



How is student learning motivation affected by teacher competencies and learning facilities in the schools?

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ABSTRACT

This study aimed to determine the competence of teachers and learning facilities on students' learning motivation in schools. This type of research is descriptive and quantitative, using a survey method. This research was conducted at a Buddhist Sunday School in Pesawaran Regency, Lampung Province. The unit of analysis of this research is school students with a total population of 144 people. The collecting data in this study used a questionnaire instrument. The data analysis technique used multiple linear regression. Based on the results of data analysis, information was obtained that there is an influence of teacher competence and learning facilities simultaneously on students' learning motivation and was influenced by other factors.

KEYWORDS

Teacher competencies;
learning facilities; learning
motivation; student learning
motivation

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Introduction

Learning motivation is crucial in the world of education, especially concerning the learning process in the classroom. Good learning motivation will encourage students to achieve achievements and competencies. Poor motivation in students will cause learning problems, so teachers must be able to provide and generate self-motivation in students, especially in learning. Many factors can cause student motivation to be good or bad. Motivation itself comes from within and outside students. The environment, family, teachers, teacher competence, facilities, learning methods, and others can bring up good student learning motivation.

In the learning process, the Teacher plays an essential role in the classroom. Teacher competence is necessary for educational activities, especially in the learning process. According to Law No. 14 of 2005 concerning teachers and lecturers, teacher competencies are pedagogic, personality, social, and professional competencies obtained through professional education".

Based on the initial observations of the study, it was found that not all Buddhist Sunday school teachers in Pesawaran Regency received professional education. The education level of Buddhist Sunday school teachers varied from high school/vocational high school graduates to strata 1 (S1). Apart from Buddhist Sunday School Teachers, an exciting topic of discussion is the learning facilities owned by the Vihara and SMB in supporting learning activities every week. Excellent and complete learning facilities are certainly highly expected by schools, and monasteries as non-formal education providers for Buddhist Sunday Schools, especially in Pesawaran Regency. Three things must be equipped as learning facilities: media or learning aids, study equipment, and study rooms. Based on researchers' observations, there are still many Buddhist monasteries or Sunday schools that do not yet have special classrooms for learning. Learning activities are usually carried out inside the monastery building (Dharmasala) or outside the monastery. In addition, not all Buddhist Sunday Schools (SMB) have media and learning aids, equipment, and other learning equipment. This research topic is the importance of teacher competence and Buddhist Sunday school learning facilities. Good teacher competencies and adequate learning facilities are expected to generate enthusiasm and motivation for Buddhist Sunday School students (students) in Pesawaran Regency. Based on the background of the problem above, the researcher is interested in conducting a study titled "The Influence of Teacher Competence and Learning Facilities on Student Learning Motivation (Students' Study of Buddhist Sunday Schools in Pesawaran Regency).

Literature review

According to Law Number 14 of 2005 concerning Teachers and Lecturers, Article 10 paragraph (1) states, "Teacher competencies as referred to in Article 8 include pedagogic competence, personality competence, social competence, and professional competence obtained through professional education". According to Gie (2002) learning facilities can be seen where the learning activities are carried out. Based on where the learning activities are carried out, the learning facilities can be grouped into two: (1) learning facilities at school and (2) learning facilities at home. Learning motivation is a distinctive role, namely as a growth passion in each individual and creating a feeling of driving enthusiasm for learning. Students with high motivation will have the excitement and a lot of energy to carry out daily learning activities. (Sardiman, 2011 in (S. Puspitasari, 2019). In discussing the issue of learning motivation, it will only be addressed from two points of view. The motivation that comes from within a person's self is called intrinsic motivation and motivation that comes from outside one's self, is called extrinsic motivation, according to W.S Winkel, 1997 in (Sardiman, 2016) namely: intrinsic and extrinsic motivation.

Methods

Research Design

The research was conducted using descriptive quantitative research with a correlational approach. Research is a step in obtaining facts that are carried out systematically and can be accounted for. Descriptive research is a type of research that deals with efforts to answer current problems and present them based on the data found (Sanjaya, 2013:66). In this descriptive study, the researcher uses a quantitative approach to be able to reveal factual data from a social phenomenon by recording and to analyze the research data accurately and to analyze the data using parametric and non-parametric statistical calculations. Researchers used a survey method regarding distributing questionnaires in data collection in the field. Collecting data through a questionnaire is a survey approach so that data will be obtained from the answers to statements/questions as a measurement of the research object. In addition, researchers will collect data through documentation, namely interviews and reports relating to research, both oral and written.

The variable (Y), called the dependent variable, is the variable affected or the result and is referred to as the dependent variable. In this study, the variable (Y) is Learning motivation. Variable (X) or independent variable is a variable that affects or is the cause of the change and can be referred to as an independent variable. In this study, the variable (X) is Teacher Competence (X1) and Learning Facilities (X2).

Winkel, 2003 in (Puspitasari, 2012) defines learning motivation as all efforts within oneself that lead to learning activities, ensure the continuity of learning activities, and provide direction to learning activities so that the desired goals are achieved. Learning motivation is a psychological factor that is non-intellectual and plays a role in fostering the spirit of learning for individuals. In discussing the issue of learning motivation, it will only be discussed from two points of view, namely, motivation that comes from within a person's self which is called "intrinsic motivation" and motivation that comes from outside one's self which is called "extrinsic motivation" according to W.S Winkel, 1997 in (Sardiman, 2016) namely: Intrinsic Motivation and Extrinsic Motivation.

Competence is a combination of skills, knowledge, and attitudes that can be observed and applied critically for the success of an organization and work performance, as well as the personal contribution of employees to the organization. Indicators for measuring the dimensions of Teacher Competency are pedagogic competence, personality competence, social competence, and professional competence.

Several supporting components determine students' success in achieving learning goals. One component that supports student success in education is student learning motivation. Therefore, students must always be given encouragement or motivation. Students learning motivation is closely related to the competence of teachers and Buddhist Sunday School teaching facilities. Teacher competence is one of the essential aspects of educational activities, especially in the learning process. Law No. 14 of 2005 concerning teachers and lecturers explains that teachers' competencies are; pedagogic competence, personality competence, social competence, and professional competence obtained through professional education". Complete learning facilities significantly influence learning Motivation, one of which is learning facilities in schools. Learning facilities in schools can facilitate and expedite the implementation of the teaching and learning process in schools. Based on the description above, a research framework can be described on the effect of teacher competence and Buddhist Sunday school learning facilities on learning motivation, as shown in the following diagram.

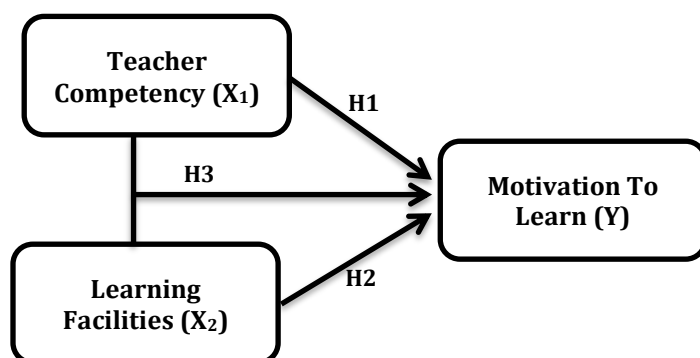


Figure 1. Research Constellation Model**Participants**

The research time used in this study was six months, from July 2020 to December 2020. This research took place in Pesawaran Regency, which consisted of 12 Buddhist Sunday Schools. The objects in this study were Teacher Competence (X1), Learning Facilities (X2), and Learning Motivation (Y), while the subjects in this study were Buddhist Sunday School (SMB) students in Pesawaran Regency, totaling 144 people. According to (Arikunto, 2014:175) if the research subjects are less than 100 taken all at once. If the research subjects are more than 100, then 10%-15%, or 20%-25% of the existing issues, are accepted. Based on the above opinion in this study, because the population amounted to 144 students, the sample used in this study was $144 \times 25\%$ or $144 \times 0.25 = 36$. So the sample used in this study was 36 people, so the data collection was adjusted to the number of students. According to the researchers' considerations, students make it easier in the data collection process.

Instruments

The collecting data in this study used a questionnaire instrument. in this study using a closed questionnaire. The scale used in measurement is the Likert scale

Data analysis

Data analysis is selecting, simplifying, focusing, abstracting, and organizing data systematically and rationally per the research objectives and describing the research achievement data using tables as tools to facilitate interpretation. Then the research achievement data in each table is interpreted (taking meaning) in narrative form (description), and conclusions are made. The data was collected in quantitative figures and presented with descriptive analysis. This study uses the classical assumption test as a requirement to perform multiple regression analyses, including the Validity test, Reliability Test, Normality Test, Linearity Test, Heteroscedasticity Test, Multicollinearity Test, Autocorrelation Test, and data analysis using Multiple Regression.

Results**Results of Descriptive Analysis of Variables***Teacher Competency Variables (X1)***Table 1.** Recapitulation Analysis Description of Teacher Competency Variables

No	Aspect	Teacher Competence		
		Score	Mean	Category
1	Knowledge	1265	4.016	Well
2	Personality	1686	4.014	Well
3	Social	838	3.99	Well
4	Professional	1265	4.016	Well
			4.009	Well

Based on the above, it can be explained about the recapitulation of the descriptive analysis of teacher competence variables consisting of 4 leading indicators, and it can be seen that the average value of 4 includes; pedagogic competence with a total score of 1265 and a mean of 4.01, personality competence with a total score of 1686, a total mean of 4, social competence with a total score of 838, a mean of 3.9 and professional competence with a total score of 1265 and a mean of 4. It can be seen from the analysis above that teacher competence is in a suitable category.

*Learning Facility Variable (X2)***Table 2.** Recapitulation of Analysis Description of Learning Facilities Variables

No	Aspect	Learning Facilities		
		Score	Mean	Category
1	Learning Facilities at School	2330	3.963	Well

2	Home Study Facilities	2309	3.914	Well
			3.938	Well

Based on the table above regarding the recapitulation of the analysis of the description of the learning facilities variable, which consists of 2 main indicators, it can be seen that the average value of 3.9 includes; learning facilities at school with a mean of 3.9 and learning facilities at home with a mean of 3.9. The analysis results of the learning facilities variable with a total mean of 3.9 belong to the excellent category.

Learning Motivation Variables (Y)

Table 3. Recapitulation of the Analysis of Variable Descriptions of Learning Facilities

No	Aspect	Motivation to learn		
		Score	Mean	Category
1	Intrinsic	1703	4	Well
2	Extrinsic	2547	3.96	Well
			3.985	Well

Based on the table above regarding the recapitulation of the analysis of the description of the learning motivation variable, which consists of 2 main indicators, it can be seen that the average value of 3.9 includes; the intrinsic factor with a score of 1703 with a mean of 4.1 in good criteria and intrinsic factor with a score of 2547 with a mean of 3.9 in the good category.

Quantitative Analysis Results

Partial T-Test of Teacher Competency Variables (X1) on Learning Motivation (Y)

Table 4. Coefficients X1 against Y

Model		Coefficients			t	Sig.
		Untandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	86.210	24.852		3.469	.001
	Teacher Competence	.359	.147	.422	2.432	.021
	Learning Facilities	-.138	.174	-.138	-.794	.433

a. Dependent Variabel: Motivation to learn

Based on the SPSS "coefficients" output table above, it is known that the significance value (Sig) of the Teacher Competency variable (X1) is 0.408. Because the value of sig.0.021 < probability 0.05, it can be concluded that H1 or the first hypothesis is accepted. This means that there is a significant influence of teacher competence (X1) on students' learning motivation (Y).

Uji T Parsial Variabel Fasilitas Belajar (X2) terhadap Motivasi Belajar (Y)

Table 5. Coefficients X2 towards Y

Model		Coefficients			t	Sig.
		Untandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	86.210	24.852		3.469	.001
	Teacher Competence	.359	.147	.422	2.432	.021
	Learning Facilities	-.138	.174	-.138	-.794	.433

a. Dependent Variabel: Motivation to learn

Based on the SPSS "coefficients" output table above, it is known that the significance value (Sig) of the learning facility variable (X2) is 0.433. Because the value of sig.0.433 > probability 0.05, it can be concluded that H0 or the

second hypothesis is accepted. This means that learning facilities (X2) have no significant effect on learning Motivation (Y). Multiple Linear Regression Test (simultaneous) Teacher Competence (X1) and Learning Facilities (X2) on Learning Motivation (Y)

Table 6. Model Summary

Model Summary				
Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.390*	.152	.101	14.568
Predictors: (Constant), Learning Facilities, Teacher Competence				

The criteria for testing the hypothesis using Alpha 5%, namely H_0 , is rejected if Sig. 0.05. The model summary table above shows that the R (correlation) magnitude is 0.390. This indicates that (X1) and (X2) to (Y) have a relationship. This follows the assumption that the closer the R-value is to 1, the stronger the relationship. The coefficient of determination (R Square) is 0.152, thus means 15.2% of learning motivation (Y) is influenced by the style of teacher competence (X1) and learning facilities (X2). In comparison, the remaining 84.8% is influenced by other factors that are not included in the regression equation. Other factors affecting learning motivation include ideals, willingness/interest to learn, physical and spiritual conditions, environmental conditions, and attention.

Discussion

Following the results of the partial test of the effect of the teacher competence variable on the learning motivation variable, it was proven that there was a significant effect. This proves that teacher competence is one factor that influences the emergence of learning motivation. The personality competencies that teachers must possess include personality abilities that are steady, stable, mature, wise, and authoritative and are role models for students. With the competence of the Teacher's personality, the learning process in schools becomes more effective because learning resources are not only focused on learning materials. It should be noted that a teacher's behavior is also a source of role models for students. Therefore, a teacher in his behavior must be following the regulations that have been set.

In Buddhism, contained in the Lohicca Sutta, the Digha Nikaya explains a good teacher and a bad teacher can be used as a guide in forming a good personality. The things contained in the sutta should be considered to create a good personality. Personality is the overall pattern of a person's behavior that appears in the form of conduct, including ways of thinking, expressing opinions, and other forms of activity. Personality is not something that can be worn or left as people wear clothes or follow certain fashion styles. Personality is about the person, something unique to each individual. Following the research results on partial data analysis of the learning facilities variable (X2), it turns out that it does not affect learning Motivation (Y). Thus, although the study results show no influence, the learning facilities at the Pesawaran Buddhist Sunday School must be representative to support teaching and learning activities. Based on the results of data analysis using multiple linear regression analysis, the variables X1 and X2 simultaneously have an effect of 15.2%. To variable Y, other factors influence the remaining 84.8%. Motivation can arise from within because everyone has an inner drive to do something. Apart from within oneself, motivation can also appear from outside the individual, and examples can be from the environment, family, and peers.

As explained by the Buddha, people who receive teachings either by learning independently or obtained from others will bring five beneficial things in life, namely (1) will be able to understand the intent and purpose, be able to explain in detail, and consider the consequences (2) understands the point, can conclude, can research causes and consequences (3) is proficient in choosing words to understand (5) gains fluency in how to apply or adjust and can master problems that arise. Buddhism views motivation as an impetus to do something. *Cettana* is an encouragement for individuals to do actions that are beneficial to themselves and community groups. Buddhism explained to the disciple's man does action after volition has arisen in his mind. Individuals or learning groups determine relevant goals according to shared needs and goals so that it is possible to find and realize their personalities. Everyone who knows needs the motivation to develop a positive self-concept. All religious teachers, including Buddhist teachers, have a significant role in preparing students who can live properly amid rapid world development. This is because the community has put great trust in schools for their students' character, moral and religious education. This is a big challenge for all spiritual teachers, including Buddhist teachers, to manage to learn so that it runs well and can achieve the expected goals.

Conclusion

Based on the results of research and discussion on the effect of teacher competence and learning facilities on the learning motivation of Buddhist Sunday school students in Pesawaran Regency, it can be concluded as follows: (1) There is an effect of teacher competence (X1) on learning Motivation (Y), (2) There is no effect of learning facilities (X2) on learning Motivation (Y), (3) there is a simultaneous influence of teacher competence (X1) and learning facilities (X2) on learning Motivation (Y). The researcher realizes that there are still obstacles and shortcomings in this research, especially the distance that the researcher takes in distributing the questionnaire; besides, the researcher expects constructive criticism and suggestions to correct and improve the research that the researcher will do next. Further

researchers can conduct more in-depth research on teacher competence, learning facilities, and learning motivation and examine other factors influencing student learning motivation to be used as a reference for teachers to increase learning motivation. Students will have exemplary learning achievements. For teachers, the researcher suggests that Buddhist Sunday School Teachers improve their competencies because it will impact students' learning motivation. Increase students' learning motivation by providing engaging, varied, and not dull learning. And for the head of the monastery, Provide adequate learning facilities. Instruct Buddhist Sunday school teachers to improve their competence by attending training, seminars, and workshops on competence and their knowledge of quality media and learning techniques.

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