



The influence of the school environment and family environment on student learning motivation at SMP Negeri 3 Kauditan

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Abstract

Research has been conducted which aims to analyze the influence of the school environment and family environment on student learning motivation at SMP Negeri 3 Kauditan. The population of this research is SMP Negeri 3 Kauditan. The total population to be studied is 91 with 3 classes. The sample in this research was 30 students, 10 students were taken in each class. Data collection techniques in this research used questionnaire and documentation methods. The data analysis technique in this research is to use descriptive statistical analysis and multiple regression correlation analysis. The results show that there is a significant influence of the school environment on the learning motivation of students at SMP Negeri 3 Kauditan. This means that the school environment can increase student learning motivation. There is a significant influence of the family environment on the learning motivation of students at SMP Negeri 3 Kauditan. This illustrates that the family environment can be a factor that influences increasing student learning motivation. There is a significant influence of the school environment and family environment on the learning motivation of students at SMP Negeri 3 Kauditan. Thus, the school environment and family environment can increase students' learning motivation.

Keywords: School environment, family environment, learning motivation

Introduction

Education has a very important role for the progress of a nation. Therefore, education must continue to be improved both in terms of quality and quantity. The existence of 9 years of education shows that the government is trying to improve the quality of education. "Every student has aspirations to achieve success in learning, but not all students achieve this success" (Darsono, 2000). In an effort to improve the quality of learning, various efforts are made, namely by increasing learning motivation. In terms of learning, students will be successful if within themselves there is a will to learn and a desire/encouragement to learn, because by increasing learning motivation, students will be moved, directed in their attitudes and behavior in learning. Motivation is not only important because it is a factor that causes learning, but also facilitates learning and learning outcomes (Catharina, 2006). According to Biggs and Tefler in Dimiyati and Mudjiono (1994) "students' learning motivation can become weak, weak motivation or lack of learning motivation will weaken activities so that the quality of learning outcomes will be low". Therefore, students' motivation to learn needs to be strengthened continuously. With the aim that students have strong learning motivation, so that the learning outcomes they achieve can be optimal. According to Munib (2005) the family is the first and foremost environment, because before humans knew about other educational institutions, this institution was the first to exist. Good parental education patterns and a harmonious family atmosphere make the child's psychological condition controlled. This will support the child's learning process to run smoothly, calmly, enthusiastically to learn and the child will feel cared for and also motivated to learn. The real aspect that must be achieved as a reflection of the quality of

human resources is motivation and high learning achievement at every level and type of education. All of this cannot be separated from the role of parents who have natural authority as educators in the family environment. The relationship between the family environment and motivation to learn includes parental education. It is hoped that parental education is an educational program intended for parents to be able and skilled in educating their children to grow and develop optimally in physical, emotional, social, financial and intellectual aspects. The level of parental education is one of the factors that influences parents' parenting patterns towards their children. Parents with higher or lower education definitely differ in how they care for their children. Different parenting styles will definitely form different children's characters. The education that parents have taken also greatly influences a child's education, parents with a low level of education will have limited knowledge when compared to parents with a high level of education. The level of parental education is one of the factors that influences parents' parenting patterns towards their children. Parents' attention in providing children's learning facilities, namely providing a special room for studying, lighting in children's study rooms, fulfilling notebooks and children's stationery, is our common hope in supporting children's learning success. This means that parents always provide adequate learning facilities for their children. In reality, there are still parents who pay little attention to these things, so attention to their children can be said to be low. High parental attention will encourage children to learn so that satisfactory learning achievements will be achieved. On the other hand, low parental attention will affect their children's

learning achievement so that their learning achievement tends to be low.

Apart from family, school is the second environment known to students. "In the school environment, it is understood as a formal education institution, where teaching and learning activities take place, knowledge is taught and developed to students" (Tu'u, 2004). The school environment and its influence on learning motivation includes, among other things, learning planning. Learning planning is an action carried out by teachers in preparing the learning process so that it can run smoothly, effectively and efficiently.

Regardless of whether or not there is influence from family and school on student learning motivation, motivation is very necessary in learning activities and determines optimal achievement. Without motivation, it is impossible for learning activities to run optimally, as a consequence student learning outcomes tend to decline. Thus, learning motivation is an indicator that needs serious attention to realize educational success. However, the reality on the ground shows that there are still students who lack discipline.

The results of field observations found through interviews with teachers and students showed that several forms of violations committed by students at SMP Negeri 3 Kauditan included arriving late to school, not entering school without permission, leaving certain lesson times, not wearing uniforms correctly, playing with cellphones. during teaching and learning activities, and arguing with friends. These several things clearly show that at SMP Negeri 3 Kauditan there are still several violations of the rules and regulations set by the school. Even though this form of violation is in the mild category and the frequency is relatively small, if this is left unchecked it can certainly disrupt students' learning activities. Based on the above phenomena, this research aims to analyze the influence of the school environment and family environment on students' learning motivation at SMP Negeri 3 Kauditan.

Method

This research approach is quantitative research. Meanwhile, this type of research uses associative research. The population of this research is SMP Negeri 3 Kauditan. The total population to be studied is 91 with 3 classes. The sample in this research was 30 students, 10 students were taken in each class. This research uses a purposive sampling technique. According to Sugiono (2016) purposive sampling is a technique for determining samples with certain considerations. The instruments used by researchers in this research were questionnaires and documentation.

Data collection techniques in this research used questionnaire and documentation methods. Test the research instrument. The instrument is said to be good if it meets the important data requirements, namely validity and reliability. The instrument trial in this research was carried out on several students at SMP Negeri 3 Kauditan, totaling 30 respondents. The data analysis technique in this research is to use descriptive statistical analysis and multiple regression correlation analysis. According to Sugiyono (2016), regression analysis is used by researchers if they intend to research using a minimum of two independent variables. Testing classical assumptions to show valid relationships. The classical assumption tests used are the normality test and the linearity test. The hypothesis tests used are partial tests (T test) and simultaneous tests (F test).

Results and Discussion

a. Results

The validity test is used as a measure that can show the level of validity of the instrument to be used. An instrument can be said to be valid if it can be used to measure what it should measure. Validity testing uses the product moment formula discovered by the person. The instrument is said to be invalid if $r > 0.05$, if it is less than 0.05 then it can be concluded that the instrument items are valid. Testing the validity of the instrument for the school environment with a total of 19 statements was carried out on 35 respondents. The results of the trial were 4 items that were invalid because the probability value was greater than the significance level. Testing the validity of the instrument for the family environment with 17 statements was carried out on 35 respondents. The results of the trial were 2 items that were invalid because the probability value was greater than the significance level. Testing the validity of the instrument for learning motivation with a total of 18 statements was carried out on 35 respondents. The results of the trial were 3 items that were invalid because the probability value was greater than the significance level. Invalid items are not used again in subsequent data retrieval.

Reliability is the test that an instrument is reliable enough to be used as a data collection tool. A reliable instrument is an instrument that can be used several times to measure the same object, and will be able to produce the same data. The instrument reliability test in this research uses the Cronbach's Alpha formula, if the Cronbach's Alpha value is less than 0.6 then the variable is declared unreliable. Based on the data, it shows that the value of Cronbach's alpha is greater than 0.6. The school environment variable shows a Cronbach's alpha value of 0.796, the family environment variable shows a value of 0.868, both of these values are greater than 0.6, while the learning motivation variable shows a value of 0.848, both of these values are greater than 0.6, so it can be used. for further data collection.

The normality test is a test that aims to assess whether a variable has a normal distribution or not. A good regression mode is a data distribution that is close to normal. The method that the researcher will use is the Kolmogorov semirnov statistical test, therefore if the significance of the Kolmogorov semirnov test results is greater than 0.05 then it is normally distributed and if it is less than 0.05 then it is not normally distributed. Based on the normality test, the Kolmogorov semirnov significance value of 0.200 is greater than 0.05, so it can be stated that the normality assumption is met.

The linearity test is carried out in order to find out whether two variables have a linear relationship or not. This test is carried out on each independent variable on the dependent variable. In this research, the author will carry out a linearity test using SPSS 29. If the calculated F is less than the F table, it means there is a linear relationship between the independent and dependent variables. On the other hand, if the calculated F probability is more than F table then there is no linearity between variables significant. This conclusion was obtained because the deviation from linearity F value from the table above is smaller than the F table of 3.26. From the data, it was found that the deviation from Linearity F value was 1.608, which could indicate that the variables of learning motivation and learning outcomes had a significant linear relationship. So it can be concluded that there is a

significant linear relationship between family environment variables and learning motivation.

Analysis of multiple linear regression test data using SPSS 29. The multiple linear regression equation in this study is: $Y = \alpha + b_1X_1 + b_2X_2 + \mu$ so that $Y = -32.968 + 0.827 X_1 + 0.915 X_2 + \mu$. Multiple linear regression analysis aims to find out whether the independent variables, namely X_1 and partial (individually) on the dependent variable. The T test can find out whether H_0 is rejected and H_a is accepted or vice versa. The results of the t test show that $t_{count} (7.682) > t_{table} (1.693)$, so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, so that there is an influence between variables X_1 and Y . Furthermore, the significance value of t is $0.001 < 0.05$, so the null hypothesis is rejected and the alternative hypothesis is accepted. The conclusion from these data is that there is an influence between school environmental variables on student learning motivation.

This research consists of two independent variables which are then carried out with a T test, namely the family environment variable on student learning motivation. The test results show that there is an influence between learning motivation variables on student learning outcomes. This can be proven by knowing $t_{count} (6.530) > t_{table} (1.693)$ and the significance of t $0.001 < 0.05$, so the null hypothesis is rejected and the alternative hypothesis is accepted. The conclusion from these data is that there is an influence between family environmental variables on student learning motivation. The F test is used to find out whether all X or independent variables influence the Y or dependent variable. Based on the calculations, it can be concluded that the variables of the school environment and family environment as independent variables jointly influence student learning motivation at SMP Negeri 3 Kauditan. All of this can be proven by $F_{count} (80.256) > F_{table} (3.29)$ and the significance value $F (0.001) < 0.05$, this shows that H_0 is rejected and H_a is accepted.

b. Discussion

1. The Influence of the School Environment on Learning Motivation

Based on the results of the questionnaire distributed by researchers to students, the value of the school environment at SMP Negeri 3 Kauditan can be determined. Looking at the results of regression calculations using SPSS which were carried out on school environment variables on learning motivation, several values were obtained. In the calculation table it is known that $t_{count} (7.682) > t_{table} (1.693)$ and the significance of t $(0.001) < (0.05)$, so that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Thus, school environmental variables influence the learning motivation of students at SMP Negeri 3 Kauditan.

The results of this research are also in accordance with the opinion expressed by Dimiyati and Mudjiono (2013) regarding the influence of learning motivation, one of which is influenced by the school environment. That the student's environment can be in the form of natural conditions, living environment, peer interactions, and social life. As members of society, students can be influenced by the surrounding environment. Natural disasters, dirty housing, threats from naughty colleagues, fights between students, will interfere with seriousness in studying. On the other hand, a beautiful school environment and harmonious student relationships

will strengthen motivation to learn. Therefore, the quality of a healthy school environment, harmony of life and social order need to be improved. With a safe, peaceful, orderly and beautiful environment, enthusiasm and motivation for learning can easily be strengthened.

Previous research results that are in line with the results of this research include research conducted by Dina (2017) explaining that the calculation results generally show that there is a significant positive influence between the school environment on the social studies learning motivation of class VIII students at MTs Nuris Jember which is shown through analysis. data using the person's product moment (r_{xy}) Correlation Test with a calculation result of 0.400. which turns out to be above the significance value of 0.05 (5%) or $(0.400 > 0.374)$. This means that there is a significant correlation between the school environment and student learning motivation at MTs Nuris Jember. Previous research conducted concluded that there was a positive correlation between the school environment and the learning motivation of students in class VIII.3 SMPM Pamulang, meaning that the school environment had an influence on students' learning motivation at school.

Research also conducted by Martina (2019) explained that based on the results of the hypothesis test, there was an influence of the school environment on student learning outcomes in Islamic Religious Education subjects at SMP Negeri 9 Tulung Selapan, OKI Regency. This can be seen from the "r" value of 0.539 with a significance level of 0.355 (5%) and 0.456 (1%). Thus the calculated "r" of 0.539 is greater than the "r" table at both 5% and 1% significance. Then calculating the coefficient of determination obtained R^2 0.290, meaning that student learning outcomes are 29% influenced by the school environment. So the alternative hypothesis H_a is accepted and H_0 is rejected. This means that there is a significant influence between the school environment on student learning outcomes in Islamic Religious Education subjects at SMP Negeri 9 Tulung Selapan, OKI Regency.

The school environment is the second main educational environment after the family. Students, teachers, administrators, counselors live together and carry out education in an orderly and well-planned manner. The school environment is one of the factors that influences children's growth and development, especially their intelligence. The school environment plays a very important role in improving children's mindset, because complete facilities and infrastructure for learning as well as good environmental conditions are very important to support the creation of a pleasant learning environment. School is a bridge for students to mature, interact well in the family environment and be able to adapt to society. It is hoped that students will be able to apply what they learn at school well. With these various learning opportunities, student growth and development are directed and encouraged in a curriculum which in turn is implemented in the form of a learning process.

2. The influence of family environment on learning motivation

Based on the results of the questionnaire distributed by researchers to students, the value of the family environment at SMP Negeri 3 Kauditan can be determined. Looking at the results of regression calculations using SPSS carried out on family environment variables on learning motivation,

several values were obtained. In the calculation table it can be seen that $t_{count} (6.530) > t_{table} (1.693)$ and the significance of $t (0.001) < 0.05$, so that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Thus, family environmental variables influence student learning motivation.

The presentation of the data that has been presented can provide an idea of how important the family environment is in encouraging learning motivation to get maximum learning results. Previous research results that are in line with the results of this research include research conducted by Margawati (2018) explaining that the influence of the family environment on student learning motivation can be seen from the r_{count} value of $0.455 > r_{table} 0.359$, which means that the family environment has a positive role in influencing student learning motivation. class VIII at SMP Muhammadiyah 1 Jember. There is sufficient influence from the family environment on students' learning motivation, because there are many factors that influence learning motivation and family environmental factors influence 45.5% of students' learning motivation.

The family environment is an extrinsic factor in providing motivation to foster high enthusiasm for student learning so that they can achieve optimal and satisfying results. In contrast to the family environment which does not provide learning motivation for children, this can cause children's learning motivation to decrease and they are no longer enthusiastic about carrying out learning activities, so that their goals cannot be achieved as desired. Other research also by Khotima (2020) Based on the results of research and data analysis conducted at SMP Negeri 1 Terpadu Melinting, East Lampung, researchers can conclude that there is an influence of the family environment on student learning motivation. The research results show that there is a significant influence between the family environment on student learning motivation. This is shown by the correlation value between family environment and learning motivation of 0.495 and a significant value of $0.002 < 0.05$, meaning that the significant value is smaller than 0.05, so in this study the alternative hypothesis (H_a) is accepted and (H_0) is rejected. The r square value is 0.245 or equal to 24.5%. This figure means that the family environment has an influence on students' learning motivation, while 75.5% is influenced by factors that were not studied.

The way parents educate their children has a big influence on their children's learning motivation. Parents educating their children means that parents pay attention to their children. If parents don't care about their children, especially in their learning, then their children will have less motivation to learn. Relationships between family members are also needed for children to support the learning process. If parents do not have a good relationship with their children, such as parents who educate too hard and are indifferent to their children's learning, this will reduce the child's enthusiasm and motivation for learning. The atmosphere of the home, the atmosphere in the family greatly influences children's motivation and enthusiasm for learning, the unsafe atmosphere that children often encounter will cause motivation and enthusiasm for learning to stagnate as well. Parental attention, children in learning need support from parents, because with parental support, children feel that they are being given attention to their parents, children in learning need encouragement and attention from parents, if children are studying, don't be

disturbed by tasks at home, sometimes children lack enthusiasm, Parents must provide attention and encouragement to help children experience difficulties at school.

3. The influence of the school environment and family environment on learning motivation

The results of research conducted by researchers state that simultaneously the school environment and family environment of students at SMP Negeri 3 Kauditan jointly influence learning motivation. Based on calculations proven by $F_{count} (80.256) > F_{table} (3.29)$ and the significance value $F (0.001) < 0.05$, this shows that H_0 is rejected and H_a is accepted. From this data, it can be seen that school environment and family environment variables can influence learning motivation. If you want students to get good grades, students must have motivation in studying. Therefore, it is important for students to have high motivation so that the grades they get will be maximum. Muslem (2022) in his research shows that 1) Partially the family environment influences the learning motivation of students at SMP Negeri 10 Banda Aceh, with a regression coefficient of 0.57 and $t_{count} = 15.26$ with a significance level = 0.05. 2). Partially, the school environment influences the learning motivation of students at SMP Negeri 10 Banda Aceh with $t_{count} = 5.26$. 3) Simultaneously the family environment and the school environment have a very high influence on the learning motivation of students at SMP Negeri 10 Banda Aceh amounting to 46.86. The average value of student learning motivation is 4.4, this shows that the learning motivation of students at SMP Negeri 10 Banda Aceh is in the good category.

Fatimah (2022) explains that stating that the family is the first and most important environment in education, the family provides the basic foundation for the learning process in the school and community environment. The family environment is the first learning that children receive, because in the family children will receive guidance and education. Therefore, children receive more learning through the family. Children who receive more attention from their parents in the process of their learning activities will be more motivated to be more active in improving their learning. A good and conducive family environment will stimulate children to study harder and achieve higher learning outcomes. Apart from that, Mokoagouw (2020) in his research explained that the school environment has a significant influence on student learning motivation. The better the school environment, the better it will be able to increase student learning motivation. The influence of the school environment on student learning motivation reaches 65%, while the remaining 35% of student learning motivation is influenced by other variables not examined in this research.

From the results of the questionnaire, many students had the opinion that the school learning environment was not conducive. This is due to the location of the school. This triggers a busy atmosphere outside the school that can be heard inside the school so that the learning atmosphere is less calm. In this case the learning environment is very important not only at school but the environment after school, namely the supportive environment of parents and the community which can have a positive impact and a comfortable atmosphere. then students can achieve maximum learning outcomes. The family environment and

school environment are important factors in fostering student motivation to learn. With a good family environment and school environment, students' learning motivation will be higher.

Conclusion

Research on the influence of the school environment and family environment on learning motivation has been carried out on 35 students. Based on data analysis, hypothesis testing and the results of discussions put forward by researchers, it can be concluded as follows.

1. There is a significant influence of the school environment on the learning motivation of students at SMP Negeri 3 Kauditan. This means that the school environment can increase student learning motivation.
2. There is a significant influence of the family environment on the learning motivation of students at SMP Negeri 3 Kauditan. This illustrates that the family environment can be a factor that influences increasing student learning motivation.
3. There is a significant influence of the school environment and family environment on the learning motivation of students at SMP Negeri 3 Kauditan. Thus, the school environment and family environment can increase students' learning motivation.

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