The Effect of Dorminatory Environment and Character Development on Student Motivation at Bumi Kartika Asri Jatinangor

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Abstract: This Study Entitled The Influence Of Competency And Teacher Performance On Student Learning Motivation In Muhammadiyah 6 Bandung Middle School. This research is conducted on the basis that the competencies that must be possessed by the teacher as the mandate of the Law and the performance of the teacher both in educating, guiding and teaching students will have a positive impact on the formation of student motivation. The purpose of this study was to see the effect of teacher competency and performance on student learning motivation. The research method used is descriptive quantitative method as a lot of research demanded to use numbers, starting from data collection, interpretation of the data, and the appearance of the results, but in the final results a descriptive description of the final conclusions from the calculation of the numbers is clearly explained. The final results of this study are looking at the effectiveness of teacher competencies, looking at teacher performance and student motivation so far in the field. And the main outcome of this study is to see how much influence the competence and performance of teachers have on student motivation seen from the results of the analysis data using SPSS 23.

Keyword: Competence, performance, and motivation.

INTRODUCTION

The problems faced by the Indonesian nation today are very complex. The era of globalization with all its consequences cannot be avoided, but must be faced well collectively, systematically and integratedly. The prolonged multi-dimensional crisis, the increasingly powerful proxy war, the reformist and separatist movements continue to emerge to divide the nation, drugs become a means of destroying the nation, and various other problems that become problems in the life of the nation that we must immediately address together. Realizing these objective conditions, the Indonesian nation must continue to exist, develop, be creative, innovative and progress along with other nations so that this nation is able to develop itself optimally.

Students' learning achievement is the result of learning achieved by students when following and working on tasks and learning activities at school (Tu'u, 2004: 75). Learning achievement achieved by students can be influenced by several factors, both from the students themselves (internal factors) and from outside the students (external factors). Internal factors include interest, talent, motivation, intelligence level. While external factors include learning methods and the environment. The success of students as learners is one of the factors in the students themselves, namely learning motivation. In learning activities, motivation is the overall driving force within students that generates learning activities and can ensure the continuity of learning activities (Sardiman, 2006: 75). Motivation to learn is a psychic factor that is non-intellectual. A student who has a high enough intelligence can fail due to lack of motivation in learning.

Learning environment facilities both on campus or off campus must be able to support all lecture activities of students, besides that, infrastructure facilities must also be able to provide facilities that make it easier for students to carry out their learning process. A good student environment in fact, it must continue to be created, especially an environment that is able to foster student character to improve the quality of self and life. A conducive environment with a supervisory process can minimize the activities of various student hedonism so that it is expected to be able to make students have good character and benefit their heterogeneous environment.

Jatinangor, located in Sumedang Regency, West Java Province, is an educational area as established by the West Java Provincial Government in 1987, so it is not surprising that higher education campuses such as Padjadjaran University (UNPAD), Bandung Institute of Technology (ITB), Indonesian Cooperative Institute (IKOPIN) and the Institute of Domestic Government (IPDN) are located in this area (IKOPIN) and the Institute of Domestic Government (IPDN). As an educational area, Jatinangor has become a miniature of students in Indonesia, because many students outside the West Java province are studying at the campus in this area, in addition to students from within the country, there are also many foreign national students who study on campus in the Jatinangor Sumedang area, such as students studying at Padjadjaran University (UNPAD).

The concept of the dormitory in question is a boarding house that not only provides a place to live but prepares a comfortable, safe environment and provides the facilities needed by students in carrying out their duties, besides that, more parents of students are looking for the concept of dormitories that have supervision (controlling) from the boarding house manager. Bumi Kartika Asri (Bukari) in this case tries to answer the needs of the boarding house, seen from its experience in managing dormitories on the Unpad campus. Lodging with the concept of a dormitory that is integrated with several supporting facilities that are strategically located in the area. Students who live in Bukari apart from the UNPAD campus there are also from the ITB campus, local students and students of salty nationalities.

The above activities are expected to instill a sense of mutual respect and mutual respect in the dormitory environment, as well as students will try to think about solving problems, expressing ideas, and making wise decisions in facing various possibilities and challenges. In addition, character building activities in dormitories can support the creation of learning motivation and student existence in changing patterns of life and behavior. In the future, students will be able to become the generation expected by their parents, religion, nation and country.

The above description is the basis for the researcher's interest in being able to study further about "The Effect of Dormitory Environment and Character Development on Student Learning Motivation at Bumi Kartika Asri Jatinangor".

METHOD

This research is also called causal research, which is research that aims to determine the effect between the variables studied (Sugiyono, 2013). Quantitative data analysis is a form of analysis that uses numbers and calculations with statistical methods, so the data must be classified in certain categories using certain tables to make it easier to analyze using the SPSS for Windows program. The variables in this study include 3 variables, namely Dormitory Environment (X1) and Character Development (X2) as independent variables and Student Learning Motivation (Y) as the dependent variable. The population in this study were students in the Bumi Kartika Asri Jatinangor dormitory with a total of 210 people.

The sampling technique in this study used Purposive Sampling technique. The sample taken has specific characteristics of the population, so it is considered representative enough. So that of the total population that is used as a sample / respondent based on the criteria is 50 respondents. The data collection methods used in this study are as follows: observation, interview, questionnaire. The validity test measures whether the data obtained from data collection through the questionnaire method can be trusted or not and whether it can represent what is being studied what is to be researched. The reliability test measures the level of stability of a measuring device in measuring a symptom or event. The higher the reliability of a measuring device, the more stable the measuring device is to measure a symptom and vice versa if the reliability is low then the tool is not stable in measuring a symptom.

Hypothesis Testing: H0 : There is no influence of the dormitory environment and character building on student learning motivation in the Bumi Dormitory Kartika Asri Jatinangor Dormitory. Ha: There is an influence of dormitory environment and character building on student learning motivation in Bumi Kartika Asri dormitory Jatinangor.

RESULTS AND DISCUSSION
Validity Test Results L
Dormitory Environment (X1):

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1_1	124.42	241.840	.646	.731
X1_2	124.70	236.908	.594	.725
X1_3	124.62	247.098	.369	.737
X1_4	124.72	234.124	.697	.721
X1_5	124.60	239.469	.664	.728
X1_6	124.72	237.267	.493	.727
X1_7	124.38	240.689	.615	.729
X1_8	124.24	243.982	.528	.733
X1_9	124.54	239.356	.466	.729
X1_10	125.42	232.044	.511	.722
X1_11	124.86	240.898	.329	.733
X1_12	124.66	235.739	.457	.726
X1_13	124.46	240.662	.430	.731
X1_14	125.18	226.967	.692	.714
X1_15	125.18	232.681	.474	.723
X1_16	125.08	231.912	.533	.721
Total X1	64.38	63.138	1.000	.841

From the questionnaire data about competence (X1), it can be concluded that r count> r table, r count is greater than r table 0.2306 so it can be concluded that the questionnaire for (X1) is declared Valid.

Character Development Validity Test Results (X2):
Item-Total statistic

	Scale Mean if Item Deleted	Scale Varianceif Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X2_1	133.34	201.249	.674	.725
X2_2	133.48	202.051	.662	.726
X2_3	132.94	207.894	.750	.732
X2_4	132.96	208.407	.582	.734
X2_5	133.12	212.679	.389	.741
X2_6	133.44	206.415	.473	.734
X2_7	132.90	212.214	.612	.738
X2_8	132.88	216.598	.360	.745
X2_9	132.80	215.306	.532	.743
X2_10	132.84	212.994	.692	.739
X2_11	132.76	213.941	.631	.741
X2_12	132.90	213.520	.537	.740
X2_13	132.78	213.155	.683	.739
X2_14	133.26	206.156	.596	.732
X2_15	133.22	207.073	.594	.733
X2_16	132.84	211.851	.772	.737
Total_X2	68.66	55.862	1.000	.879

From the questionnaire data on performance (X2), it can be concluded that r count> r table, r count is greater than r table 0.2306 so it can be concluded that the validity test for (X1) is declared Valid.

Validity Test Results of Learning Motivation (Y)
Item-Total statistic

	Scale Mean if Item Deleted	Scale Varianceif Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y_1	66.16	42.749	.800	.757
Y_2	66.20	42.327	.705	.756
Y_3	66.26	40.645	.818	.743
Y_4	66.18	43.620	.665	.764
Y_5	66.04	42.733	.785	.757
Y_6	66.10	42.745	.786	.757
Y_7	66.00	44.082	.576	.769
Y_8	66.26	40.931	.682	.749
Total_Y	35.28	12.042	1.000	.892

Based on the results of the Validity Test, all question items on Variables X1, X2 and Y are declared valid because the value of r count> r table (0.2306).

Reliability Test:
Reliability Test Results Results of Competency Variable Reability Test (X1):

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,841	,865	16

Results of the Performance Variable Reliability Test (X2):

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,879	,902	16

Y Valiable Reability Test Results:

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,892	,899	8

The value of the Reability Test results from Variables X1, X2 and Y is Reliable, this is obtained from comparing the Cronbach's Alpha results obtained from the three variables. obtained from comparing the Cronbach's Alpha results obtained from the three variables which are more than 0.6.

Hypothesis Formulation
This section contains data (in brief form), data analysis, and interpretation of the results. Results can be presented in tables or graphs to clarify the results verbally because sometimes the display of an illustration is more complete and informative than the display in narrative form.

Hypothesis Testing H1 and H2 with T Test:
- Testing the First Hypothesis (H1):

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.626	3.095		3.110	.003
	Lingkungan Asrama (X1)	.089	.049	.212	1.823	.075
	Pembinaan Karakter (X2)	.291	.054	.626	5.387	.000

It is known that the sig. value for the effect of competence (X1) on learning motivation (Y) is 0.75> 0.05 and the t value is 1.823 < 2.011, so it can be concluded that H1 is accepted, which means that there is an effect of teacher performance (X1) on learning motivation (Y).

-Testing the second hypothesis (H2):

It is known that the sig. value for the effect of Teacher Performance (X2) on Learning Motivation (Y) is 0.000 <0.05 and the t value is 5,387> 2,011, so it can be concluded that H2 is accepted, which means that there is an effect of Teacher Performance (X2) on Learning Motivation (Y).

-Testing the third hypothesis (H3)

ANOVAᵇ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	352.610	2	176.305	34.894	.000ª
	Residual	237.470	47	5.053		
	Total	590.080	49			

Based on the output above, it is known that the significance value for the simultaneous influence of Competence (X1) and Teacher Performance (X2) on Learning Motivation (Y) is equal to 0.000 <0.05 and the value of f count 34.894> f table 3.19, so it can be concluded that H3 is accepted which means that there is a simultaneous influence of X1 and X2 on Learning Motivation (Y).

- Coefficient of determination:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.773ª	.598	.580	2.24779

Based on the output above, it is known that the R square value is 0.598, this means that the effect of the Competency (X1) and Teacher Performance (X2) variables is simultaneously on the learning motivation variable (Y) is 59.8%. The conclusion is that the initial hypothesis can be proven by analyzing the data using SPSS in this case there is an influence of Teacher Competence and Performance on student learning motivation. Teacher performance on student learning motivation at SMP Muhammadiyah 6 Bandung.

CONCLUSION

The conclusion of the detailed explanation from chapter 1 to chapter 5 can be summarized as follows:1) The competence of teachers at SMP Muhammadiyah 6 from the field questionnaire data is declared very adequate as part of the mandate of the Law on teacher competence, this is in accordance with the results of the responses from the respondents. 2) The performance of teachers at SMP Muhammadiyah 6, from the field results, all respondents gave a very positive response and the respondents, namely students, felt that their teachers did have a very good performance in helping them in PBM so far. 3) Motivation for students to learn at SMP Muhammadiyah 6 as an encouragement, both intrinsic and extrinsic, from the results of field data, all respondents were almost motivated by their teachers who had excellent competence and performance. 4) The effect of teacher competence and performance on student learning motivation at SMP Muhammadiyah 6 from the results of field data is stated to have a significant influence because it can be proven by the results of data analysis using SPSS 23.

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