

## Learning Facilities as a Predictor of Learning Motivation of Grade V Students in North Klaten Muhammadiyah Elementary School



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**ABSTRACT:** This study was motivated by the low motivation of students to learn allegedly due to the lack of complete learning facilities and infrastructure. This study aims (1) to determine whether there is an influence of learning facilities on the learning motivation of fifth grade students of SD Muhammadiyah Klaten Utara. (2) To determine the percentage of the influence of learning facilities on the learning motivation of fifth grade students of SD Muhammadiyah Klaten Utara. This type of research is ex post facto research. The population in this study were all fifth grade students of SD Muhammadiyah Klaten Utara, totalling 30 students, with total sampling technique. The instrument to measure learning facilities and learning motivation is a questionnaire. Data analysis techniques using simple regression analysis. Based on the results of the study, it shows that learning facilities can predict the learning motivation of fifth grade students of SD Muhammadiyah Klaten Utara. The effect of learning facilities on learning motivation in fifth grade students of SD Muhammadiyah Klaten Utara is 52.10%. These results do not reach 100%, because there are several others that can affect student learning motivation.

**KEYWORDS:** study facilities, learning motivation

### INTRODUCTION

The school is a place where interaction activities take place between two elements where students are the ones who learn and teachers are the ones who teach. Many factors affect the success of student learning activities, including learning motivation. Motivation is the driving force within students that causes learning activities, so that the goals desired by the learning subject can be achieved, so motivation will always determine the intensity of learning efforts for students (Daulay et al., 2022). Motivation is a drive from within an individual to perform an action in a certain way in accordance with the planned goal (Lince, 2022). Strong motivation will foster passion, enthusiasm, and a sense of enjoyment for learning (Rochanah & Silakhuddin, 2022). Motivation to learn is a psychic factor that is non-intellectual. Someone who has a high enough intelligence can fail due to lack of motivation in learning. Motivation to learn can arise due to intrinsic factors, in the form of desire and desire to succeed and encouragement of learning needs, hopes for goals. Extrinsic factors are appreciation, a conducive environment, and interesting learning activities (Seven, 2020).

Factors that influence learning motivation are internal factors and external factors. Internal factors include intelligence, talent, interest, emotion, and cognitive ability, while external factors include environmental (natural environment and social environment) and instrumental (curriculum, teaching methods, facilities, teachers, administration and management) (Kusumaningrini & Sudibjo, 2021). One of the things that affects learning motivation is learning facilities. The existence of learning facilities as a support for learning activities is very influential on learning outcomes and student achievement, this is because learning facilities can affect the smoothness and results of learning (Nortvig et al., 2018). Completeness of learning facilities will help students in learning and lack of learning facilities can hinder their learning progress. Learning facilities are a moving or immovable aspect that is deliberately given to students to facilitate learning activities so that students can achieve the expected goals (Madani, 2019).

Learning facilities include all facilities needed in the teaching and learning process, both moving and non-moving, so that the achievement of educational goals can run smoothly, regularly, effectively and efficiently, so that students can achieve optimal learning outcomes. For example, with the availability of classroom learning equipment, teaching aids, textbooks, libraries, various laboratory practicum equipment and everything that can support the implementation of the teaching and learning

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process. Learning facilities are facilities and infrastructure that support learning activities such as rooms, books, media, materials and other supporting facilities (Ramli et al., 2018). Completeness of learning facilities will help students in learning and lack of learning facilities can hinder their learning progress. The utilisation of learning facilities can provide benefits to increase and excite children's attention, so that it can lead to learning motivation. The better and more complete the facilities provided, it will increase student motivation in carrying out teaching and learning activities, on the other hand, if the facilities are only what they are, only to the extent of fulfilling the requirements as long as they exist, of course, it will affect learning motivation.

Based on observations with the fifth grade teacher at SD Muhammadiyah Klaten Utara, it was found that the learning process was not optimal. The learning process is not optimal due to several factors. First, the lack of student interest, many students think that learning is a boring thing. Second, students consider learning activities mostly in the form of practical activities, but because the amount of time available is limited. Third, school facilities and infrastructure are inadequate. Another problem found by researchers during the observation, there are still students who are not motivated to learn. This can be seen from the attitude of students who are indifferent to the learning process, do not pay attention to the teacher when explaining the material and do not do the assignments given by the teacher. This is certainly not a step phenomenon in the world of education. The teacher stated that students' willingness and motivation to learn and achieve is quite low. This can be seen when the teacher explains the subject matter, students tend to be noisy, chatting with friends, as a result the class becomes noisy and the teacher's explanation is not paid attention to.

In addition, the tasks given by the teacher are not done by the students themselves. The encouragement from within students to work independently is still lacking, and tends to depend on friends in doing the assignments given. Students at the time of collecting assignments many students collect not in accordance with the deadline and the lack of student attention when listening to the explanation of the material from the teacher when the process of teaching and learning takes place in class and lack of enthusiasm in carrying out teaching and learning activities and students are easily bored with the teacher's explanation when delivering material in class. Based on this, researchers are interested in conducting further research with the aim of knowing whether or not there is an effect of learning facilities on the learning motivation of fifth grade students at SD Muhammadiyah Klaten Utara.

### METHOD

This type of research is quantitative research with an ex post facto design. Ex post facto research is a study conducted to examine an event that has occurred and then look back to find out the factors that can cause the event. The population in the study were all fifth grade students at SD Muhammadiyah Klaten Utara, totalling 30 students. The sampling technique used was total sampling. The instrument or tool used in this research is a closed questionnaire. Learning facilities and learning motivation instruments were adopted from research (Prameswari et al., 2020). The grids of learning facilities and learning motivation are presented in the following table.

**Table 1. Learning Facilities Instrument Grid**

Variable	Indicators	Nomor Item	
		Favorable	Unfavorable
Learning Facilities	School Building Facilities	1, 14	10, 15
	Classroom Facilities	2, 7, 13	4, 8, 9
	Library Facilities	5	12
	Learning Media Facilities	6, 11	3, 16
<b>Total</b>		<b>16</b>	

**Table 2. Learning Motivation Instrument Grid**

Variable	Indicators	Nomor Item	
		Favorable	Unfavorable
Learning Motivation	Availability	1, 2, 4	3, 5
	Time	6, 7, 8	9, 10, 11
	Obligation	12, 13, 14	15, 16
	Perseverance	17, 18	19, 20
<b>Total</b>		<b>20</b>	

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Data analysis techniques consisted of descriptive statistics, prerequisite tests, and hypothesis testing. The analysis was conducted with SPSS 22.0 for Microsoft Windows.

## RESULT

The results of descriptive statistical analysis of learning facilities and learning motivation of fifth grade students of SD Muhammadiyah Klaten Utara are presented in Table 3:

**Table 3. Results of Statistical Descriptive Analysis**

Variabel	N	Minimum	Maximum	Mean	Std. Deviation
Learning Facilities	30	24.00	47.00	33.17	5.15
Learning Motivation	30	37.00	60.00	44.83	6.01

Based on Table 3, it shows that learning facilities have an average of 2.29 with a standard deviation of 0.19. Learning motivation data has an average of 80.68, with a standard deviation of 4.92.

Furthermore, the prerequisite test is analysed, the first is the normality test of the data using the Kolmogorov-Smirnov method, the results are in Table 4:

**Table 4. Normality Test Analysis Results**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		30
Normal Parameters <sup>a</sup>	Mean	0.0000000
	Std. Deviation	4.15850539
Most Extreme Differences	Absolute	0.147
	Positive	0.147
	Negative	-0.083
Kolmogorov-Smirnov Z		0.807
Asymp. Sig. (2-tailed)		0.533

Based on the statistical analysis of the normality test that has been carried out using the Kolmogorov-Smirnov test, Asymp. Sig. (2-tailed) 0.533 > 0.05, which means the data is normally distributed.

The second prerequisite test is the linearity test. Linearity test data in the study used ANOVA method, the results are presented in Table 3:

**Table 5. Linearity Test Analysis Results**

Variabel	ANOVA Table		
	Mean Square	F	Sig.
Learning Motivation (Y) * Learning Facilities(X)	25.586	2.500	0.149

From Table 5, it can be seen that the effect of learning facilities (X) and learning motivation (Y) obtained a p-value of 0.149 > 0.05. So, the effect between learning facilities (X) and learning motivation (Y) is declared linear.

After the prerequisite test is carried out, then hypothesis testing is carried out using the partial t test. The results of hypothesis testing of learning facilities and learning motivation of fifth grade students of SD Muhammadiyah Klaten Utara are presented in Table 6:

**Table 6. Hypothesis Test Results**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.905	5.123		3.300	0.003
	Learning Facilities (X)	0.842	0.153	0.722	5.515	0.000

a, Dependent Variable: Learning Motivation (Y)

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Based on Table 6 above, the simple linear regression equation can be determined as follows:

$$\text{Learning motivation (Y)} = 33.167 + 20.760 \text{ Learning facilities (X)}$$

The interpretation results of the simple regression equation above are as follows:

a. The constant is 16.905, which means that if the learning facility variable (X) is equal to zero, the learning motivation variable (Y) is 16.905.

b. The regression coefficient of learning facilities (X) obtained a value of 0.842, which means that if learning facilities (X) increase, then learning motivation (Y) will decrease by 0.842.

Based on the results of the analysis, it can be seen that the t-value is 5.515 and the p-value is 0.000 < 0.05, then H<sub>0</sub> is rejected, meaning that "there is a significant effect of learning facilities on the learning motivation of fifth grade students of SD Muhammadiyah Klaten Utara". The regression coefficient is positive, meaning that if students have high learning facilities, then learning motivation will be higher.

The coefficient of determination (R<sup>2</sup>) of the effect of learning facilities and learning motivation of fifth grade students of SD Muhammadiyah Klaten Utara the results of the analysis in Table 5.

**Table 5. Coefficient of Determination Analysis Results**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.722 <sup>a</sup>	0.521	0.504	4.23211
a. Predictors: (Constant), Learning facilities (X)				

The coefficient of determination R Square or learning facilities (X) in explaining or predicting the learning motivation variable (Y) is 0.521 or 52.10%. This means that the influence of learning facilities on learning motivation in fifth grade students of SD Muhammadiyah Klaten Utara is 52.10%, while the rest is influenced by other factors of 47.90% outside the study.

### DISCUSSION

Based on the results of the study, it shows that learning facilities can predict the learning motivation of fifth grade students of SD Muhammadiyah Klaten Utara. The effect of learning facilities on learning motivation in fifth grade students of SD Muhammadiyah Klaten Utara is 52.10%. These results do not reach 100%, because there are several others that can affect student learning motivation. Other variables that can affect student learning motivation can include the learning environment, learning methods, learning independence, and student learning styles. The results of this study are in line with research conducted by (Yugiswara et al., 2019) The results in this study show that the independent variable, namely learning facilities, has a significant effect on the dependent variable of student learning motivation. The percentage of the influence of learning facilities on student learning motivation is 82%, while the remaining 18% is influenced by other independent variables not examined in the study. Research results (Damanik, 2019) shows that partial learning facilities have a positive and significant effect on learning motivation,  $t_{count} > t_{table}$  ( $2.390 > 1.991$ ). The better and more complete the facilities provided, it will increase student motivation in carrying out teaching and learning activities, on the other hand, if the facilities are only what they are, only limited to fulfilling the requirements as long as they exist, of course, it will affect student learning motivation.

Research (Khairunisa, 2019) This study aims to determine the effect of learning facilities on the learning motivation of grade V students at SDN 001 Samarinda Utara. The results of this study indicate that: (1) there is an influence of learning facilities on the learning motivation of grade V students, this is evidenced by the rejection of H<sub>0</sub> and the acceptance of H<sub>a</sub> proposed because the value of  $r_{count} > r_{table}$ , namely  $0.325 > 0.268$  at the 5% significance level. The utilisation of learning facilities can provide benefits to increase and excite children's attention, so that it can cause motivation. Research conducted (Ramli et al., 2018) explains three factors that can affect student academic achievement, namely System Management; Learning Environment (Classroom, Teaching Aids, Library) and Infrastructure (Dormitory, Sports Facilities, Parking and Transportation). The results showed that E-learning System Management; Teaching Aids and Library Learning Environment; Dormitory, Sports Facilities and Parking and Transportation Infrastructure all significantly affect students' academic performance. All these factors contribute about 51.5% to student achievement. Learning facilities are one of the factors in achieving learning objectives and have a role in increasing student motivation. Learning facilities are all things that are needed in the learning process, both movable and immovable, to achieve learning goals (Puspitarini & Hanif, 2019). So that the learning objectives can run effectively and efficiently. Facilities have a very important role in the learning process. Facilities also support students' interest and attention to teachers in delivering material, therefore schools need to provide adequate facilities and infrastructure. The existence of

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adequate learning facilities will support students' learning activities in the smooth learning process. Completeness of learning facilities will help students in learning and the lack of learning facilities can hinder their learning progress. In addition, the use of learning facilities can also provide benefits to increase and excite the attention of students, so that it will generate learning motivation (Che Ahmad et al., 2017).

Facilities that support learning and high student motivation will encourage students to have a passion for learning, so that the learning outcomes obtained by students will be high. Children will feel happy in learning if children feel comfortable if learning facilities are fulfilled. Children feel comfortable at school if the facilities support student learning, the child will have the motivation to study harder, so the child will succeed in learning. Conversely, children will not feel comfortable at school if the facilities do not support student learning, the child does not have the motivation to study harder, so the child is less successful in learning. In other words, the higher the quality of facilities and student learning motivation, the higher the learning outcomes. Conversely, the lower the quality of student facilities, the lower the learning motivation.

The availability of learning facilities as a supporting tool for learning activities is very influential on student motivation and learning achievement, because the availability of learning facilities affects the smooth running of the student learning process. The completeness of learning facilities will help students in learning, the lack of learning aids or facilities will hinder their learning progress. The fulfilment of learning facilities at school and at home must of course be balanced with creating a conducive learning environment. Creating a conducive learning environment does not have to be a tense atmosphere, but a pleasant, peaceful and harmonious atmosphere (Eze et al., 2018). Learning facilities play a role in facilitating and expediting students' learning activities. Learning facilities can also make it easier for students to solve problems that arise while learning and understanding lessons or assignments given by the teacher (Simamora, 2020). The learning process will certainly not be separated from learning facilities. Facilities are very important to facilitate and facilitate the learning process. Adequate learning facilities will support students in achieving maximum learning outcomes. Learning facilities are often referred to as facilities and infrastructure. If the learning facilities for students are incomplete, the learning process will not be maximised, hampered or even not carried out. This means that facilities play a very important role in facilitating and solving problems that arise when the teacher gives the task of understanding or learning lessons. The facilities in question are facilities and infrastructure in learning. Learning facilities are the completeness of teaching teachers that must be owned by schools. This is a teacher's need that cannot be taken lightly. Teachers must have handbooks and supporting books so that the teacher's insight is not narrow. The teaching aids that teachers need must be available at school so that teachers can use them at any time in accordance with the teaching methods that will be used in delivering learning materials in class. Learning facilities are all that is needed in the teaching and learning process, both movable and immovable, which are used directly or indirectly to facilitate and smooth the learning process in order to achieve educational goals so that it can run smoothly, regularly, effectively and efficiently. Learning facilities are a tool or complement that supports the learning activity process to facilitate or facilitate the teaching and learning process of students. Learning facilities have three aspects, namely: learning resources, teaching aids, and learning support (Cheng & Lai, 2020). Learning resources are all materials that can be used to provide information to students, learning resources can be data, people or certain objects that can be used in the learning process. Learning tools function as helping students to support efficiency in the learning process. Learning support is a part that is quite important in the learning process. Clean classrooms, not cramped classrooms, bright classrooms are included in supporting learning (Lin et al., 2017).

### **CONCLUSION**

Based on the results of the study, it shows that learning facilities can predict the learning motivation of fifth grade students of SD Muhammadiyah Klaten Utara. The effect of learning facilities on learning motivation in fifth grade students of SD Muhammadiyah Klaten Utara is 52.10%. These results do not reach 100%, because there are several others that can affect student learning motivation. For this reason, further research is needed on the factors that influence learning motivation, because this research is only limited to the learning facility variable, so research needs to be conducted using other factors. Teachers are expected to be able to use learning facilities as well as possible, considering that the facilities and infrastructure are sufficient to increase student activeness in learning and achieve goals with maximum learning outcomes, even though it requires more control to supervise students. To the school to be able to support the availability of learning facilities used in learning activities, especially improving infrastructure that is more supportive in learning in order to increase student motivation to be even better.

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