



## Correlation Study of Student Learning Motivation in Civics Subjects in High School

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### ABSTRACT

**Purpose of the study:** The purpose of this study was to find out how the description of the school environment and the description of students' learning motivation in Civics subjects and the influence of the school environment on students' learning motivation in Civics subjects at SMA Negeri 6 Pandeglang.

**Methodology:** The approach used in this research is a quantitative approach. The population in this study were all students majoring in social studies at SMA Negeri 6 Pandeglang, totaling 436 students. The sample used in this study was 82 students majoring in social studies at SMA Negeri 6 Pandeglang. The instruments used in this study were the school environment instrument and the student learning motivation questionnaire. The data analysis technique in this study is the correlation method with product-moment correlation and regression.

**Main Findings:** The research results obtained by product moment correlation analysis, which has a sig value.  $0.408 > 0.05$  and the relationship level is 40.8%, meaning that the effect is at a moderate level of relationship. Furthermore, in the regression analysis, namely  $Y' = 59.040 + 0.339X$  and obtained a tcount of  $3.986 > ttable 1.663$  stating that  $H_0$  is rejected and  $H_a$  is accepted.

**Novelty/Originality of this study:** There is an influence of the school environment on students' learning motivation in Civics subjects.

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## 1. INTRODUCTION

Education is one of the processes to form citizens who are intelligent in knowledge and skills [1], [2]. Education is also a means to develop one's knowledge, skills, and mindset [3]. According to Law (UU) Number 20 of 2003 concerning the National Education System (SISDIKNAS) in article 1 reads "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength , self-control, intelligence personality, noble character, and the skills needed by the people of the nation and state.

In order to achieve the goals of national education, concrete steps are needed from all parties, especially the government. The real steps taken by the government in realizing the goals of national education are by declaring 12 years of compulsory education and holding three educational pathways, this is stated in Law Number 20 of 2003 article 13 paragraph 1. Formal education is education in schools that is pursued officially, systematically and in stages consisting of basic education, secondary education and higher education which is under the auspices of the Ministry of Education and Culture, while non-formal education is education that is organized for citizens or communities who require educational services in order to support lifelong education [4], [5]. Non-formal education consists of course institutions, training institutions, study groups, community

learning activity centers, and similar educational units. Meanwhile, informal education is an activity carried out by the family and the environment in the form of independent learning activities [6].

School is basically a means to carry out education with the aim of educating students through education and teaching. Learning and teaching activities in schools can be carried out indoors or outdoors. Learning is an activity or a process to gain knowledge, improve skills, improve behavior, attitudes, and strengthen personality [7]. Teaching is an attempt to create conditions or environmental systems that support and allow for the learning process to take place [8]. Furthermore, teaching is an effort to provide stimulus, guidance, direction, and encouragement to students so that the learning process occurs.

In practice, the learning and teaching process given by the teacher to students will not run optimally without motivation in students. Motivation is an impulse that arises in an individual to do something in order to achieve goals. Motivation can be said to be the overall driving force within students that generates, guarantees continuity and gives direction to learning activities, so that it is hoped that the goals can be achieved [9]. Basically motivation can help individuals understand and memorize material, especially in learning activities. Motivation to learn can arise due to two factors, namely: intrinsic factors such as the desire and desire to succeed, the encouragement of the need for learning, and expectations of ideals and extrinsic factors such as appreciation, a conducive learning environment, and interesting learning activities [10].

The school environment is one of the extrinsic factors that influence students' learning motivation. The environment in question is divided into three parts, namely the physical environment of the school including learning facilities and infrastructure, learning resources, and learning media, the social environment of the school includes the relationship between students and their friends, teachers, and other school staff, and the academic environment. includes the school atmosphere, school buildings, implementation of teaching and learning activities, and discipline [11], [12]. School environmental factors that influence student learning include teaching methods, curriculum, teacher-student relations, student-student relations, school discipline, lessons and school time, lesson standards above size, state of the building, learning methods and homework [13]. In the school environment the learning process takes place, in practice not all students are able to follow the lesson well or have attended the lesson but get results that are not satisfactory, for example in the subject of Pancasila and Citizenship Education (PPKn).

PPKn is one of the subjects that exist at every level of education, with the aim of forming citizens who understand and are able to carry out their rights and obligations as citizens [14]–[16]. In simple terms, the purpose of PPKn subjects is to form good national citizens with attitudes and behaviors that are in line with the values of Pancasila and the values prevailing in society [14]. Civics lessons in their application cannot be separated from various obstacles and the results from Civics lessons are still not optimal, this happens because there are several contributing factors, including teacher factors regarding teaching skills, managing learning stages and method utilization, and student factors that must be considered are student characteristics, curriculum factors on how to formulate learning objectives, as well as about the environment, physical environment and non-physical environment that supports learning. Then the timing of lessons, PPKn lessons are lessons that contain quite a lot of material in one meeting, coupled with minimal practical activities in PPKn lessons, it can be said that almost all of the material is in every meeting.

When PPKn lessons are placed in the last hour before going home, it is a factor that has a considerable influence on the concentration of students in participating in learning. After teaching methods, learning resources, learning media, and the placement of lesson hours, no less important is the curriculum which often changes. This not only affects the teacher as the one who runs the curriculum, but students also influence their readiness to accept subject matter and study hours are too long, so it is not uncommon for students to experience a decrease in learning outcomes. The purpose of this research is to looking at the influence of the school environment on students' learning motivation in Pancasila and civics education subjects at SMA Negeri 6 Pandeglang.

## 2. RESEARCH METHOD

The approach used in this research is a quantitative approach. Quantitative research is a process of finding knowledge using data in the form of numbers as a tool to find out what we want to know [17], [18]. Population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn [19], [20]. In this study, all students majoring in social studies at SMAN 6 Pandeglang in 2018 totaled 436 students. The sampling technique used in this study is probability sampling technique with proportionate stratified random sampling. Probability sampling is a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a member of the sample [20]. The researcher took 82 respondents from the initial respondents totaling 436. As for the distribution of respondents per class, namely class X totaling 34 male and female respondents, class XI numbering 24 male and female respondents, class XII totaling 24 male and female respondents .

The data collection technique in this study was in the form of a learning environment questionnaire and a learning motivation questionnaire. The lattice of the questionnaire instrument for the learning environment and learning motivation is as follows.

Table 1. Study environment and learning motivation questionnaire grid

Variable	Indicator	No Item
Learning Environment	Facilities and infrastructure	4,21,22,27
	teaching method	3,9
	Teacher and student relationship	2,5,12,14,16,19
	Student and student relations	1,8,15,18,20,26
	Student and school staff relations	6,13
	School atmosphere	7
	School building	28,29,30
	Code of Conduct	10,11,20,25
	Learning process	17,24
Motivation to learn	There is desire and desire to succeed	4,8,11,12,13,24,25,26,27
	There is encouragement in learning	1,3,7,9,17,19,22,23
	There are hopes and aspirations for the future	2,10,16
	There is a conducive environment for activities	15,18,20
	There is an appreciation in learning	5,6
	There are interesting activities in learning	14,21

This data analysis technique uses a product moment correlation test and a simple linear regression test. Simple regression can be analyzed because it is based on a functional or causal relationship between the independent variable X and the dependent variable Y [19], [21]. Before the product moment correlation test and simple linear regression test are carried out, a prerequisite test must be carried out on the assumptions such as normality and linearity [22], [23]. Data processing in this study was carried out using SPSS v23 software.

### 3. RESULTS AND DISCUSSION

The use of parametric statistics requires the fulfillment of several assumptions, one of which is that the data being analyzed must be normally distributed, whereas in the regression analysis the assumption of linearity must be fulfilled.

Table 2. Normality Test Results

Variable	Sig.	Information
Environment	0,55	Normal Distributed
Motivation to learn	0,200	Normal Distributed

Based on the table above, it can be seen that the significance value of the environment and learning motivation is more than  $> 0.05$ . Based on this, it can be concluded that the data is normally distributed. Then a linearity test was carried out, this data linearity test was used to find out whether the data obtained in the study had a linear relationship or not, for more details can be seen in the following table.

Table 3. Linearity Test Results

Variable	Deviation from Linearity	Information
Student Learning Motivation *Learning environment	0,269	Linearly distributed

Based on the linearity test of the data above, the researcher can conclude that the environmental variables and learning motivation have a sign value. Deviation from linearity of 0.269 with a sign level. 0.05, then the data that has been obtained above has a linear relationship because of the sign value.  $>0.05$ .

Then a product moment correlation test was carried out to determine the relationship between the two variables. The detailed correlation test results are in the following table.

Table 4. Product Moment Correlation Test Results

		Student's motivation to study	Learning environment
Student's motivation to study	Pearson Correlation	1	0.408**
	Sig. (2-tailed)		.000
	N	82	82
Learning environment	PearsonCorrelation	0.408**	1
	Sig. (2-tailed)	.000	
	N	82	82

Based on the results of the correlation test above, the researcher can conclude that there is a relationship between environmental variables and learning motivation. Furthermore, the Pearson correlation has a sign value. 0.288, this shows that the value of the correlation coefficient between variables X and Y has a moderate or moderate level of efficiency. Then a simple linear regression test was carried out to find out the form of the relationship and the closeness of the relationship between variables X and variable Y. The results in more detail can be seen in the following table.

Table 4. Regression Coefficient Results

Model	UnstandardizedCoefficients		StandardizedCoefficients	t	Sig.
	B	Std.Error	Beta		
Constant	59.040	14.811		3.986	0.000
Learning environment	0,339	0.126	0.288	2.688	0.009

Learning environment Based on the calculation results of the regression analysis above, it shows that the constant a value is 59,040 and the audio-visual media coefficient value is 0.339. The values above can be entered into the simple linear regression equation with the formula  $Y' = a + b X$ , so that the results obtained from the calculation above are  $Y' = 59,040 + 0.339X$ .

The school environment is all conditions or all activities related to the learning process. Sukmadinata further divides the school environment into three parts, namely 1) the physical environment of the school includes learning facilities and infrastructure, learning resources, and learning media, 2) the social environment of the school includes student relationships with their friends, teachers, and school staff others, 3) the academic environment includes the school atmosphere, school buildings, implementation of teaching and learning activities, and discipline.

Participate actively in the learning process, meaning that students do not only receive material from the teacher or learning is one-way, namely from the teacher to the students, but there is interaction between students and the teacher or there is reciprocity in the learning process, especially in terms of asking what subject matter less understood. So that the learning process can be said to be not monotonous and the results of the learning process will be better, because students who do not understand the material will ask it back to the teacher. When students already have seriousness in learning to solve a question then it is a real step that in students has grown motivation in learning activities so that the learning given by the teacher to students will be easier to understand and understand because of the desire in the students students to take part in learning activities already exist, as a result the learning process will be more optimal.

The calculation results obtained for product-moment correlation analysis in this study obtained a correlation coefficient ( $r_{xy}$ ) or  $r_{count} = 0.408$  with a significance level ( $\alpha$ ) = 0.05 and the number of respondents ( $n$ ) = 82 students, so that  $t_{table} = 0.220$ . From the results of these calculations it can be concluded that the alternative hypothesis ( $H_a$ ) is accepted, meaning that there is an influence between the school environment on students' learning motivation. The calculation results obtained for simple linear regression analysis in this study obtained  $t_{count} = 3.986$ , while  $t_{table} = 1.663$ . Based on this explanation, the  $t_{count}$  is  $3.986 > t_{table} 1.663$ , it can be concluded that the alternative hypothesis ( $H_a$ ) is accepted, meaning that there is an influence of the school environment on students' learning motivation in Civics subjects.

Based on the explanation above, it can be concluded that there is a significant correlation between school environment variables and students' learning motivation variables with a correlation result of 0.408.  $0.339X$  with a positive regression direction and there is an increase in the value obtained for each variable, meaning that if the value of the school environment (X) is 0 then the value of students' learning motivation (Y) is 59.040 whereas when the value of the school environment increases by 1 then students' learning motivation experiences an increase of 59,040. This can prove that the school environment can influence students' learning motivation, especially in Civics subjects even though the level of influence produced is so low, so that when a school or educational institution wants to develop the potential of students through increasing learning motivation, the first thing to pay attention to is the staff. educators themselves because of that factor that has a large enough contribution to increase students' learning motivation. Rather than the school environment itself, the school environment is no less important in increasing student learning motivation because in the learning

process carried out by educators, an adequate or supportive school environment is needed. This is supported by the opinion of Yudia Fauzi et al., (2013) which mentions the factors of the school environment that influence student learning, namely teaching methods, curriculum, teacher-student relations, student-student relations, school discipline, lessons and school time, lesson standards on size, state of the building, learning methods and homework.

#### 4. CONCLUSION

Based on data analysis, hypothesis testing, and the results of the discussion that has been explained by researchers, it can be concluded that there is a significant influence between the school environment on students' learning motivation in Pancasila and Citizenship Education subjects. The influence of the school environment on students' learning motivation is relatively low with a coefficient of  $R = 0.408$ . While the size of students' learning motivation can be predicted through the regression equation  $Y' = 59.040 + 0.339X$ , meaning that if the value of the school environment (X) is 0 then the value of students' learning motivation (Y) is 59.040 so that when the value of the school environment increases by 1 then students' learning motivation experienced an increase of 59.040.

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