

THE RELATIONSHIP BETWEEN THE LEARNING ENVIRONMENT AND LEARNING MOTIVATION IN THE 12TH GRADE OTKP STUDENTS AT SMK AMALIAH 2

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ABSTRACT

This research is a quantitative research which aims to examine the relationship between the learning environment and learning motivation in the 12th grade OTKP students at SMK Amaliah 2. The subjects of this study were the 12th grade OTKP students from OTKP 1 to OTKP 3 classes, where the sampling technique used was census. The measuring instruments used were the learning motivation scale ($\alpha = 0.764$), and the learning environment scale ($\alpha = 0.720$). Based on the results of the analysis using the IBM SPSS Statistic 24 with the bivariate correlation technique, it shows a significant relationship between the learning environment and learning motivation which gets a value of $r = 0.264$ and a value of $p = 0.009 < 0.05$. The results that lead to this positive direction indicate that the higher the student's learning environment, the higher the learning motivation of the students.

Keywords: Learning Motivation, Learning Environment.

INTRODUCTION

In the current pandemic era, many activities are hampered because activities cannot be carried out freely, such as: working, studying, and other activities which are limited and carried out online. This is due to social restrictions (social distancing) which require all activities to be carried out at home and online. Learning activities are one of the most hampered in this pandemic era, because schools require students to carry out the learning process online. This at-home learning activity is based on Circular Letter Number 4 of 2020 concerning Implementation of Education Policy in an emergency during the spread of the virus in which the Minister of Education and Culture appealed to all educational institutions not to carry out the teaching and learning process directly or face to face, but to do it indirectly or remotely. With this online learning process, both students will have problems such as complaining that the quota is not enough to take part in learning, assignments are piling up, and not being able to understand the material properly such as studying offline. This can trigger a lack of motivation to learn in students, so there is no encouragement or driving force to carry out the learning process itself.

Motivation is a very important factor to encourage students' enthusiasm for learning. In motivation there are also high desires and ideals. So that students who have motivation to learn will understand what is the goal of learning, besides that the condition of students who are good at learning will cause these students to be enthusiastic in learning and able to complete assignments well. Adequate learning motivation will encourage students to behave actively to excel in class. Learning motivation is defined by Winkel (2004) stating that learning motivation is the overall psychic driving force in students that generates learning activities, guarantees the ongoing learning activities and provides direction to the learning activities themselves to achieve a goal. There is also an understanding of learning motivation put forward by Uno (2008) which defines learning motivation as an encouragement contained in a person to try to make changes in behavior that are better in meeting their needs.

The learning environment is one of the factors that come from outside (external factors) that influence learning motivation. A comfortable and effective learning environment will support conducive learning activities. Creating an effective learning environment is one of the most important aspects of success in learning. Quoted from Hidayat (2017), a conducive learning environment has the principle of being able to grow and develop motives for good and productive learning. A conducive learning environment includes the physical environment, social environment and psychological environment. The learning environment is formed through environmental factors. The environment that forms a learning environment is called the learning environment.

The learning environment is a source of material and learning aids. According to Hamalik (2012) the learning environment is something that exists in the natural environment that has a certain influence on individuals. Meaning that effective learning conditions are conditions that are really conducive, and support the smoothness and continuity of the teaching and learning process. Slameto (2003) suggests that the student learning environment that influences student learning consists of the family environment, school environment and community environment. Meanwhile, according to Hadi (2003) says that the environment is everything that exists outside the social circle and that influences the development of children such as: climate, natural surroundings, economic situation, housing, clothing, neighbors and others.

In the learning process, motivation is an initial activator for students in learning that can be used to achieve the desired goals. One that influences interest in learning is the learning environment. This is because the environment is one very important factor to encourage students' enthusiasm for learning. This statement is supported by research conducted by Mahdalena (2014) entitled "The Relationship between the Learning Environment and Student Learning Motivation in Economics Subjects at State High School 1 Batu Bersurat District XIII Koto Kampar, Kampa Regency". The results of his research stated in his research results that there was a significant relationship between the learning environment and learning motivation in students of Economics at SMAN 1 Batu Bersurat XIII Koto Kampar.

Based on the information the researchers got from Amaliah 2 Vocational High School students about their learning motivation during this pandemic, there were some students who felt that their learning motivation was indeed supported by the learning environment. Some students think that the learning environment is very important in developing their learning motivation. When the learning environment is very supportive, it will greatly affect learning motivation. So is the motivation to learn. The learning environment here focuses on how the individual interacts with his environment. There are some students who feel comfortable working at home, some are uncomfortable with the use of time during the learning process, and some are dissatisfied without direct interaction with friends and teachers. From the confessions of some of these students, researchers are interested in discussing the relationship between the learning environment in class 12 OTKP students at SMK Amaliah 2, to find out how much it has to do with learning motivation.

METHODOLOGY

This research is a quantitative research, because the data obtained through a questionnaire with a Likert scale model in the form of numbers and processed with the help of statistical methods. The population in this study were active OTKP grade 12 students at Amaliah 2 Vocational High School starting from OTKP 1, OTKP 2, and OTKP 3. The sampling technique used a census technique, namely taking the entire total sample. In this study, the number of samples obtained was 96 students of grade 12 OTKP.

The variables in this study are learning motivation as the dependent variable, and the learning environment as the independent variable. These two variables are expressed by using a scale, namely the learning motivation scale which consists of six aspects, namely: Desire and interest in carrying out activities, encouragement and need to carry out activities, hopes and aspirations, self-esteem and respect, good environment, and interesting activity. Then there is a learning environment scale that is revealed based on 3 dimensions, namely: a sense of community, group practice, and use of time. Both scales have been tested for validity and reliability.

The analytical method used in this study is bivariate correlation. Bivariate correlation analysis was used to answer the hypothesis, namely looking for the relationship between the learning environment and learning motivation in class 12 OTKP students at SMK Amaliah 2. The calculation technique for its implementation used IBM SPSS Statistics 24.

FOUNDATION OF THEORY

a. Motivation to Learn

Winkel (2004) states that learning motivation is the overall psychic driving force within students that generates learning activities, guarantees the ongoing learning activities and provides direction to the learning activities themselves to achieve a goal. This means that learning motivation is the driving force of students that makes students want to learn and achieve a goal in learning. In this way, students can carry out meaningful and useful academic activities, to achieve good results from these activities.

There is also an understanding of learning motivation put forward by Uno (2008), stating that the motivation is contained in a person to try to make changes in behavior that are better in meeting their needs. In this case it can be interpreted that learning motivation is internal and external encouragement to students in order to be able to make changes in behavior with several supporting elements, so that students want to carry out learning tasks well and can achieve goals.

From some of the definitions of motivation above, it can be concluded that learning motivation is an encouragement and actuation of students who can support learning activities so that the desired learning goals can be achieved. Uno (2008), divides aspects of learning motivation into six parts, namely: Desire and interest to carry out activities, encouragement and needs to carry out activities. hopes and dreams, appreciation and self-respect, good environment, and interesting activities.

b. Lingkungan Belajar

According to Hamalik (2012) the learning environment is something that exists in the natural environment that has a certain influence on individuals. Meaning that effective learning conditions are conditions that are really conducive, and support the smoothness and continuity of the teaching and learning process. Slameto (2003) suggests that the student learning environment that influences student learning consists of the family environment, school environment and community environment. Meanwhile, according to Hadi (2003) says that the environment is everything that exists outside of the association and influences the development of children such as: climate, natural surroundings, economic situation, housing, clothing, neighbors and others.

From the definitions above, it can be concluded that the learning environment is something that is outside the individual, where all conditions affect a person's behavior. The learning

environment itself consists of the social environment, family environment, and school environment. Anderson and Moos (in Pintrich & Schunk, 2008) proposed nine dimensions of the learning environment that were perceived by respondents: Sense of Community, warmth and courtesy, sense of security, task structure, authority and management structure, knowing and appreciating personal, group practice, evaluation and feedback return, and use of time.

RESULTS AND DISCUSSION

Hypothesis testing in this study used the bivariate correlation technique. Based on the results of the bivariate correlation to the hypothesis for the relationship between the learning environment and learning motivation, it was found that the value of $r = 0.264$ and the value of $p = 0.009 < 0.05$. This indicates that the learning environment is significantly related to learning motivation in class 12 OTKP students at Amaliah 2 Vocational High School. Batu Bersurat State Senior High School 1, District XII Koto Kampar, Kampar Regency", which states that there is a significant relationship between the learning environment and student learning motivation in Economics subjects at SMAN 1 Batu Bersurat, District XIII Koto Kampar.

CONCLUSION

Based on the results of the analysis that was carried out on 96 respondents at Amaliah 2 Vocational School, it can be concluded that there is a significantly positive relationship between the learning environment and learning motivation in class 12 OTKP students at Amaliah 2 Vocational School. From these results it can be seen that the learning environment is indeed a factors directly as high or low student learning motivation during this online learning. In addition, the results of the correlation which are positive indicate that the higher the student learning environment, the higher the learning motivation possessed by class 12 OTKP students at Amaliah 2 Vocational High School.

The results of this study are also in line with the results of interviews with 7 students of SMK Amaliah 2 who stated that their learning motivation was supported by a good learning environment. Even though learning is done online, the learning environment cannot be ignored. With the existence of group work which is still applied to several subjects, of course, it is necessary for students to have a learning environment, especially in interacting with friends in the online learning process. Likewise with the use of time, where of course some students feel comfortable with individual assignments while studying online, there are also those who choose group assignments because they are considered better at overcoming obstacles during the online learning process during the current pandemic. Therefore, this good learning environment will increase student motivation while studying online.

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