

THE EFFECT OF SCHOOL ENVIRONMENT, THE ROLE OF TEACHERS IN LEARNING PROCESS TO STUDENT LEARNING MOTIVATION

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ABSTRACT

Education is one of the most important things to prepare for future success in the era of globalization. Education can be achieved in various ways one of which schooling. According Suharsimi Arikunto (1997: 4) states that the education process there are five factors that affect the: (1) teachers and other personnel, (2) material, (3) methods of teaching and evaluation system, (4) a means of supporting and (5) administration system. The fifth factor in the school environment. Motivation is a condition which is owned by each student to bring about behavior. According W.S. Winkel (1983: 29) students were already seated at SMA / SMK should be more influenced by intrinsic motivation, because the student already has awareness of the importance of learning for the future. But in reality there are still many students who have not been influenced by the intrinsic motivation. Based on these things, so that teachers have an important role to develop the intrinsic motivation. The motivation of every student was different, especially in terms of learning motivation is often called the motivation to learn.

Keyword: *Effect, School Management, Role of Teacher, Learning Process.*

Introduction

The school environment plays an important role in the learning process of students. Infrastructure facilities in school are needed in the learning process. Incomplete infrastructure facilities will make the learning process will be hampered. So also with the role of teachers in the learning process used by teachers in delivering materials to students.

The role of teachers in the learning process, among others as informatory / communicators, organizers, conductors, motivators, directors and mentors, initiators, disseminators, facilitators, evaluators, and educators. In the process of

teaching and learning as a whole process the role of teachers can not be ruled out. Because learning is the interaction between educators in this case teachers with learners or students who produce behavioral changes. In schools, teachers are one of the key determinants in improving the quality of education. Therefore, the process should be designed in such a way, so that it can produce learning achievements in accordance with the desired. Teachers should not use monotonous teaching methods such as lectures or recording. In the learning process the teacher should be able to use the methods or how to teach good so that students can feel interested or

not bored during the learning process. This is very influential on student motivation in learning.

Definition Motivation Learning

Motivation is a very important aspect in supporting a person in doing or learning something, thus affecting a person in the achievement of a learning achievement. The term motivation is often equated with the term motive, M. Ngalim Purwanto (2006: 60) states the motive is something that encourages someone to act to do something. In addition, as Sartain said in the book *Psychology Understanding of Human Behavior* quoted by M. Ngalim Purwanto (2006: 60) motive is a complex statement within an organism that directs the behavior / action to a goal or incentive. Thus the motive is the thing that encourages someone to do something.

The understanding of motivation according to an expert named McDonald quoted by Wasty Soemanto (2006: 203) motivation as a change of power within a person / person characterized by effective encouragement and reactions in an effort to achieve goals. The definition contains three things: (1) motivation begins with a system of change in a person, (2) motivation characterized by an affective impulse, (3) motivation is characterized by reactions in achieving the desired goal.

According to Jamnes O. Whittaker, quoted by Wasty Soemanto, (2006: 205) motivation is a condition or circumstance to behave in order to achieve the goals generated by the motivation. However, according to Ghuthrie, quoted by Wasty Soemanto (2006: 206), motivation only causes variation of response in individual, and

if connected with learning result, that motivation is not an instrument in learning but only cause of variation of reaction. Based on the definition of motivation that has been put forward by some experts, it can be concluded that motivation is a condition to provide encouragement in doing something to achieve an expected goal.

According to Sugihartono, et al (2007: 78) learning motivation plays a very important role for the achievement of student achievement, krena high learning motivation will be seen from perseverance that does not easily give up even though confronted by some obstacles. Such high motivation can be found in students' attitudes, among others: (1) high affective involvement of students in learning, (2) high student involvement in student effectiveness in learning, (3) high effort of student to keep to have motivation learn. W.S. Winkel (1983: 27) suggests the motivation to learn is the overall driving force that comes from within the self to cause learning activities, which ensures continuity and provide direction to the learning activities until the desired goal students will be achieved.

Based on the above opinion thus the motivation to learn is an impulse to do something that is manifested in an action to conduct learning activities in achieving an expected goal.

Types of Motivations Learning

Motivations to learn that arise from within a person there are various things. When viewed from several perspectives, psychologists seek to classify the motives that exist within the individual into several classes. According Sartain cited by M. Ngalim Purwanto (2006-62) divide the motives into two groups, namely: (1) physiological drive, (2) social motives.

physiological drive is a physiological impulse like hunger, thirst, sex and so on. While social motives are impulses that relate to humans with other human beings in society, such as: aesthetic encouragement, the urge to always do good (ethics) and so forth. So the two groups of motives are interconnected with others. Woodworth cited by M. Ngalim Purwanto (2006: 63) states that the motives in a person develop through maturity, training and learning.

According to Wasty Soemarno (2006: 207) suggests that motivation has two elements, the elements in (inner component), outer component (outer component). The inner element is an element of change that takes place within a person. This change is a state of dissatisfaction or psychological tension. the outer component (an outer component) is the element that directs the behavior of someone who is outside the person's self to achieve the goal to be achieved.

According to M. Sobry Sutikno (<http://www.buderfic.or.id/h-129/peran-guru-dalam-membangkitkan-motivasi-belajar-siswa.html>) mentions that the motivation to learn there are two namely intrinsic motivation and extrinsic motivation . Intrinsic motivation is the motivation that comes from within the individual itself without any compulsion or encouragement from others. extrinsic motivation is a motivation that arises from outside the individual self because of the coercion or encouragement of others so that the individual has the will to do something or learn.

Based on the above opinion can be concluded that the motivation of learning is divided into two kinds, namely learning motivation derived from within the individual / student (intrinsic motivation) and learning

motivation from outside the individual self / student (extrinsic motivation). Both kinds of learning motivation is very important role for the achievement of student learning goals and have relevance.

Factors Influencing Learning Motivation

Learning motivation can be influenced by several factors. According to Brophy (2004) cited by Anonymous

(<http://www.repository.usu.ac.id/bitstream/123456789/17468/3/Chapter%20II.pdf>) there are five factors that can affect student's learning motivation, that is: (1) teacher expectations, (2) direct instruction, (3) appropriate feedback, (4) reinforcement or reward, (5) punishment.

W.S. Winkel (1983: 29) argues that students who are still in elementary school (SD) are more influenced by extrinsic motivation, while students who are already in high school / vocational school should be more influenced by intrinsic motivation, because the students already have awareness of the importance learn for the future. But in reality there are still many students who have not been influenced by intrinsic motivation. Based on these things, teachers have an important role to play in developing these intrinsic motivations.

Efforts to Raise Motivation Learning

The importance of motivation to learn in achieving the goals expected by students, then the motivation is the main thing that must be owned by every student. This motivation must start with the students themselves. Motivation in students is the most important thing, because if the student does not have awareness in learning motivation mak it will not grow, even though the factor from outside of

student self have support. Therefore there should be efforts to foster motivation to learn. Generating student learning motivation is not easy. Teachers are one way to cultivate student learning motivation, because teachers are people who play an important role in the learning process of students. But if the teacher does not understand the things desired by the students, then the motivation can not be grown from within students. Motivation can be grown from within students. Motivation can be grown one of them by the way teachers give rewards to students who are active in teaching and learning activities.

According to Sardiman (2010: 92-95) states that the forms and ways that can be used to foster motivation in learning are:

1. Giving a number, this is because many students learn with the main goal is to achieve the numbers / good value.
2. Gifts, but with gift giving are not all happy, because the prizes will not appeal to students who are not gifted in a job.
3. Competition / competition, with individual or group competition can improve student learning activities.
4. Ego-involvement, raising awareness to students to dampen the importance of the task and accept it as a challenge so that it works hard at the risk of self-esteem.
5. Repeat, this is done because the students will be diligent to learn if you know there will be repetition.
6. Inform the results, this will aka encourage students to be more active learning especially if there is progress.
7. Praise, if there are students who successfully complete the task well, this is a form of positive reinforcement.
8. Punishment, with appropriate punishment can increase students' motivation in learning.
9. The desire to learn, with the desire to learn that grows from within the students themselves, then the learning outcomes will be better.
10. Interest, interest is the principal motivation that arises out of necessity.
11. A recognized goal, by understanding the objectives to be achieved, it will make it easier to generate student's passion.

W.S. Winkel (1983: 30) argues that the efforts that can be done by a teacher in fostering intrinsic motivation in students, namely: (1) explain the purpose and usefulness of learning a lesson taught, (2) show enthusiasm and use teaching procedures (3) providing less easy and less difficult subjects, (4) maintaining student discipline in the classroom, and (5) sharing PR and repetitive results in a short time. In addition teachers can provide other initiatives to foster students' intrinsic motivation, such as by using praise based on achievement, and punishment as long as it does not hurt students. These initiatives are used to motivate student learning.

According to WS Winkel (1983-31) teachers in SMA / K should be able to make students happy in learning, among others: (1) fostering good relationships with students, (2) make lesson material that is not too easy and not too difficult , (3) using learning support tools, and (4) varying in the use of learning methods.

Based on the above opinion it can be concluded that there are efforts in growing student's learning motivation, that is by explaining about purpose and intention of a learning, using variation of learning method, giving lesson material easy to understand student, giving praise for student who have achievement and punishment for students who violate, apply student learning discipline.

The characteristics of learning motivation

According to Sardiman (2009: 83) This theory is similar to the theory of instinct, but more emphasis on psychological elements that exist in human beings. That every human action because of the personal elements of the human id and ego. The character of this theory is Freud. Furthermore, to complete the description of the meaning and theory of motivation, it should be mentioned some of the characteristics of motivation. Motivation that exist in each person has the following characteristics:

- a. Diligent to face the task (can work continuously for a long time, do not stop before finished).
- b. Ductile facing difficulties (not quickly desperate). It does not require outside encouragement to perform as well as possible (not quickly satisfied with achievements that have been achieved).
- c. Demonstrate interest in various issues for adults (eg issues of religious development, politics, economics, justice, corruption eradication, opposition to any criminal, immoral, and so forth).
- d. Learn to learn independently.
- e. Quite to be bored with routine tasks (things that are

mechanical, repetitive, and creative).

- f. Can defend his opinion (if you are sure of something).
- g. It's not easy to let go of that thing.
- h. Good to find & solve problem questions.

If a person has the characteristics as above, means that person always has a strong enough motivation. The characteristics of motivation that will be very important in teaching and learning activities. In teaching and learning activities will be very successful either, if students diligently do the task, tenacious in solving problems and obstacles independently. Students who learn well will not get caught up in anything routine & mechanical. The student must be able to defend his / her opinion, if he / she is convinced & deemed quite rational, even furthermore the student should also be sensitive & responsive to common problems & how to think about the solver. All things must be understood correctly by the teacher, so that in interacting with their students can provide the right and optimal motivation.

According to Elida Prayitno (1989: 11) In the learning process of students who are intrinsically motivated can be seen from the diligent activities in doing the tasks of learning because they feel the need & want to achieve the actual learning objectives. The real learning objective is to master what is being learned, even for wanting to get praise from the teacher. Grage & Herline (1988) suggests that students who are intrinsically motivated in their activities are better at learning than students who are extrinsically motivated. Students with extrinsic

motivation show high involvement and activity in learning. Students like this will only achieve satisfaction if he can solve the problem properly, and if doing the job well. Studying / doing tasks in learning creates a challenge for him & he is adrift without being forced to the learning tasks.

Based on the above opinion it can be concluded that the characteristics of someone who has the motivation that is: diligent face, tenacious facing difficulties, Showing interest in various problems for adults, prefer to learn independently, get bored on routine tasks, can defend his opinion, it is not easy to let go of what is believed and happy to find and solve problems. Students who are intrinsically motivated in their activities are better at learning than students who are extrinsically motivated.

School environment

Humans as social beings will always be in touch with the surrounding environment. This environment is directly / indirectly can affect the character / nature of a person. The environment is narrowly defined as the natural surroundings outside of the human self or the individual while in a broad sense, the environment includes all the material and stimulus inside and outside the individual, both physiological, psychological, and socio cultural. Physiologically, the environment includes physical conditions and material in the body. Psychologically, the environment encompasses all that individuals receive from history since in constancy, birth, until death. Socio-cultural, the environment includes all stimuli, interactions, and in relation to the treatment or the work of others (M. Dalyono, 2005: 129)

"The environment is everything that is ourselves, which in a narrow sense, the environment is the things / things that affect human development" (Tabrani Rusyan.dkk: 1994). According to Oemar Hammalik "Environment is something that exists in the nature around which has a certain meaning / influence to the individual". The environment provides a stimulus to individuals while individuals respond to the environment that exists in the natural environment.

Any condition that is inside and outside the individual physiological, psychological, and cultural social will affect the behavior of individuals kea rah true. The environment affects directly or indirectly. Direct influence such as association with family, friends, while indirect influence such as through television, reading newspapers and so on.

According to Dwi Siswoyo., Et al, the educational environment includes:

1. Physical environment (climatic state, natural state)
2. Cultural environment (language, art, economy, politics abstinence, life & religion).
3. Social / community environment (family, group, play, organization) (Dwi Siswoyo, et al., 2007: 148).

Based on various statements above, it can be concluded that the environment is everything that is in the nature around which has meaning / influence on the character / nature of a person directly or indirectly.

Definition School Environment

School is an educational institution officially organizes learning activities in a systematic, planned, intentional & directed by professional educators with programs that are

poured into a particular curriculum & followed by learners at every level, ranging from the level of children to college. According to Sumitro, et al. "School is an educational environment that develops and continues the education of children into intelligent, skilled & good citizens" (Sumitro, et al., 2006: 81). School as a place of learning for a student and his friends to gain knowledge from his teacher where the implementation of learning activities carried out formally.

"School is a formal education environment. It is said to be formal because schools are organized a series of activities planned and organized, including activities in the context of the teaching and learning process in the classroom "(Winkel, 2009: 28). Another definition states that "school is an institution that teaches its students" (Oemar Hamalik, 2003: 5). Schools can develop and improve the mindset of children because in school they learn a variety of knowledge.

Teacher quality is an important factor. The quality of teachers in question includes the attitude & personality of the teacher, the high level of knowledge that the teacher has, and the way the teacher teaches the knowledge to his or her students, also determines how the learning outcomes can be achieved (Ngalim Purwanto, 2006: 105) also influence the level of learning success. "The state of the school building & its location, as well as the learning tools that also determine the success of student learning" (Muhibbin Syah, 2006: 152).

"The location of the school building must meet the requirements such as not too close to the noise / busy street & meet the requirements that have been determined school health science" (Sumadi Suryabrata, 2006:

233) school environment such as teachers, administrative staff & classmates also can affect students' learning spirit. Teachers who exhibit sympathetic attitudes and behaviors, such as diligent reading & discussion can be a positive impetus for student learning activities. Friends who diligently learn can encourage a student to be more enthusiastic in learning activities.

According to Nana Syaodih Sukmadinata, the school environment includes:

1. School physical environment such as learning facilities & infrastructure, learning resources, and learning media.
2. The social environment concerns the relationship of students with their friends, teachers, and other school staff.
3. Academic environment is the atmosphere of school & the implementation of teaching and learning activities & various activities. (Nana Syaodih Sukmadinata, 2004: 164)

School environment is related to teaching methods of teachers, curriculum, teacher relation with student, student relation with student, school discipline. The school environment includes the state of the school environment, the atmosphere of the school, the state of the building, the school community, the discipline and school facilities. As well as in his book Dimiyati & Mudjiono that in the learning infrastructure include school buildings, study rooms, sports fields, praying space, art space & sports equipment. Learning facilities include textbooks, reading books and school laboratory facilities and various other learning media.

School environment also plays an important role for the development of learning of its students. This environment covers the physical environment of the school such as the surrounding school environment, existing learning facilities and infrastructure, learning resources and learning media and so on. The social environment concerns the relationship of students with their friends, teachers and other school staff. The school environment also concerns the academic environment, the atmosphere and the implementation of learning activities-teaching, various activities and so forth.

Based on the above description it can be concluded that the school environment is a place for students to learn with their friends in a direction to receive knowledge transfer from the teacher which includes the circumstances surrounding the school atmosphere, student relations with and friends, student relations with teachers and with staff schools, teacher quality and teaching methods, building conditions, school communities, discipline, school facilities, and school infrastructure.

Definition the Role of Teachers

Regarding what the role of the teacher there are some opinions described in the book Sardiman A.M. (2006: 143), among others:

1. Prey Katz describes the role of the teacher as a communicator, a friend who can provide advice, motivators as an inspiration and encouragement, a mentor in developing attitudes and behavior and values, people who master the material being taught.
2. James W. Brown suggests that the tasks and roles of teachers

include: mastering and developing the subject matter, planning and preparing daily lessons, controlling and evaluating student activities.

3. The World Federation and Professional Organization of Teachers reveals that the role of teachers in schools, not only as a transmitter of ideas but also acts as transformers and catalysts of values and attitudes. From the above opinion it can be concluded that, the teacher's role is:

- a. As informatory, teachers as executors teach informative, laboratory, field study and activity and general information.
- b. As an organizer, teachers as managers of academic activities, syllabus, workshop, lesson schedule, and others.
- c. As a motivator, teachers should be able to stimulate and encourage to dynamite student potential, cultivate self-help (activity) and creativity, so that there will be dynamics in the learning process.
- d. As the director of the teacher should be able to guide and direct the learning activities of students in accordance with the goals aspired.
- e. As the initiator, the teacher as the originator of creative ideas that can be emulated by the students in the learning process.
- f. As a transmitter, the teacher acts as a disseminator of education and knowledge policy.
- g. As a facilitator, teachers provide facilities or facilities in the learning process.

- h. As a mediator, the teacher as a mediator in student learning activities.
- i. As an evaluator, Teachers have the authority to assess the achievement of students in the field of academic and social behavior, so it can determine how the students are successful or not.

Slameto (1995: 97-98) suggests that in the process of teaching and learning, teachers have the task to encourage, guide, and provide learning facilities for students to achieve goals. Teachers have a responsibility to see everything that happens in the classroom to help the student development process. Submission of course material is just one of the various activities in learning as a dynamic process in all phases and processes of student development. In more detail the teacher's task is centered on:

1. Educating with emphasis provides direction and motivation to achieve goals both short and long term.
2. Providing the facility of achieving the goals includes an adequate learning experience.
3. Assist the development of personal aspects such as attitudes, values and adjustments.

Thus the role of teachers in this study becomes more widespread and more lead to increased student learning motivation. Through the role of teachers is expected to encourage students to always learn in various opportunities through various sources and media. Teachers should be able to help each student to effectively use various learning opportunities and various sources and learning media.

This means that teachers should be able to develop the best ways and habits of learning. Furthermore, it is expected that teachers can provide adequate facilities so that students can learn effectively.

Framework of thinking

Based on the theoretical descriptions that have been above, then put forward the frame of thinking and relationship model between each variable in this study. In accordance with the scope of research that is about students' learning motivation on the subjects of Local Area Network in SMA 2 Bangkinang Kota, predictors can predictor affect student's learning motivation is school environment and teacher learning method. All of these factors have a very close relationship between variables one with other variables.

1. The relationship of school environment with learning motivation
2. Relation of teacher role in learning process with motivation learn
3. Conceptual framework model.

Method

This research is a quantitative research with regression type. Variety of this research is a structured study yag started from testing the hypothesis, while the type of research is non experimental. Correlational research to know how the factors of School Environment (X1), Teacher Role In Learning Process (X2) to Student Learning Motivation (Y).

Data collection of independent variables and bound variables is done by questionnaire. Regression analysis is used to find out the strongest predictor and the weakest predictor among the

independent variables to the dependent variable.

Operational Definition of Research Variables

The operational definitions in this research are:

- a. Motivation to learn is an impulse to do something that is manifested in an action to conduct learning activities in achieving an expected goal. Characteristics of someone who has the motivation that is: diligent to face, tenacious facing difficulties, Showing interest in various problems for adults, prefer to learn independently, get bored on routine tasks, can defend opinions, not easy to let go of things that are believed and happy to find & solve problems problems.
- b. The school environment is anything that affects the comfort of student learning both in the form of physical aspects and non-physical aspects. Included in the physical aspects of the completeness of infrastructure facilities, while in non-physical aspects of student relationships with students of school residents. School environment is related to teaching methods of teachers, curriculum, teacher relation with student, student relation with student, school discipline. The school environment includes the state of the school environment, the atmosphere of the school, the state of the building, the school community, the discipline and school facilities.
- c. The role of Teachers in Learning Process is the result of

students 'understanding of the role of teachers so that later can be determined how the students' responses to the role that has been run by the teacher. The indicators of the Teacher Role in the Learning Process are: As an informer, organizer, motivator, director of initiator, transmitter, facilitator, mediator, evaluator in the learning process.

Research population

The population in this study is all students of class XI SMA N 2 Bangkinang Kota number 67 people.

Instruments and Data Collection Techniques

According Suharsimi Arikunto (2006: 222) data collection methods is a way that can be used by researchers for data collection techniques. Based on the nature of the problem, ie the use of images the researchers intend to test the hypothesis because the results will be calculated using statistics.

1. Research instrument

Instruments are tools used to collect data. Instruments in quantitative research using questionnaires, observation sheets or other. This study uses a closed questionnaire where the answer has been provided by the researcher so that the respondents just choose. This questionnaire uses libert scale. According Sugiyono (2010: 134) Likert scale is used to measure the attitude or opinion of a person or a group against a social phenomenon in which the answer of each instrument item has a gradation from very positive to very negative. The questionnaire is filled in by each respondent having to choose

one of 4 alternative answers that exist from each item, there is no right or wrong answer, each answer has a different score. Through the Likert scale the variables to be measured are translated into indicators. The scores for each alternate answer are:

a. Learning Motivation Variables and Teacher's Teaching Method

1. Score 1 for Alternative No Appropriate Answers
2. Score 2 for alternative Less Corresponding answers
3. Score 3 for alternative Appropriate answers
4. Score 4 for alternative Very Corresponding answers

b. School Environment Variables

1. Score 1 for Less Good answer alternatives
2. Score 2 for an Alternative Good answer
3. Score 3 for Good answer alternatives
4. Score 4 for an excellent answer alternative

The grid compilation of the questionnaire instrument is as follows:

1. School Environment

Indicator of the questionnaire variable School environment can be seen from the following table:

No	Indicator	No.item	Total
1	Circumstances around school	1,2,3,4	4
2	School buildings & school facilities	5,6,7,8	4
3	School facilities & infrastructure.	9,10,11	3
4	School atmosphere	11,12,13,14	4
5	Student relation with his friends	15,16	2
6	Student relation with teacher	17,18	2
7	Student relation with school staff	19*,20	2
8	School rules	21,22*,23	3

* item number with negative questions.

2. The role of teachers in the learning process

Indicator of variable questionnaire Teacher learning method can be seen from the following table:

No	Indicator	No.item	Total
1	As informant	1,2,3	3
2	As an organizer	4,5	2
3	As a motivator	6,7*,8*	3
4	As director	9,10,11	3
5	As initiator	12,13,14	3
6	As transmitter	15,16,17	3
7	As a facilitator	18,19,20	3
8	As mediator	21,22	2
9	As evaluator	23,24,25	3

* item number with negative questions.

3. Learning Motivation

Indicators of the questionnaire variables Learning motivation

can be seen from the following table:

No	Indicator	No.item	Total
1	Diligently facing the task	1,2*,3*,4	4
2	Ductile face difficulties.	5,6,7	3
3	The desire to deepen the material given.	8,9,10,11	4
4	Happy and diligent with enthusiasm.	12,13,14,15*	4
5	Can defend his opinion	16,17,18	3
6	Achieving as good as possible.	19,20,21	3
7	Pleased to find and solve problems.	22,23	2
8	Interest over unknown issues	24,25,26	3

* item number with negative questions.

a. Instrument Validity

The validity of the instrument relates to the suitability and accuracy of

the function of the measuring instrument it uses. A gauge is said to be valid if it is really appropriate and answers about the variable being measured. Validity is a measure that indicates the validity or skill of an instrument. According to Sugiyo (2004: 109), an instrument is said to be valid if able to measure what yag researched appropriately. The validity of the instrument in this study is done with the validity of the construct and the validity of the content. According Sugiyo (2004: 141), the validity of the collision is done by consulting the indicators used in the instrument to experts in the field so that the development of indicators in accordance with the needs of research.

Content validity is done by developing the instrument grids into item items. Regarding the validity of the measuring instrument, Suharsimi Arikunto (2002: 145), distinguish two kinds of validity of measuring instrument that is logical validity and empirical validity. Logical validity is the validity obtained through the correct means requiring the logic to be achieved a degree of validity desired. Empirical validity is the validity obtained by way of experimenting the instrument on the appropriate target in the study.

The instrument validity test is intended to obtain valid and reliable measuring instruments. Testing of logical validity in this research, done by consult the instrument grille that has been compiled to the expert, in this case is a lecturer who is expert in the field of education.

Completed questionnaires were compiled and tested for logical validity and reliability, the questionnaires were tested on 30 students from SMK who had similar characteristics outside the

research sample to know the validity of the question items. According Sugiyanto (2010: 177) the instrument is tested on the sample where the population was taken with the number of sample members used about 30 people. The results of this trial are known to the extent that the validity and reliability of the instrument will be used in data retrieval.

Testing the validity is the test used to determine the extent to which the accuracy and meticulousness of measuring instruments in performing its functions as a measuring tool. Validity value sought by using product moment correlation coefficient from Karl Person (Suharsimi Arikunto, 2006: 170). Testing validity is done to measure the validity of the instrument.

Information:

r_{xy} = Correlation coefficient

N = Number of respondents

Σxy = Total multiplication of item scores and total

Σx = Number of item scores

Σx^2 = Total score total

Σy^2 = The sum of squares of item scores

Σy = Total Squares of Total Score

(Suharsimi Arikunto, 2006: 170)

Empirical validity test can use grain analysis technique, that is by correlating score of each item with its total score. According to Sutrisno Hadi (1987: 27) a grain is said to be valid if $r_{pq} > r_{table}$ at a 5% significance level on a one-sided test.

Data Analysis Technique

Data analysis technique is a way done to process the data to produce an appropriate conclusion. The analysis used in this research includes descriptive analysis and hypothesis testing by using regression of two predictors.

Finding and Discussion

The descriptive-survey method was used in this study, and descriptive means that surveys are made in order to discover some aspects of teacher's teaching style and the word survey denotes an investigation of a field to ascertain the typical condition is obtaining. The researchers used questionnaires, observations, interviews, students' class work and other student outputs for this study. The questionnaires were administered before and after ESL strategies were applied. Observation refers to what he/she sees taking place in the classroom based on student's daily participation. Student interviews were done informally before, during, and after classes. Several categories affecting motivation were being presented in the questionnaire.

Helping students understand better in the classroom is one of the primary concerns of every teacher. Teachers need to motivate students how to learn. According to Phil Schlecty (1994), students who understand the lesson tend to be more engaged and show different characteristics such as they are attracted to do work, persist in the work despite challenges and obstacles, and take visible delight in accomplishing their work. In developing students' understanding to learn important concepts, teacher may use a variety of teaching strategies that would work best for her/his students. According to Raymond Wlodkowski and Margery Ginsberg (1995), research has shown no teaching strategy that will consistently engage all learners. The key is helping students relate lesson content to their own backgrounds which would include students' prior knowledge in

understanding new concepts. Due recognition should be given to the fact that interest, according to Saucier (1989:167) directly or indirectly contributes to all learning. Yet, it appears that many teachers apparently still need to accept this fundamental principle. Teachers should mind the chief component of interest in the classroom. It is a means of forming lasting effort in attaining the skills needed for life. Furthermore teachers need to vary teaching styles and techniques so as not to cause boredom to the students in the classroom. Seeking greater insight into how children learn from the way teachers discuss and handle the lesson in the classroom and teach students the life skills they need, could be one of the greatest achievements in the teaching process.

Furthermore, researchers have begun to identify some aspects of the teaching situation that help enhance students' motivation. Research made by Lucas (1990), Weinert and Kluwe (1987) show that several styles could be employed by the teachers to encourage students to become self motivated independent learners. As identified, teachers must give frequent positive feedback that supports students' beliefs that they can do well; ensure opportunities for students' success by assigning tasks that are either too easy nor too difficult; help students find personal meaning and value in the material; and help students feel that they are valued members of a learning community. According to Brock (1976), Cashin (1979) and Lucas (1990), it is necessary for teachers to work from students' strengths and interests by finding out why students are in your class and what are their expectations. Therefore it is important

to take into consideration students' needs and interests so as to focus instruction that is applicable to different groups of students with different levels.

CONCLUSION

Based on the results of data analysis and discussion in this study, then it can be the following conclusions are drawn:

1. There is a positive and significant impact on the school environment motivation to learn geography of students of class XI SMA N 2 Bangkinang Kota obtained $t_{count} > t_{table}$ is $3,435 > 1,993$. The amount of contribution of influence (R²) of school environment to motivation studying students on geography subjects at SMA N 2 Bangkinang Kota is 13.8%.

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