



The Influence of Learning Motivation and Learning Facilities on The Learning Presetation of Mambaul Ulum Mts Mambaul Ulum Mts Students Margo Mulyo Belitang 2 Oku Timur

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ABSTRACT

The purpose of this study was to determine whether there is an effect of learning motivation and social studies learning facilities either partially or simultaneously on social studies learning achievement. The population of this study were students of class VII A and VII B of MTS MAMBAUL ULUM Margo Mulyo Belitang 2 Oku Timur, whose number was 56. The variables studied were learning motivation and learning facilities as independent variables and learning achievement as related variables. The data collection method uses direct observation at school. The results of this study indicate 1) there is an effect of learning motivation on learning achievement, 2) there is an influence of learning facilities on learning achievement 3) there is a simultaneous influence of learning motivation and learning facilities on social studies learning achievement.

Keywords: *Learning Motivation, Achievement Learning Facilities Belajar*

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INTRODUCTION

In the current era of globalization, education is very important in preparing an intelligent, highly competitive generation and shaping the personality of a society (Ryan

& Deci, 2020). School is one of the formal educational institutions that systematically prepares the nation's generation to face various challenges of future change. In social life, people tend to always change (Zhou dkk., 2019), education has a role in responding to these changes. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Oztemel & Gursev, 2020). To achieve this goal, education can be carried out one of them at the formal school level such as schools (Auliani dkk., 2023; Mustafiyanti dkk., 2023). Learning that is carried out in schools is arranged systematically to achieve the expected goals.

One indicator of the achievement of learning objectives is the learning achievement obtained by students. Learning achievement is achieved as a form of student mastery of the material that has been taught (Cui dkk., 2019). A person's learning achievement is in accordance with the level of success of something in learning the subject matter expressed in the form of grades or report cards for each field of study after experiencing the teaching and learning process (Mulyasari dkk., 2023; Wanti dkk., 2023). Learning achievement of students can be known after an evaluation is held. The results of the evaluation can show the high or low learning achievement of students (Parisi dkk., 2019). Learning achievement is influenced by many factors both internal and external factors. One that influences learning achievement is learning motivation (Al Maarif dkk., 2023; Noer dkk., 2023). In addition to learning motivation, learning achievement is also influenced by learning facilities as found by Priastuti (2016).

Based on observations at MTS MAMBAUL ULUM it was found that some students did not bring books or did not do assignments given by the teacher (Hermansyah dkk., 2023; Utami dkk., 2023). Besides that, learning facilities at MTS MAMBAUL ULUM were found in the classrooms where there were no fans and learning media did not yet exist so that learning in class was less comfortable (Chen dkk., 2019). Based on the documentation data on Social Studies subject scores for Class VII A AND VII B students in the even semester of the 2022/2023 academic year (Fadiyah dkk., 2023; Ranal dkk., 2023), it shows that there are still a number of students in the Social Sciences subject who fall under the minimum completeness criteria (KKM) that has been determined by a confident school of 70.

RESEARCH METHODOLOGY

The method used is the observation method of literature review, namely theoretical descriptions, findings and research articles obtained from reference sources as the basis for research activities (Fiqih dkk., 2023; Pamuji & Limei, 2023). By studying the information from each article on the topic of the influence of learning motivation and learning facilities on social studies learning achievement.

RESULT AND DISCUSSION

Based on the results of the respondents' answers to the motivational variable, it is known that the highest average value is found in always doing assignments when the social studies teacher gives assignments with a value of 4.222. Then for the lowest average score there is when there is a difficult task the students don't try to solve it with a score of 2.41. This shows that students' motivation is in working on and solving problems on assignments given by social studies teachers.

The Influence of Learning Motivation on Learning Achievement

Based on the hypothesis test H1 reads, there is an influence on social studies learning motivation for MTS MAMBAUL ULUM Margo Mulyo Belitang 2 Oku Timur students in the 2022/2023 school year. These findings are in line with the findings of Kusuma and Subkhan (2015) that there is an effect of learning motivation on student achievement in class VII A and VII B MTS MAMBAUL ULUM Margo Mulyo Belitang 2 Oku Timur 2022/2023 academic year. This finding is also reinforced by other findings from Hamdu and Agustina (2011). Motivation is an important element that influences success in learning (Yang dkk., 2021). According to Kusuma and Subkhan (1015:166) motivation is a kind of encouragement to a person or group that arises from within a person or group or can also be caused by external factors from individuals or groups (Azizah dkk., 2022; Nicholas dkk., 2023). Motivation to learn is the encouragement of the learning process in other words the purpose of learning is to get good results. Many students experience problems in learning as a result of low learning outcomes achieved.

Furthermore, according to Sani (2013: 49) motivation is one of the factors that influence students in learning. Learning motivation is anything that can motivate students to learn (Patricia Aguilera-Hermida, 2020). Without learning motivation, a student will not learn and ultimately will not achieve learning success, and in general learning without motivation will be difficult to succeed (Holly dkk., 2023; Putri dkk., 2023; Vicky dkk., 2023). From the findings above, it can be concluded that learning motivation influences student learning success, high motivation has an impact on learning success achieved is also high.

Effect of Learning Facilities on Learning Achievement

Based on the H2 hypothesis test, it reads that there is an influence of learning facilities on student social studies learning achievement at MTS MAMBAUL ULUM Margo Mulyo Belitang 2 Oku Timur in the 2022/2023 school year. Beta results show negatively explaining that learning facilities do not support learning achievement (Levan's dkk., 2022; Saputra dkk., 2022). This papara can be seen from the answers of the respondents who explained that students felt that learning facilities were not comfortable as in the class there were no fans and the learning method still used the lecture method and did not use learning media so that students felt bored and

uncomfortable learning. These findings differ from those of Emiwik (2014), Yonitasari and Setyani (2014) and Isnawati (2014).

The influence of learning motivation and learning facilities on learning achievement

Based on the H3 hypothesis test which states that there is an influence of learning motivation and learning facilities on social studies learning achievement of MTS MAMBAUL ULUM Margo Mulyo Belitang 2 Oku Timur (Fathia dkk., 2022; Liam dkk., 2023; Saskia dkk., 2023). This finding is supported by previous findings from Cynthia et al (2016) the variables of learning motivation and learning facilities simultaneously influence learning achievement in social studies class VII students at MTS MAMBAUL ULUM Margo Mulyo Belitang 2 Oku Timur academic year 2022/2023. These findings are also supported by the findings of Konaah and Hartanti (2017) that there is a significant positive effect on learning motivation and learning facilities together on learning achievement.

CONCLUSION

Based on the results and discussion above, it is concluded that:

1. There is an influence of learning motivation on social studies learning achievement of MTS MAMBAUL ULUM Margo Mulyo Belitang 2 Oku Timur students in the 2022/2023 school year.
2. There is an influence of learning facilities on social studies learning achievement of MTS MAMBAUL ULUM Margo Mulyo Belitang 2 Oku Timur academic year 2022/2023.
3. There is an influence of learning motivation and learning facilities on social studies learning achievement of MTS MAMBAUL ULUM Margo Mulyo Belitang 2 Oku Timur students in the 2022/2023 academic year.

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