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## The Relationship Between Learning Motivation And Learning Resources Toward Academic Achievement Of Students At Mts Al Azhar Tanjung Bumi Bangkalan

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### Abstract

This study aims to investigate the effect of learning motivation and learning facilities on the learning achievement of MTs Al Azhar Tanjung Bumi Bangkalan students. Learning achievement is considered a key indicator to evaluate the effectiveness of the education system. Learning motivation and learning facilities are identified as key factors that have the potential to influence student learning achievement. This study uses a quantitative approach by collecting data from 100 students of MTs Al Azhar Tanjung Bumi Bangkalan through questionnaires. Regression analysis will be used to assess the extent to which learning motivation and learning facilities contribute to the variability of student learning achievement. The results show that learning motivation and learning facilities have a significant effect on student learning achievement. Understanding the interaction of these two factors is expected to make a positive contribution to improving the quality of education and creating a learning environment that is more conducive to student learning achievement

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### Keywords

Learning Motivation; Learning Facilities; Student Learning Achievement; Education.

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## 1. INTRODUCTION

Education is considered as a preparation or provision given to every individual to face their future. Education is directed at making individuals a useful part of society and the surrounding environment. Education is relevant for today's life, and is preparation to face future demands and challenges. The educational process includes the process of learning and acquiring knowledge, skills and values that are considered important for understanding and adapting to an ever-changing world (Gunawan et al., 2016). In the context of globalization, education also has a strategic role in forming an open attitude towards cultural differences and an understanding of diversity. It aims to create individuals who are able to adapt to change, and become agents of positive change to face various challenges that arise in a multicultural society.

Student learning achievement is a very important indicator for evaluating the effectiveness of the education system. Learning achievement reflects the extent to which students can master learning material and apply this knowledge in various fields (Siagian, 2012). Learning achievement evaluations help identify successful curriculum achievements, provide valuable feedback to improve teaching methods,



and detail individual needs to support their personal development. Learning outcomes are considered a benchmark for student success (Darmawan & Mardikaningsih, 2022). Thus, measuring learning achievement takes into account the diversity of students' talents and potential and functions as a reflection of the various competencies needed in real life. Success in achieving high learning achievement is the student's responsibility and is the result of an effective teaching model, a conducive learning environment, and support provided by the family and community (Wahyudi et al., 2018).

Sustainable learning achievements create the basis for forming individuals who have independence, good work ethics, and the ability to adapt to environmental changes (Mardikaningsih, 2014). Based on this, evaluation of student learning achievement becomes a benchmark for the success of formal education, and an indicator of how the education system supports the formation of humans who have comprehensive values, personality and skills. Learning achievement can be seen from various perspectives. One way is through achieving students' academic scores in exams. This reflects the extent to which students have mastered the subject matter taught in class. In addition, it is also important to observe students' ability to apply the knowledge they have acquired in real-world situations as an additional indicator of their learning achievement. This ability shows that students are able to connect the concepts learned in everyday life. Students' active participation in academic activities outside the classroom also has an important role in determining the level of learning achievement. Engagement in such activities may reflect the extent to which students internalize and apply concepts learned in class to broader contexts. Students' ability to evaluate critical skills and solve problems is an important element of successful learning. Students who are able to carry out this evaluation can be considered successful in the learning process. This ability shows that they master the material passively, and are able to apply it creatively to face real challenges (Masnawati et al., 2022). Thus, evaluation of student learning achievement should involve these various aspects in order to provide a more comprehensive and accurate picture (Darmanto et al., 2014).

Students' learning motivation reflects the main foundation for determining the extent to which the individual will be involved in the learning process and ultimately achieve optimal learning achievement (Sunadi, 2013). As Yanti and Darmawan (2016) argue, learning motivation builds a strong foundation, students become more inclined to overcome obstacles, pursue knowledge with enthusiasm, and develop the perseverance needed to succeed. The close relationship between learning motivation

and learning achievement creates mutually reinforcing dynamics in the educational process. Passion for learning and achieving academic goals is not just an additional aspect, but is the core of effective educational development (Kurniawan, 2022). When students feel motivated, they are more likely to develop interest in learning material, hone critical skills, and apply knowledge in real-world settings. High motivation can increase positive responses to learning methods, while interesting and relevant learning methods can trigger and maintain student motivation (Purwanti et al., 2014). Awareness of the dynamics of learning motivation is crucial for designing learning strategies that can inspire students, provide appropriate support, and create an inspiring learning environment. By establishing a close relationship between learning motivation and learning achievement, education can more effectively guide students towards optimal achievement and stimulate their development as lifelong learners.

Learning facilities are a crucial element in the educational ecosystem, including all forms of physical and environmental support provided by educational institutions. The quality of these learning facilities can have a significant influence on the learning process and, as a result, can influence student learning achievement (Nhlapo, 2020). When students are placed in an environment that is supportive, organized, and facilitates effective learning, they tend to achieve better academic outcomes. An adequate environment equipped with adequate facilities can motivate students to be more actively involved in the learning process, stimulate creativity, and expand their understanding of teaching material (Das, 2016). Good learning facilities also create equal access to education (Piana, 2021). When all students have equal access to learning resources and facilities, gaps in learning achievement can be minimized (Bada & Jita, 2021). Equal availability of facilities can provide equal opportunities for growth and learning achievement to all students, regardless of their background or socio-economic conditions. By establishing a close relationship between learning facilities and learning achievement, the education system can optimize the learning environment to create conditions that support student growth and success (Martina, et al., 2019). Therefore, investing in developing quality learning facilities is a must for educational institutions as a strategic step to ensure the creation of a learning environment that empowers, motivates and supports student learning achievement.

Although much research has been conducted on learning motivation and learning facilities, and student learning achievement separately, there is an interest in developing this with different research objects. Therefore, this research aims to investigate the influence of learning motivation and learning facilities on student learning achievement partially and simultaneously.

## 2. METHODS

This research will use a quantitative approach to measure the extent to which learning motivation variables and learning facilities influence student learning achievement. The population in this study was 100 students at MTs Al Azhar Tanjung Bumi Bangkalan. The sample will be selected by census to achieve representativeness and applicability of research results. The research instrument used was a questionnaire to measure the level of learning motivation, learning facilities, and student learning achievement. The questionnaire will be structured based on research variables. The independent variables in this research are learning motivation and learning facilities, while the dependent variable is student learning achievement. The following is a brief explanation of the independent variables and dependent variables, with variable indicators:

1. Learning motivation (X1) is an internal drive that encourages a person to learn and achieve academic goals. According to Akmal et al. (2015), indicators of this variable are interest in the subject matter, self-confidence, active participation, appreciation for learning outcomes, and a sense of responsibility for the learning process.
2. Learning facilities (X2) are learning tools used by teachers in the teaching and learning process and learning tools used by students when receiving the topics taught (Fazariyah & Dewi, 2022). Learning facilities consisting of indicators Yugiswara et al. (2019), namely space, information media, books and learning tools.
3. The definition of learning achievement (Y) is the result of assessment activities expressed in numbers or symbols, all of which are about the progress of student learning outcomes during a certain period (Harahap et al., 2021). According to Usun (2004), learning achievement can be measured based on the following indicators: concern for learning; learning style; learning dimensions; and belief systems.

The data collected will be analyzed using statistical methods such as multiple linear regression analysis according to the research objectives. Before testing the feasibility of the model, data quality testing will be carried out through validity and reliability tests. Thus, this research will provide an understanding of the factors that influence student learning achievement

## 3. FINDINGS AND DISCUSSION

A census questionnaire was distributed to 100 students at MTs Al Azhar Tanjung Bumi Bangkalan, who gave full responses to the questionnaire. One hundred percent return of distributed questionnaires indicates that this sample representatively reflects the student population as a whole.

The validity test was carried out to ensure that the measurement instrument (questionnaire) used in the research could accurately measure the variables studied, namely learning motivation, learning facilities, and learning achievement. From the results of the validity test, it is known that all statements in the questionnaire are accepted, and the total correlation value of the corrected items exceeds the threshold of 0.3. This shows that the instrument used can be considered valid because it has a strong correlation with the variable to be measured.

Next, a reliability test is carried out to measure the reliability or consistency of the questionnaire. The results show that the Cronbach's alpha value for learning motivation is 0.788, learning facilities is 0.778, and learning achievement is 0.966. These values clearly exceed the generally accepted reliability threshold of 0.6. Therefore, it can be concluded that the instrument used has a high or consistent level of reliability. In other words, if the instrument is used repeatedly, the results will be consistent or reliable.

**Table 1. Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	6.022	5.517		1.092	.278
	X1	.507	.132	.332	3.853	.000
	X2	.504	.105	.413	4.793	.000

From the research results, a regression model has been successfully built with the equation  $Y = 6.022 + 0.507X1 + 0.504X2$ . Y is the learning achievement variable, X1 is the learning motivation variable, and X2 is the learning facility variable. If all variables have a value of zero, the predicted learning achievement value (Y) will be around 6.022. This number 6.022 is the basic value or intercept of learning achievement, which shows learning achievement without considering the influence of learning motivation and learning facilities. When learning motivation (X1) increases by one unit, learning achievement (Y) will tend to increase by 0.507 units, assuming the learning facility variable (X2) remains constant. Likewise, when learning facilities (X2) increase by one unit, learning achievement (Y) will tend to increase by 0.504 units, assuming the learning motivation variable (X1) remains constant. This depicts a linear relationship between the variables, and the regression coefficients (0.507 and 0.504) provide an indication of how much impact a one-unit change in the independent variable has on the dependent variable. With an intercept value of 6.022, it means that even if learning

motivation and learning facilities have a value of zero, there is still a minimum level of learning achievement which is represented by the intercept value.

Furthermore, based on the significance results in Table 1, learning motivation and learning facilities both have a p-value of 0.000, which is smaller than the significance level of 0.05. This shows that these two variables have a significant influence on the learning achievement of MTs Al Azhar Tanjung Bumi Bangkalan students. Then, looking at the regression coefficient value, it can be concluded that learning motivation has a coefficient of 0.507, while learning facilities have a coefficient of 0.504. This coefficient shows how much change in learning achievement can be attributed to a one-unit change in each independent variable. In this case, learning motivation has a greater influence than learning facilities, because the learning motivation coefficient value is higher.

**Table 2. ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	322.799	2	161.400	30.226	.000 <sup>b</sup>
	Residual	517.951	97	5.340		
	Total	840.750	99			

The results of the F test in Table 2 show significant findings in the relationship between learning motivation variables, learning facilities, and student learning achievement at MTs Al Azhar Tanjung Bumi Bangkalan. With an F-count value of 30.226 and a significance level of 0.000 (probability value <0.05), it can be concluded that the overall regression equation has strong significance. In other words, these results imply that these variables interact with each other and have a simultaneous impact on the dependent variable, namely learning achievement.

**Table 3. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.620 <sup>a</sup>	.384	.371	2.311

Analysis using the coefficient of determination is an important step to measure the extent to which the independent variables (learning motivation and learning facilities) can explain variations in the dependent variable (learning achievement). From the findings of this research, an R value of 0.620 and an R Square value of 0.384 were obtained. The R value of 0.620 reflects a moderate correlation between the

independent variable and the dependent variable. Then, the R Square value of 0.384 indicates that around 38.4% of the variation in learning achievement can be explained by the variables included in the regression model, namely learning motivation and learning facilities. Therefore, this regression model is able to explain part of the variation in student learning achievement at MTs Al Azhar Tanjung Bumi Bangkalan. However, around 61.6% of the variation in learning achievement cannot be explained by the learning motivation and learning facilities examined in this study. Other factors not included in the study may also have a significant influence on student achievement.

Learning motivation has a real influence on the learning achievement of MTs Al Azhar Tanjung Bumi Bangkalan students. This is consistent with findings from Wilde and Urhahne (2008); Sunadi (2013); Novitasari et al. (2022). Learning motivation refers to students' internal psychological state that encourages them to be actively involved in the learning process. This motivation can come from the desire to achieve academic goals, interest in learning material, or other personal encouragement (Kurniawan, 2022). Research in psychology and education has shown that students' level of learning motivation can influence the extent to which they can achieve optimal learning achievement. The presence of high motivation tends to have a positive impact on students' efforts to understand, remember and apply the knowledge gained, thereby potentially improving their learning achievement. High motivation is formed from students' disciplined attitudes (Hsu et al., 2020; Djazilan & Darmawan, 2021). Strong learning motivation can motivate students to overcome obstacles, increase persistence, and encourage active participation in learning activities. When students feel motivated, they are more likely to pursue knowledge with enthusiasm, contribute to discussions, and strive to achieve their academic goals. By understanding that learning motivation has a real impact on student learning achievement, educational management can design more effective strategies and policies to create an educational environment that motivates and supports students' academic development (Mulyani, 2013).

Learning facilities have a significant effect on the learning achievement of MTs Al Azhar Tanjung Bumi Bangkalan students. This is in accordance with the findings of Lopes et al. (2019); Utami (2019); Novitasari et al. (2022) that good learning facilities can improve the quality of education and student learning achievement. Learning facilities are a form of physical and environmental support provided by educational institutions to facilitate the student learning process (Park et al., 2011). Learning facilities play a role in simplifying and expediting student learning activities. Learning

facilities make it easier for students to solve problems that arise when studying and understanding lessons or assignments given by the teacher. With the availability of complete learning facilities, it is hoped that students can make good use of the facilities so that they will produce good learning achievements. The availability of good facilities can significantly influence student learning achievement. Adequate facilities can increase student motivation, increase participation in the learning process, and provide resources that support the development of their skills and knowledge. Adequate learning facilities will support adequate learning resources (Saraswati et al., 2014). Lack of resources will hinder children's learning progress. So, if students are supported in their learning by complete learning facilities, it will be easier for students to use them. Research in the field of education shows that the quality of learning facilities can motivate students to be actively involved in learning, understand the concepts being taught, and achieve higher levels of learning achievement (Saroinsong & Sinambela, 2014; Figueroa et al., 2016). So the completeness of student learning facilities really helps students in facilitating their learning activities so that the expected learning success goals can be achieved. The availability of learning facilities can help students understand the material being studied so that they can improve their learning outcomes. By understanding that learning facilities have a significant influence on student learning achievement, management can direct efforts and resources to repair, upgrade and maintain facilities that support optimal learning. This creates a conducive learning environment and improves students' overall academic achievement

#### **4. CONCLUSION**

Based on this research, it can be concluded that learning motivation and learning facilities have a significant influence on the learning achievement of MTs Al Azhar Tanjung Bumi Bangkalan students. Learning motivation, which includes students' internal and external drives to learn, has a positive impact on students' engagement, persistence, and ultimately their learning achievement. Learning facilities, which include all forms of physical and environmental support in the learning process, also have an important role in improving student learning achievement. The availability of good facilities creates a conducive learning environment, motivates students, and supports effective learning. Based on this research, to improve student learning achievement, it is recommended to:

1. Increase learning motivation: Teachers and parents need to provide strong encouragement and support so that students remain motivated in learning. In

addition, it is important to identify students' interests and learning goals so that they feel motivated to achieve them.

2. Improve learning facilities: Schools need to ensure the availability of adequate learning facilities, such as complete libraries, laboratories and access to technology. Good facilities can create a conducive learning environment and help students to gain better understanding.
3. Character and soft skills development program: Apart from focusing on academic aspects, schools can implement character development programs that develop positive attitudes, cooperation and responsibility in students. Soft skills, such as communication and problem solving skills, also need to be considered to prepare students to face challenges in the real world.

By paying attention to these two factors, it is hoped that the learning achievement of MTs Al Azhar Tanjung Bumi Bangkalan students can increase significantly. Future research can explore more complex interactions between learning motivation, learning facilities and other factors that influence student achievement. Additionally, research can be expanded to consider contextual and cultural differences that may influence research results.

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