani, N. (2018). *Pengaruh sarana prasarana dan motivasi belajar terhadap hasil belajar siswa kelas X IIS SMA N 11 Kota Jambi.* Jambi: Universitas Jambi.

[13] Miski, R. (2015). Pengaruh sarana dan prasarana terhadap hasil belajar siswa. *Tadbir Muwahhid, Volume 4 Nomor 2*.

[14] Sari, F. M. (2016). Pengaruh Sarana Prasarana dan Motivasi Belajar Terhadap Hasil Belajar Keterampilan Komputer dan Pengolahan Informasi (KKPI). *VOLT: Jurnal Ilmiah Pendidikan Teknik Elektro, Volume 1 Nomor 2*, 115-125.

[15] Nurmala, D. A., Tripalupi, L., & Suharsono, N. (2014). Pengaruh motivasi belajar dan aktivitas belajar terhadap hasil belajar akuntansi. *Jurnal Pendidikan Ekonomi Undiksha, 4 (1).*