

Conference Paper

The Effect of Teacher's Competency, Physical Environment of Classroom and Family Environment Towards Students' Learning Motivation

Santi Marlina, Ana Rahmawati, and Ismiyati

Department of Economics Education, Faculty of Economics, Universitas Negeri Semarang, Indonesia

Abstract

The aim of this research is to know the effect of teacher's competency, physical environment of classroom, and family environment towards students' learning motivation. The population of this research was 122 students of grade XI Office Administration Program of SMK in Pekalongan City. The sampling technique used in this research was saturation sampling. The method of data collection used was questionnaire. The analysis data was using multiple regression and descriptive analysis. The research analysis showed (1) there is significant effect of teacher's competency toward students' learning motivation (2) there is significant effect of physical environment of classroom toward students' learning motivation (3) there is significant effect of family environment towards students' learning motivation. This research can be concluded that to improve students' learning motivation can be achieved by improving teacher's competency, having better physical environment of classroom, and improving the relationship between family members in family environment.

Keywords: Teacher's Competency, Physical Environment of Classroom, Family Environment, Learning Motivation

Corresponding Author:

Ana Rahmawati
 Rachmawatianna488@gmail.com

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1. Introduction

Education is the key to progress, development, and change of nation to create the quality of human resources either through formal or non formal education. Formal education is driven by the guidance of teachers, and other educators, while the non formal education took place in the environment. The success of formal education is determined from the interaction of teachers with students, while the success of the

non formal education stems from the interactions of the environment especially the family environment.

In addition, in the process of learning, motivation is an important because someone who has no motivation in learning, they will not be probably doing learning activities (Djamarah, 2016). Kompri (2015) stated that "the elements that affect the motivation of learning is student's environmental conditions". Environment students is a natural (physical) and place of residence. Other factors that affect the motivation of student learning is the competence of teachers and family environment. Because the competence of the teacher has a very important role in achieving the learning objectives, the teacher can determine the quantity and quality of teaching [49]. Meanwhile, the family environment is also greatly affect student learning motivation, because the family environment is the main thing in the education environment that exert influence on students.

Based on the results of observation and interviews conducted in 10 students in Vocational High School (VHS) around Pekalongan City about the learning motivation of students, it is known that students are still doing the task with a sense of lazy, procrastinating the task, imitating the task of others, lack of initiative in seeking the source of learning and exercises, and there is still a speak for themselves when the teacher explained to the class.

Based on the results of observations, there are eight teachers for the program of office administration and they already have a competence. The teacher competency demonstrate that teachers can be directing, motivating, and guiding students, so students are able to actively and ask about the material being studied. It is similar with research of Muhsin (2008), "The success of student during the following learning activities is very dependent on the activity of learning for students, but it is not the role of a teacher, in guiding, pushing, and directing the students to have motivation in learning".

Based on observations related to the physical environment of the class, it indicates that the available equipment in the classroom includes cleanliness, whiteboard and equipment tools, desk chairs, no fan, and sufficient lighting. Moreover, the classroom environment where rob often occur have impact in the learning process, it is less comfortable for students. The layout of desk chair is still monotonous, then color of the paint is less bright, it will give less bright in the class and decrease of motivation learning for students. Whereas, the family environment of students comes from a diverse background. Below is a table about the condition of family environment based on the result of preliminary observations.

TABLE 1: Jobs parents of Students in VHS Arround Pekalongan City.

No	Type of Job	Amount
1	Employees	4
2	Civil Servants	1
3	Labour	61
4	Self-employed	15
5	Fishermen	15
6	Private Employees	10
7	Small Trader	16

Source: Data processed, 2018

From table 1, it can be seen that the various of parents will cause different economic income revenue, so it is also influencing the fulfillment of the needs of the students. The good economic situation will affect education and learning motivation of students, because students learning facilities can be met and students more excitement in learning.

Investigation results of interviews about the economic condition of parents showed that the parents are more worried about their economic situation than the learning achievement of their son. It will influence for students development. The students will has the intention of the school just to simply execute the responsibility without seeing the results they get. In addition, the students get less attention, and they are not close to their parents. However the environment condition of the family is not perceived by all students, some students also have a harmonious family environment conditions. It is shown by the attention of parents like to remind students to learn and teach the good habitation.

Description of the problem shows that there is the phenomenon of the gap where the implementation of teaching and learning activities has not been optimal, because some students who follow learning well are not necessarily getting a satisfactory learning result. Therefore, the teacher must be able to understand the background of their students, so that teachers can provide motivation and encouragement to learn them. Based on the gap between expectations and reality that is happening in the field, the author is interested in conducting research on "The Effect of Teacher's Competency, Physical Environment of Classroom and Family Environment towards Students' Learning Motivation".

2. Method

This type of research used quantitative methods and descriptive correlation design research. Sampling techniques uses saturated samples. The population examined as much as 122 from 11th grade at Department of offices Administration in VHS around Pekalongan City. The variables examined were the competence of teachers (X_1) includes the competence of pendagogic, the competence of personality, professional competence, and social competence. Physical environment in the class variable (X_2) includes viewability, easily achieve, flexibility, Comfort, and Beauty. Family environment variables (X_3) includes How parents educate, Relationships between family members, home atmosphere, the circumstances of the family economy, understanding the child's parents, cultural background. Whereas, the motivation of learning (Y) includes Assiduously the face the task, Diligently for difficulties, Showing interest, enjoy working independently, bored on a routine task, Defending his opinion, it is not easy to pull off things that are believed to be, nice to find and Troubleshoot problems.

The techniques of data collection are questionnaires, documentation, and interviews. The type of questionnaire that is used, namely an enclosed questionnaire with four alternative answer strongly agree (SS), disagree (S), undecided (KS), less agree and disagree (TS). Analysis of test instrument uses test of validity and reliability. Technique of data analysis uses inferential statistics and descriptive percentages.

3. Result and Discussion

Regarding to the result of multiple linear regression analysis, it is obtained an equation as follow:

$$MT = 18,948 + 0,521 KG + 0,253 LFK + 0,184 LK.$$

Description:

MTV: Motivasi Belajar (Learning Motivation)

KG: Kompetensi Guru (Teachers' Competence)

LFK: Lingkungan Fisik Kelas (Class Physical Environment)

LK: Lingkungan Keluarga (Family Environment)

Based on mentioned regression equation, it can be discovered that the constants is 19,948 which has the meaning that, if variables of Teachers' Competence, Class Physical Environment and Family Environment are constant, so the value of Student Learning

Motivation is 19,948. Additionally, regression coefficient value of Teacher’s Competence variable is 0,521. That it to say, if Teachers’ Competence variable is increasing approximately one point, by assuming variables of Class Physical Environment and Family Environment are stagnant, so that the learning motivation will rise about 0,521. Regression coefficient value of Class Physical Environment is 0,253. This means, if Class Physical Environment variable is increasing approximately one point, by assuming variables of Teachers’ Competence and Family Environment are stagnant, so that the Class Physical Environment will escalate about 0,253.

Regression coefficient value of Family Environment is 0,184. This means, if Family Environment variable is increasing approximately one point, by assuming variables of Teachers’ Competence and Class Physical Environment are stagnant, so that the Class Physical Environment will increase about 0,184.

TABLE 2: Analysis of Multiple Regression Coefficients.

Model	Unstandardized Coefficients		Stand. Coefficients	T	Sig.
	B	Std. Error			
1	(Constant)	18,948	6,628		
	KG	,521	,111	,410	,000
	LFK	,253	,122	,172	,040
	LK	,184	,092	,160	,047

Source: Processed data, 2018

Based on simultaneous test result (F test), it is given that F distribution is 20,022 within the significant value of 0,000. Since the statistic significance is smaller than 0,05, as the consequence, H_0 is rejected. It shows that H_1 which refers to Teachers’ Competence, Class Physical Environment and Family Environment which simultaneously affect to student learning motivation **is accepted**.

TABLE 3: Simultaneous Test Result (F Test).

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	1863,334	3	621,111	20,022	,000 ^b
	Residual	3660,445	118	31,021		
	Total	5523,779	121			

Source: Processed data, 2018

T-Test is purposed to identify the effect of Teachers’ Competence, Class Physical Environment and Family Environment toward student learning motivation. An partial assesment is calculated using computer-based program of SPSS 21.0 for windows by significance level of 5%. The result of patial test (t test) for teacher’s Competence is

depicted t-value of 4,713 compared to significance value of 0,005. Because of significance value is smaller than 0,005, so H_0 is rejected. As the consequence, it illustrates that H_2 which refers to Teacher Competence influences on learning motivation of student **is accepted**. The variable of Class Physical Environment shows t-value approximately 2,075 compared to significance value of 0,040. Since the significance value is smaller than 0,05 so as the result H_0 is rejected, it reveals that H_3 which refers to Class Physical Environment influences on learning motivation of student **is accepted**.

Furthermore, The variable of Family Environment shows t-value approximately 2,010 compared to significance value of 0,047. Since the significance value is smaller than 0,05 so as the result H_0 is rejected, it reveals that H_4 which refers to Family Environment influences on learning motivation of student **is accepted**.

TABLE 4: Result of Partial Test (T Test).

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	18,948	6,628		
	KG	,521	,111	,410	4,713
	LFK	,253	,122	,172	2,075
	LK	,184	,092	,160	2,010

Source: Processed data, 2018

Coefficient determination analysis is conducted to identify how much the contribution of Teachers' Competence, Class Physical Environment and Family Environment toward student learning motivation. Model summary tabel shows the value of *Adjusted R²* is 0,320. *Adjusted R²* is multiplied by 100% to know the magnitude of R^2 in which it is 32%. However, to identify the value of other factors' outside R^2 influence, it can be calculated by 100% minus 32% as the value of R^2 which equal with 68%. Moreover, it can be explained that 32% of student learning motivation is affected by Teachers' Competence, Class Physical Environment and Family Environment. Conversely, the rest approximately 68% is explained by other variable outside regression model of this research.

TABLE 5: Result of Simultaneous Determination Test (R^2 Test).

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,581 ^a	,337	,320	5,570

Source: Processed data, 2018

The amount of contribution of each independent variable to dependent variable is partially known through partial determination coefficient (r^2). The result of the test by multiple linear regression analysis using computer program of SPSS 21.0 for windows. Moreover, the result of partial determination coefficient will be explained on 1.6 below. The table of coefficient in correlation partial demonstrates partial determination coefficient (r^2) of Teachers' Competence in $(0,3982) \times 100\% = 15,8\%$. The contribution amount of class physical environment is $(0,1882) \times 100\% = 3,53$ and contribution amount of class physical environment is $(0,1822) \times 100\% = 3,31\%$ respectively.

TABLE 6: Result of Partial Determination Test (r Test).

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	18,948	6,628		2,859	,005			
	KG	,521	,111	,410	4,713	,000	,538	,398	,353
	LFK	,253	,122	,172	2,075	,040	,375	,188	,155
	LK	,184	,092	,160	2,010	,047	,328	,182	,151

Source: Processed data, 2018

Regarding to student descriptive calculation in terms of Teachers' Competence, it can be seen from the respond which was given to the respondent. The result is below.

TABLE 7: Descriptive Analysis Indicator of Teachers' Competence Variable.

No	Indicator	The Average of Index per Indicator (%)	Criteria	The Average of Index per Variable (%)
1	Pedagogic Competence	68,24	Very Competent	73,68
2	Personality Competence	76,74	Very Competent	
3	Professional Competence	74,80	Very Competent	
4	Social Competence	74,95	Very Competent	

Source: Processed data, 2018

Based on table of 1.7 it can be known that Teachers' Competence variable index has 73,68% of the score which includes as very competent criteria (70,01-100). The highest score of Teachers' Competence variable index is shown by personality competence indicator- approximately 76,74%- while the lowest score of Teachers' Competence variable index is shown by pedagogic competence within average score of 68,24%.

The point which has essential things to be watched out is pedagogic competence. It is proven by the lowest value of indicator index, so this indicator has to be totally attention to be improved compared to other indicators. Regarding to the data, the conclusion which can be written is each indicator that has represented teachers' competence

of administration department in Vocational High School (SMK) in the whole part of Pekalongan city enables to improve student learning motivation. Based on descriptive calculation of class physical environment which is reviewed by student respond, the result is below.

TABLE 8: Descriptive Analysis Indicator of Class Physical Environment Variable.

No	Indicator	The Average of Index per Indicator (%)	Criteria	The Average of Index per Variable (%)
1	Breadth of Viewpoint	72,88	Very adequate	70,97
2	Easily Achieved	77,25	Very adequate	
3	Flexibility	70,01	Very adequate	
4	Amenities	70,63	Very adequate	
5	Magnificence	64,07	Very adequate	

Source: Processed data, 2018

Based on table of 1.8, it can be known that variable index of class physical environment is 70,97% including very adequate criteria. The highest score of class physical environment variable index is shown by Easily Achieved indicator- approximately 77,25%- while the lowest score of class physical environment variable index is shown by magnificence within average score of 64,07%.

The point which has essential things to be watched out is magnificence. It is proven by the lowest value of indicator index, so this indicator has to be totally attention to be improved compared to other indicators. Regarding to the data, the conclusion which can be written is each indicator that has represented class physical environment enables to improve student learning motivation.

TABLE 9: Descriptive Analysis Indicator of Family Environment Variable.

No	Indicator	The Average of Index per Indicator (%)	Criteria	The Average of Index per Variable (%)
1	Way to educate of parents	80,26	Very Supportive	79,12
2	Relation between members	81,42	Very Supportive	
3	Home atmosphere	78,01	Very Supportive	
4	Family economic condition	78,42	Very Supportive	
5	Parents attention	76,9	Very Supportive	
6	Cultural background	79,71	Very Supportive	

Source: Processed data, 2018

Based on table of 1.9, it can be known that variable index of family environment is 79,12% including very supportive criteria (70,01-100). The highest score of class physical family environment variable index is shown by relation between members indicator

-approximately 8%1,42- while the lowest score of family environment variable index is shown by parents attention within average score of 76,90%. The point which has essential things to be watched out is parents attention. It is proven by the lowest value of indicator index, so this indicator has to be totally attention to be improved compared to other indicators. Regarding to the data, the conclusion which can be written is each indicator that has represented family environment enables to improve student learning motivation.

Furthermore, simultaneously, the study shows that Teachers' Competence, Class Physical Environment and Family Environment together affect positively and significantly toward student motivation. It is proven by F test result which shows significant value of Teachers' Competence, Class Physical Environment and Family Environment is less than 0,05, approximately 20,022 > 2,70. In addition, simultaneous determination coefficient (R^2) is 32,00% and the rest of 68,00% is affected by other factors which are not examined by this study, since there are many other factors which enable to influence learning motivation of people.

Sardiman (2014: 75) mentions that "Motivation can be stimulated by external factors but the motivation is to grow within a person". Each student has different levels of motivation, which can be influenced by both instristence and extrinsic factors, both of which have an important role in motivating students. This is suitable with the opinion of Djamarah (2016: 158) that "In the process of teaching and learning interaction, both intrinsic motivation and extrinsic motivation, is needed to encourage students to be diligent in studying. The role of extrinsic motivation is large enough to guide learners in learning ". For instance, independent variables in this study which include outside factors (extrinsic) are teachers' competence, class physical environment and family environment. Therefore, So learning motivation can occur because of the factors from the outside. This is reinforced by Utomo research (2009) that the intensity of a student's motivation will greatly determine the level of achievement of learning.

The study was supported by research of Kusumawardani et al. (2015) and Mur-tiasih (2015), that teachers' competence, class physical environment, and family environment influence learning motivation. Based on the hypothesis test on t test conducted in this study proves that teachers' competence variable has an influence on student learning motivation which is obtained t value of 4.713 with a significance 0.005 < 0.05. Therefore, H₂ which states "There is influence and significant competence of

teachers on student learning motivation" **is accepted**. The effect is positive, approximately $(0,3982) \times 100\% = 15,8\%$ obtained from partial determination coefficient analysis result, so that if the teacher competence improves, it means that teachers have high competence as the result, student's learning motivation will also improve.

It is in line with Mulyasa (2013) which states that "In learning process, the main task of teachers is managing the environment to support the change in behavior and the formation of student competence such as pre test". Since pre test plays an important role in the learning process. Pre test functionate to identify the level of student progress related to learning process.

Based on the results of the observation indicates that teachers start the learning process without giving pre-test to students so that students become unfocused and not active while studying in the classroom. It can cause students to be less motivated to learn, because there is no encouragement or need to study. This is reinforced by the study of Angga (2015), there is a significant positive influence of teacher's pedagogic competence on student learning motivation.

Furthermore, based on the results of Hypothesis Test on Test t conducted in this study proves that the class physical environment variable has an influence on student learning motivation which is obtained t value of 2.075 with a significance of $0,040 < 0,05$. In the other words, H₃ which states "There are influences and significant class physical environment on student learning motivation" is accepted. The influence is positive value of $(0,1882) \times 100\% = 3.53\%$ obtained from the analysis of partial determination coefficient. In the other words, if a good class physical environment can be interpreted, student learning motivation will also increase. Additionally, it goes in the same way as Usman's (2009) theory which states that "Good environment is challenging and stimulates students to study, gives a sense of security and satisfaction in achieving the goals". The results of this study is reinforced by Khairani et al (2016) that "The condition of class physical environment should be arranged so well that it can support student learning activities".

Regarding to the hypothesis test on t test conducted in this study proves that the family environment variable has an influence on student learning motivation which is obtained t value of 2.010 with a significance value of $0.047 < 0.05$. In other words, H₄ which states "There are influences and significant family environment on student learning motivation" is accepted. The effect is positive value of $(0.1822) \times 100\% = 3.31\%$ obtained from the results of partial determination coefficient analysis. Thus, a good family environment will improve students' learning motivation.

4. Conclusion

Based on the results of the above research, it can be concluded that (1) Teachers' competence, Class physical environment, and family environment significantly influence student learning motivation. (2) Teachers' competence significantly influence students' learning motivation, so the better teachers' competence, the higher students' learning motivation. (3) Class physical environment significantly influence students' learning motivation, so the better class physical environment the higher students' learning motivation. (4) Family environment has a significant effect on students' learning motivation, so the better students' family environment, the higher students' learning motivation.

5. Suggestion

Regarding to the research conducted and the analysis according to researcher capacity, the researcher has the following suggestions (1) Teacher should give pre test or quiz before the lesson is begun or before learning process is started. (2) Teacher should direct the students to keep the cleanliness and magnificence of the class by throwing the garbage in its place and making the rules of classroom cleanliness with the aim to provide amenities for students, so that will improve students' learning motivation. (3) Parents should be more attention to the students, for instance by reminding to study and teaching good habits.

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