

# The Influence of Learning Facilities, Role of Teachers And Self-Efficacy on Students' Learning Motivation

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## ABSTRACT

The purpose of this study is to trace the influence of learning facilities at home, the role of teachers and self-efficacy on students' learning motivation of SMAN 3 Tambusai. The population in this study were students of SMAN 3 Tambusai for the academic year 2020/2021 with sample of 96 students. The data obtained were analyzed using the SPSS application version 22 for windows. The results showed that 1) the learning facilities at home had significant effect on students' learning motivation of SMAN 3 Tambusai, 2) the role of teachers had no significant effect on students' learning motivation of SMAN 3 Tambusai, 3) self-efficacy had significant effect on students' learning motivation of SMAN 3 Tambusai, 4) learning facilities at home, the role of teachers and self-efficacy had significant effect on students' learning motivation of SMAN 3 Tambusai.

**Keywords:** *learning facilities, the role of teachers, self-efficacy, and learning motivation*

## 1. INTRODUCTION

The spread of the Covid-19 virus in many countries including Indonesia has an impact on many aspects of life. This is felt not only in the economic sector and in the transportation sector but also in educational activities. To prevent the spread of the Covid-19 virus, various policies have been made by the government.

The importance of this policy is to maintain student motivation in learning so that the learning process continues. Motivation involves a unit consisting of feelings, perceptions, values, information and actions that are interrelated with one another [1]. According to [2] motivation is a concept that describes the guidance, persistence and direct target of one's behavior. Generally the motivation can come from outside the individual in the form of external influences, obligations and rewards as well as internal motivation in the form of goals to be achieved [3]. According to [4] that motivation helps the development of a strong self-confidence to increase one's aspirations in learning success. Meanwhile [5] explains that motivation is a coercion that causes a person to achieve goals. Likewise, in learning the importance of motivation is needed because it is one of the determinants of a person's success in learning [6]. Learning motivation can give students mental strength in learning to achieve learning goals [7].

One of the impacts of the current online learning process is the problem of the level of students' willingness to fill out the attendance list. The following is data on student attendance during the online learning process in the second semester of the 2020/2021 school year :

**Table 1.** Number of Students and Percentage of Attendance During Online Learning

Num	Class	Total students	Attendance rate
1	X IPA	21	46,25%
2	X IPS	20	39,31 %
3	XI IPA	27	77,46 %
4	XI IPS	19	54,27 %
5	XII IPA	20	72,79 %
6	XII IPS	19	43,36 %

*Source: Primary data processed result, 2021*

Based on the table above, it can be seen that the attendance rate of students in class X IPA, X IPS and XII IPS is less than half to fill the attendance list. This means that only a small percentage of students in the class participate in the learning process. Overall in every class at the time of learning there are always students who are not present. In addition, the percentage of students who collect assignments is very small compared to face-to-face learning or offline learning. The following table shows the percentage of students

who submitted online assignments during the 2020/2021 second semester:

**Table 2.** Average Percentage of Students Who Collect Assignments

Num	Class	Students who submit assignments
	X IPA	44 %
2	X IPS	32 %
3	XI IPA	76 %
4	XI IPS	50 %
5	XII IPA	74 %
6	XII IPS	41 %

Source: Primary data processed result, 2021

From the table above, it can be seen that only class XI IPA and XII IPA have a higher level of willingness of students to collect assignments. Based on discussions with several teachers that in the online learning process most students are passive. This can be seen during discussions or questions and answers only a few students answered the teacher's questions. When the teacher gives assignments, very few submit assignments on time and even until the receipt of report cards there are still students who do not submit assignments.

According [8] learning motivation is a complex overall concept, which is influenced by various psychosocial factors both internal to students and present in the social and natural environment of students. According to [9] states that the factors that influence learning motivation are 1) ideals or aspirations, 2) learning abilities, 3) student conditions, 4) environmental conditions, 5) dynamic elements in learning, 6) teacher's efforts to teach students.

The factors that influence learning motivation is the availability of learning facilities. According to [10] argues that learning facilities are part of learning facilities that are included in environmental variables. According to [11] explained that learning facilities can help teachers improve the quality of learning. learning facilities provide a very important meaning in the teaching and learning process [12]. In addition, according to [13] suggested that learning facilities are used to help improve their learning achievement. Learning facilities can be grouped into two (1) learning facilities at school and (2) learning facilities at home. Facilities at home can be in the form of study rooms, study tables, study chairs, other literature books and stationery [14].

Another factor that influences learning motivation is the teacher's role in the learning process. According to [15] the teacher's role in the learning process is a determining factor in education in general because it plays an important role in the learning process which is the core of the overall educational process. According to [16] student motivation in online learning is encouraged by clear rules, communication, interaction and teacher

presence in learning. Teachers in general provide a positive role in schools, their behavior is one indicator of educational success [17]. According to [18] the approach to language teaching in the modern era makes teachers take different roles such as teachers as facilitators, advisors and class participants who facilitate learning activities. [19] stated that the teacher's role used to be as a leader and educator, but now the teacher also has a role as a facilitator, supporter and advisor to parents.

Students' self-efficacy can be influence learning motivation. Self-efficacy is a confidence of the person that he or she is able to complete or perform academic tasks [20]. According to [21] there is a significant relationship between self-efficacy and motivation. Students' self-efficacy can help increase their motivation to succeed in academics [22]. [23] explain several indicators that influence self-efficacy, namely (1) basic experience, namely individual self-efficacy that is influenced by past experiences, (2) other people's experiences, namely forms of efficacy based on experiences from others, (3) social persuasion and (4) physiological and emotional states. [24] states that there is several things that become sources of self-efficacy, namely (1) past performance, (2) experiences of others, (3) emotional cues and (4) verbal persuasion. Self-efficacy has a significant effect on learning motivation [21].

### ***1.1. H1 Learning facilities at home has a significant and positive effect on students' learning motivation***

Learning facilities in the online learning process are very important in order to achieve learning objectives. Learning facilities provide a very important meaning in teaching and learning process[12]. [13] suggested that learning facilities be used to help improve their learning achievement. Research conducted by [25] stated that learning facilities at home have significant effect on learning motivation. Learning facilities at home can be defined as everything that is at home and is used in order to support the learning process.

### ***1.2. H2 The role of the teachers has significant and positive effect on students' learning motivation***

According to [26] teachers are required to make a good learning process, create a conducive learning atmosphere and be able to use interesting learning media so that students can understand the subject matter. According to [18] the approach to language teaching in the modern era makes teachers take different roles such as teachers as facilitators, advisors and class participants who facilitate learning activities. Research

conducted by [27] shows that the teacher's role has an effect on learning motivation.

**1.3. H3 Self-efficacy has significant and positive effect on students' learning motivation**

Self-efficacy is a person's confidence that he or she is able to complete or perform academic tasks [20]. Self-efficacy is a student's confidence in his ability to perform tasks [21]. Furthermore stated that there was a significant relationship between self-efficacy and motivation. Research conducted by [21] shows that self-efficacy has significant effect on learning motivation.

**1.4. H4 Learning facilities at home, The role of the teachers and self-efficacy have significant and positive effect on students' learning motivation**

From the explanation of each independent variable on the dependent variable, this study makes a joint hypothesis that there is positive and significant relationship between home learning facilities, teacher's role and self-efficacy variables. on students' learning motivation of SMAN 3 Tambusai.

**2. THE RESEARCH METHODS**

This type of research is associative descriptive research. The population of this research is all students of SMAN 3 Tambusai in 2021 as many as 126 respondents. This research uses a proportional random sampling technique with 96 respondents. The research instrument used was a questionnaire given to respondents with google form. Respondents can chose one only of five statement item in the questionnaire. To measure respondents' answers in this research, the Likert scale was used with a scale ranging from 5 = "Very Often (SS) to 1" Never (TP) " for positive statements. For negative statements the scale is 5 = "Never" to 1 "Very Often ". The data analysis technique used descriptive analysis with TCR and inductive analysis using the SPSS application version 22.

Prior to conducting the research, the validity and reliability tests were carried out on all research variables. This test was conducted on 31 respondents outside the population and research samples. The results of the validity test and reliability was obtained using the SPSS application version 22.0 for windows. Validity test can be done by looking at the significance value. If the value of sig < 0.05 then the item is valid and vice versa if the value of sig > 0.05 then the item is invalid. For the calculation of the reliability test done by looking at the value of Cronbach Alpha > 0.7 then the instrument is reliable and vice versa yes, if Cronbach Alpha < 0.7 then the instrument is not reliable. From this trial, 75 valid and reliable statement items were obtained, which were then carried out by research.

*Source: Primary data processed result, 2021*

**Table 3.** Multiple Regression Analysis

Model		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.391	6.814		.057	.954
	Learning Facilities	.278	.065	.299	4.282	.000
	The Teacher's Role	.014	.086	.011	.159	.874
	Self-Efficacy	.978	.116	.627	8.416	.000

a. Dependent Variable: Learning Motivation

*Source: Primary data processed result, 2021*

### 3. RESULTS AND DISCUSSION

Based on table 3 multiple regression model can be formulated where  $Y = 0.391 + 0.278 X_1 + 0.014 X_2 + 0.978 X_3$ . From the multiple regression equation above, it can be explained that the variable learning facilities (X1) at home with a coefficient value of 0.278. The magnitude of the constant obtained is 0.391, indicating that without the independent variable the learning motivation students' of SMAN 3 Tambusai is 0.391 units. In the variable of learning facilities, this figure can be interpreted if the variable of learning facilities at home is increased by one unit, then learning motivation will increase by 0.278 units. It's conclude that if the variable of learning facilities at home is increased, the student's motivation to learn will increase.

In the role of teachers variable (X2) with a coefficient value of 0.014, we know that if the teacher's role variable is increased by one unit, the student's learning motivation will increase by 0.014 units. This means that if the teacher's role variable is increasing, the students' learning motivation will also increase. While the self-efficacy variable (X3) has a coefficient value of 0.978, its means that if the self-efficacy variable is increased by one unit, it will increase students' learning motivation by 0.978. This means that if the self-efficacy variable increases, the students' learning motivation increases.

From the table above, it can be understood the relationship of one independent variable to the dependent variable or better known as the T test. The T-test aims to see the effect of the independent variable partially on the dependent variable. Based on the table above, it is known that the variable of learning facilities at home has a significance value of  $0.000 < 0.050$ . It can be concluded that there is a significant effect of learning facilities at home on the students' learning motivation of SMAN 3 Tambusai. On the role of teachers variable with a significance value of  $0.874 > 0.050$ . From the results of these calculations. This means that there is no significant effect of the role of teachers on student motivation at SMAN 3 Tambusai. The self-efficacy variable, the significance value is  $0.000 < 0.050$ . From the results of these calculations,  $H_0$  is rejected and  $H_a$  is accepted. This means that there is a significant effect of self-efficacy on the students' learning motivation of SMAN 3 Tambusai.

**Table 4.** Result of F Test

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11164.356	3	3721.452	63.816	.000 <sup>b</sup>
	Residual	5364.977	92	58.315		
	Total	16529.333	95			

a. Dependent Variable: Learning Motivation

b. Predictors: (Constant), Learning Facilities, Teacher's Role, Self-Efficacy,

*Source: Primary data processed result, 2021*

From the table above it can be understood that the Fcount score is 63,816 and the sig level. 0.000 with a 95% confidence level. While the Ftab in this study was 2.70. From the results of this calculation, it can be explained that  $F_{count} > F_{tab}$  and  $sig. 0.000 < 0.05$ . This means that together there is a significant influence on the variables of home learning facilities, the role of the teacher and self-efficacy on students' learning motivation of SMAN 3 Tambusai.

**Table 5.** Coefficient of Determination

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.822 <sup>a</sup>	.675	.665	7.636

*Source: Primary data processed result, 2021*

From the table above, it can be seen that the variables of learning facilities at home, the role of teachers and self-efficacy together contribute 67.5% to the variable of learning motivation. While 32.5% is influenced by other factors not mentioned in this study.

**4. DISCUSSION**

**4.1 Effect of learning facilities at home on students' learning motivation of SMAN 3 Tambusai**

From on the results of hypothesis test can be seen that the variable of learning facilities at home (X1) has significant effect on the students 'learning motivation of SMAN 3 Tambusai. This is known by looking at the Tcount for the variable at home learning facilities (X1) of  $4.282 > T_{tab}$  value of 1.986 and the sig level.  $0.000 < 0.050$ . Thus, the hypothesis test shows that the learning facilities at home has significant effect on the students' learning motivation of SMAN 3 Tambusai . This shows that the better or the increase in learning facilities at home will increase the students' learning motivation of SMAN 3 Tambusai. The results of this study are supported by [28] showing that learning facilities at home has positive and significant effect on learning motivation. Based on this research, it can be explained that if the students' learning facilities are getting better, the students' learning motivation will increase. The same research conducted by [14] showed that the availability of learning facilities had an effect on learning motivation. This study indicates that if learning facilities are available enough, it will makes students' learning motivation increase.

**4.2 The influence of the role of teachers on students' learning motivation at SMAN 3 Tambusai**

From the table of hypothesis test results on the role of teachers variable can be seen that the Tcount (X2) is  $0.159 < T_{tab}$  value 1.986 and the sig level.  $0.874 > 0.050$ . This shows that the role of teachers has no significant effect on the students 'learning motivation of

SMAN 3 Tambusai. Even so, there is still a positive influence of the teacher's role on student learning motivation. This means that if the teacher's role is maximized, it will increase student learning motivation. The results of this study are the same as research conducted by [29] which states that partially the teacher's role does not significant effect on learning motivation. This is certainly different from the theory and some previous studies which stated that the role of the teacher had a significant effect on learning motivation. According to [30] the cause of non-acceptance of the alternative hypothesis was caused by the incompatibility of the theory used in the research area or the validity of the theory used. Based on the opinion above, the hypothesis is rejected because it is not valid or the fall in the research area which in this case is stated that the teacher's role has no significant effect on learning motivation. Research on the role of teachers is often carried out during the offline learning process. However, in the last two years until now, the learning process has been carried out online. And for SMAN 3 Tambusai the learning process is carried out with the Whatsapp Group application. Therefore, the role of the teacher in the online learning process is less than the maximum compared to face-to-face learning, especially in terms of teacher-student interaction.

**4.3 Effect of self-efficacy on the students' learning motivation of SMAN 3 Tambusai**

Based on the results of the hypothesis, it can be seen that the self-efficacy variable (X3) has a significant effect on the students' learning motivation of SMAN 3 Tambusai. This is known by looking at the value of Tcount for the self-efficacy variable (X3) of  $8.416 >$  the value of  $T_{tab}$  of 1.986 and the sig level.  $0.000 < 0.050$ . Thus, the hypothesis test shows that self-efficacy has a significant effect on student motivation at SMAN 3 Tambusai. From the results of this study, it is also known that self-efficacy has a positive effect on learning motivation. This shows that the better or the increased self-efficacy of students will make the students' learning motivation of SMAN 3 Tambusai increase. The results of this study are supported by research conducted by [21] showing that self-efficacy has a significant effect on learning motivation. From this research, it can be understood that if students' self-efficacy increases, their learning motivation will also increase.

**4.4 The effect of learning facilities at home, the role of teachers and self-efficacy on students' learning motivation at SMAN 3 Tambusai**

Based on the hypothesis test, it can be seen that the variables of learning facilities at home (X1), the role of teachers (X2) and self-efficacy (X3) have an influence on students' learning motivation. SMAN 3 Tambusai. From the F test table, it can be seen that  $F_{hit}$  is 63,816 and the level of sig. 0.000 with a 95% confidence level.

Based on these results, the  $F_{count} > F_{tab}$  is  $63.816 > 2.70$  with a 95% confidence level, the sig value is  $0.000 < 0.05$ . This shows that the variables (X1, X2, X3) together have significant effect on the learning motivation of SMAN 3 Tambusai students. Especially with the current conditions where the learning system is carried out online. The results of influence of learning facilities at home, the role of teachers and self-efficacy on student motivation at SMAN 3 Tambusai are positive. This shows that good and good learning facilities at home, the role of the teacher and self-efficacy will also improve the students' learning motivation of SMAN 3 Tambusai.

## 5. CONCLUSION

Based on the results of the research data analysis and discussion above, it can be concluded that the learning facilities at home have significant influence on the students' learning motivation of SMAN 3 Tambusai. its influence of this variable is positive, which means that if the learning facilities at home are getting better make students' learning motivation increased. The teacher's role variable has no significant effect on the student learning motivation at SMAN 3 Tambusai. This means that there are other factors that play a more important role in the current online learning process at SMAN 3 Tambusai. Even so, teacher's role still a positive influence of the teacher's role on student learning motivation. This means that if the teacher's role is maximized, it will increase student learning motivation. The self-efficacy variable has a significant influence on the students' learning motivation of SMAN 3 Tambusai. Influence of the self-efficacy variable is positive, its means that if the student's self-efficacy increases, it will lead to an increase in student learning motivation. Taken together, it can be understood that the learning facilities at home, the teacher's role and self-efficacy have a significant influence on the students' learning motivation of SMAN 3 Tambusai. The influence of the variable Learning facilities at home, the role of the teacher and self-efficacy have a significant effect on learning motivation is positive. This means that if the learning facilities at home increase, the role of the teacher and self-efficacy will increase the students' learning motivation of SMAN 3 Tambusai.

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