Research Article

Effect availability of biology learning facilities and resources on students' motivation and learning achievement at Madrasah Aliyah BPD Iha-Kulur

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ABSTRACT

Madarasah Aliyah BPD Iha-Kulur is one of the schools at the high school level under the Ministry of Religion but the pattern of development refers to the Ministry of National Education. therefore these schools are required to comply with various regulations regulated by the Ministry of National Education. The purpose of this study was to determine the effect of the availability of biology learning facilities on students' motivation and learning achievement. This study uses a type of quantitative research. Located at Madrasah Aliyah BPD Iha–Kulur. On december 2020 - February 2021. Population in this study were students of class XII IPA totaling 110 and only taking a sample of 21% of the total population. Sampling technique using probability sampling technique. The instrument used in this study was a questionnaire, while the data analysis used multiple regression analysis. The show that the availability of biology learning facilities has a positive and significant influence on students' motivation and learning outcomes. The availability of biology learning facilities greatly determines student learning outcomes.

Keywords: Facilities, learning resources, motivation, learning achievement

INTRODUCTION

The development of science and technology that is growing rapidly, has resulted in changes in various fields including education. Improving the quality of education can be carried out by making improvements and updates for the success of education. School as a formal educational institution is a means in order to achieve the success of the education. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 18 regulates that Madrasah Aliyah is part of the upper secondary education system in national education. The existence of Madrasah Aliyah is confirmed by the Decree of the Minister of Education and Culture Mendikbud Number 0489/U/1992 which states that Madrasah Aliyah is a Public High School with Islamic characteristics which is organized by the Ministry of Religion. Madarasah Aliyah BPD Iha-Kulur is one of the high school-level schools under the auspices of the Ministry of Religion but implements the national curriculum. In addition, following various regulations regulated by the Ministry of National Education. The difference is in the development of Islamic religious education and other religious activities.

Teachers have a tough task in delivering materials and completing the same subject matter and the number of hours of lessons in Madrasah Aliyah BPD Iha–Kulur is less when compared to public schools. Whereas students are required to be motivated and compete to be the same as students in other schools. Tirtonegoro, stated, Learning achievement is an assessment of the results of learning activities expressed in the form of symbols, letters, numbers, and sentences that can reflect the learning outcomes that have been achieved by each child in a certain period. Lela Camellia (2016), said that learning achievement is evidence of the success that has been achieved by someone. Miarso explained that learning is an activity either with the guidance of the teaching staff or with their own efforts. The presence of teachers in learning activities is intended to make learning smoother, easier, more fun, and more successful. As for students, learning is basically to gain knowledge, skills, and attitudes anywhere, anytime, and with anything, because learning resources are everywhere and varied and of various types. The quality of the interaction of students with learning resources greatly affects learning outcomes. Thus, there is a very big difference between students who have high intensity in the use of learning resources and students who have low intensity in utilizing learning resources (Supriadi, 2015).

Learning facilities are defined as something that can facilitate and expedite the implementation of learning. Facilities can be equated with infrastructure. Educational facilities are all facilities needed in the teaching and learning process, both movable and immovable so that the achievement of educational goals can run smoothly, regularly, effectively, and efficiently (Arikunto &Yuliana, 2008). Meanwhile, Barnawi & Arifin (2012) stated that educational facilities are all equipment, materials and furniture that are directly used in the education process in schools. Learning facilities can be classified into 3, namely (1) Consumable or not (consumable and durable), (2) Moving or not (moving and not moving), (3) Relationships in the learning process (lesson tools, teaching aids, and learning media). Heryati & Muhsin (2014). According to Percival and Ellington in Supriadi, (2015) said that in conventional learning models, and of the many available learning resources, it turns out that only textbooks are learning resources that are used other than the teaching staff themselves. Meanwhile, various learning resources in general have not been used optimally.

In our country, it can be found that the use of teaching materials and textbooks in learning is very dominant when compared to learning resources such as libraries, laboratories, field studies, slides, internet, computers, and others. However, nowadays the use of computers in learning has shown a significant increase. Learning resources are sources of knowledge that have various dimensions. Learning resources are reviewed narrowly, namely learning resources included in books or printed materials, such as magazines, bulletins and so on, while the broad meaning is in the form of learning tools that can present messages and can be heard or seen, such as radio, television and so on. others (Suhirman, 2018). Learning resources are something that can contain messages to be presented through the use of tools. Learning resources can also mean everything that is intentionally designed or available that is used both individually and in groups to make or help students learn. In learning resources there are several main components that support these learning resources, namely: a). messages which are lessons/information that is passed on by other components in the form of ideas, facts, meanings, data, etc., b). Components People / humans as storage, processing, and presenter of messages, c). Component tool something that is used to convey messages stored in the material, d). Component techniques routine procedures or guidelines that are prepared for using materials, equipment, people, and the environment to convey messages (Abd Hafiz, 2011).

Motivation and learning according to Uno (2014) are two things that influence each other. So that learning activities need motivation in students, because according to Gray in Majid (2013) defines motivation as a number of processes that are internal and external to an individual that causes an attitude of enthusiasm and persistence in carrying out certain activities. While the nature of learning motivation according to Uno (2014) is internal and external encouragement to students who are learning to make changes in behavior. Learning motivation is needed in a learning process, so that students have enthusiasm in achieving educational goals. Based on this opinion, it can be concluded that motivation is a force that drives individual activities to carry out an activity to achieve goals. So learning motivation is the overall driving force both within and from outside the student by creating a series of efforts to provide certain conditions that ensure continuity and provide direction to learning activities, so that the goals desired by the learning subject can be achieved.

Based on the results of interviews and initial observations that the author conducted on 2 biology teachers and several students (unstructured interviews) it is known that in conducting biology learning, teachers are often constrained by the lack of learning resources in this case related to learning facilities, including the absence of library facilities, laboratories, school wifi and also the lack of supporting facilities for learning biology in the classroom. Biology learning carried out in the classroom is also manual and does not use learning support tools such as LCD projectors, even the absence of electricity facilities so that it affects the quality of education in the Huamual sub-district, West Seram Regency. Due to the lack of learning facilities faced by Madrasah BPD Iha-Kulur, the creativity of the teachers, especially biology teachers, is always demanded in designing learning and utilizing various available learning resources in order to improve the quality of education.

Based on this description, it can be seen that the availability of learning facilities and resources is also highly expected to support student learning at Madrasah Aliyah BPD Iha–Kulur, especially in biology subjects. Hopefully with all the limitations faced by the Madrasah Aliyah BPD Iha-Kulur school, it will not spark the enthusiasm and motivation of the students in achieving proud achievements. Therefore, as regional children who are sensitive and care about the development of education in the area, researchers feel called and consider it necessary to conduct research with the title "The Effect of Availability of Biology Learning Facilities and Resources on Student Motivation and Learning Achievement at Madrasah Aliyah BPD Iha-Kulur".

METHOD

This research is quantitative, using the inferential test. This research is intended to dig up factual information about the influence of availability of biological learning resources on student motivation and learning achievement at Madarasah Aliyah BPD Iha-Kulur. This research was conducted on December 14, 2020–January 14, 2021. The population in this study were all students of Madarasah Aliyah BPD Iha-Kulur, totaling 110 people consisting of 3 classes. The sample in this study was taken using probability sampling technique, with a total sample consisting of 23 students of class XII Science.

RESULTS AND DISCUSSION

Distribution of Learning Facilities Questionnaire (X1)

The distribution of learning facility data (X1) in this study obtained through the provision of questionnaires to students of class XII Science Madrasah Aliyah BPD Iha–Kulur can be seen in the following graph:

Graph 1. Distribution of Frequency and Percentage of Learning Facilities (X1)

Data analysis questionnaire 2021
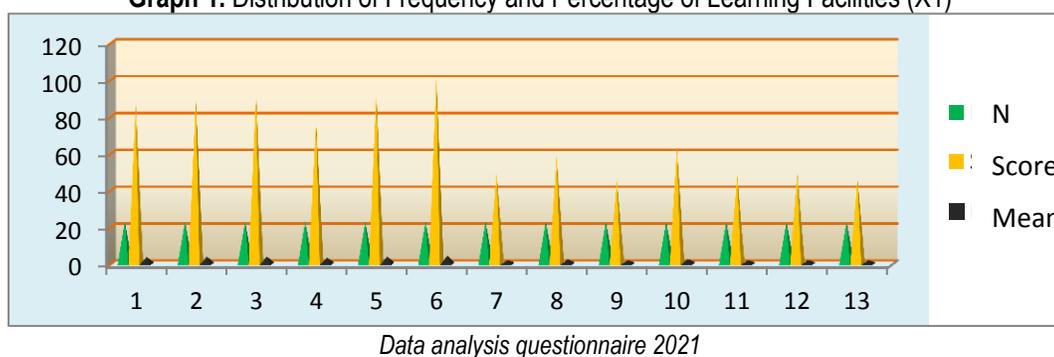
Distribution of Learning Resources Questionnaire (X2)

The distribution of learning source data (X2) in this study obtained through the provision of questionnaires to students of class XII Science Madrasah Aliyah BPD Iha-Kulur can be seen in the following graph:

Graph 2. Distribution of Frequency and Percentage of Learning Resources (X2)

Data analysis questionnaire 2021

Distribution of Learning Motivation Questionnaire (Y1)

The distribution of learning motivation data (Y1) in this study obtained through the provision of questionnaires to students of class XII Science Madrasah Aliyah BPD Iha-Kulur can be seen in the following graph:
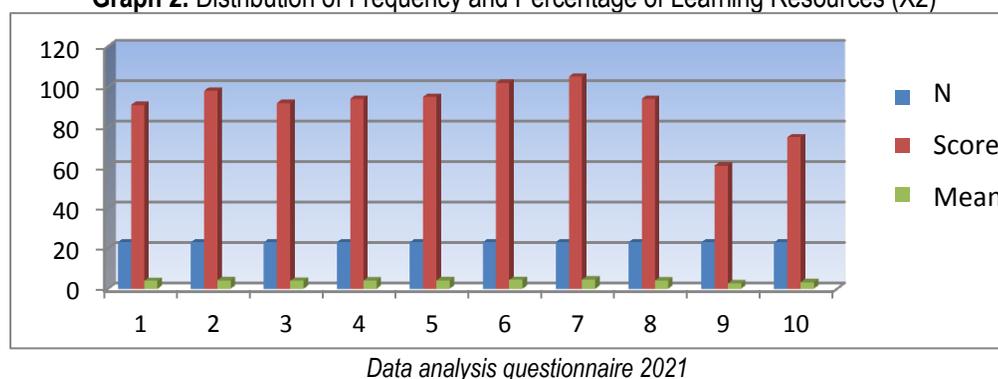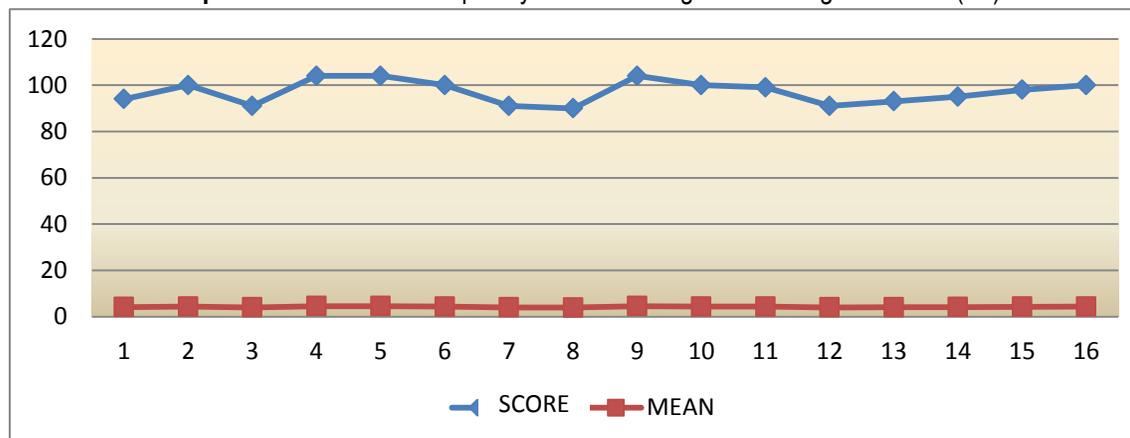

Graph 3. Distribution of Frequency and Percentage of Learning Motivation (Y1)

Learning Achievement (Y2)

The distribution of class XII science achievement level categories can be seen in the following table:

Table 2. Distribution of Variable Categories of Learning Achievement Level

No	Norm	Category	The number of students	Percentage %
1	81,04 < X	high	5	21,73%
2	75,48 < X < 81,04	medium	15	62,21%
3	X < 75,48	low	3	14,28%
	Amount		**23**	**100%**

Data analysis questionnaire 2021

In Table 2 it can be seen that there are 3 students (14.28%) in the low category, 15 students (62.21%) in the medium category, and 5 students (21.73%) in the high category. After the data from the measurement of learning

facilities were associated with learning motivation and then processed using SPSS for windows, the results of simple regression analysis can be seen in the following table:

Table 3. Regression Equation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	32.137	1.626		19.769	.000
Learning Facilities X1	.905	.041	.979	21.860	.000

a. Dependent Variable: Motivation to learn Y1

Based on the table above, the regression equation is obtained,

$Y_1 = 32,137 + 0,905 X_1 + e$

The regression results can be interpreted as follows:

a) The constant/intercept (α) of 32.137 means that without the influence of learning facilities, the learning motivation is very low.

b) The regression coefficient for learning facilities variable (X1) is 0.905, which means that learning facilities have a positive influence on learning motivation (Y1). If the student learning facilities at Madrash aliyah BPD Iha-kulur are increased, the students' learning motivation will also increase.

From the results of the t-test calculation of the effect of learning facilities on learning motivation, the t-count results are 21,860 with a significance value of 0.000 <0.05, meaning that learning facilities have a positive and significant effect on learning motivation of students in class XII Science Madrasah Aliyah BPD Iha-kulur. The R^2 (R square) test obtained results of 0.958 or 95.8%, which means that the contribution of the influence of learning facilities to learning motivation is 95.8% while the remaining 4.2% is influenced by other factors. Other factors in question are not derived from the variables studied.

The influence of learning resources (X2) on students' learning motivation (Y1)
Regression Equation Test (T)

Table 4 . Regression Equation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	16.673	2.325		7.171	.000
Learning Facilities X2	1.291	.059	.979	21.920	.000

a. Dependent Variable: : Motivation to learn Y1

Based on the table above, the regression equation is obtained, namely:

Y1 = 16,673 + 1,291 X1 + e

The regression results can be interpreted as follows:

1. The constant/intercept (α) of 16.673 means that without the influence of learning resources, the learning motivation is very low.

2. Regression coefficient of learning resources variable (X1) of 1.291 means that learning resources have a positive influence on learning motivation (Y). If student learning resources increase, then student learning motivation will also increase.

From the results of the calculation of the t-test of 21,920 with a significance value of 0.000 <0.05, it means that learning resources have a positive and significant effect on students' learning motivation. The R^2 (R square) test obtained results of 0.958 or 95.8%, which means that the contribution of the influence of learning resources on learning motivation is 95.8% while the remaining 4.2% is influenced by other factors.

The influence of learning facilities (X1) and learning resources (X2) on students' learning motivation (Y1).
F-Test Equation

From the results of the F-test calculation of the effect of learning facilities and learning resources on students' learning motivation, the F-test results are as follows.

Table 5. Results of F-test of Effects (X1) and (X2) on (Y1)

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	178.239	2	89.120	329.295	.000[b]
Residual	5.413	20	.271		
Total	183.652	22			

a. Dependent Variable: Motivation to learn Y1
b. Predictors: (Constant), X2 Learning Resources, X1 Learning Facilities

In the table above, it can be seen that the F-test value is 329.295 with a significance of 0.000 <0.05, meaning that learning facilities and student learning resources simultaneously have a positive and significant effect on student learning motivation. Based on the R^2 (R square) test, the results were 0.971 or 97.1%, which means that

the contribution of the availability of facilities and biological learning resources to students' learning motivation is 97.1% while the rest is influenced by other factors.

The effect of learning facilities (X1) on student achievement (Y2)
Regression Equation Test (T)

Table 6. Regression equation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	45.766	2.769		16.525	.000
	Learning Facilities X1	.830	.071	.932	11.769	.000

a. Dependent Variable: Prestasi Belajar Y2

   Based on the table above, the regression equation is obtained, namely:
$Y_1 = 45,766 + 0,830\ X_1 + e$
The regression results can be interpreted as follows:
1. The constant/intercept (α) of 45,766 means that without the influence of learning facilities, the learning achievement is very low.
2. The regression coefficient for learning facilities variable (X1) is 0.830, which means that learning facilities have a positive influence on learning achievement (Y1). If student learning facilities increase, student learning achievement will also increase.
   The result of the t-test calculation is 45,766 with a significance value of 0.000 <0.05, meaning that learning facilities have a positive and significant effect on student achievement. The R^2 (R square) test obtained results of 0.868 or 86.8%, which means that the contribution of the influence of learning facilities to learning achievement is 86.8% while the remaining 13.2% is influenced by other factors.

The effect of learning resources (X2) on learning achievement (Y2)
Regression Equation Test (T)

Table 7. Regression Equation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	30.712	3.440		8.928	.000
	Learning Resources X2	1.206	.087	.949	13.844	.000

a. Dependent Variable: Learning achievement Y2

   Based on the table above, the regression equation is obtained, namely:
$Y1 = 30,712 + 1,206\ X1 + e$
The regression results can be interpreted as follows:
1. The constant/intercept (α) of 30.712 means that without the influence of learning resources, the learning achievement is very low.
2. Regression coefficient of learning resources variable (X1) of 1.206 means learning resources have a positive influence on learning achievement (Y). If student learning resources increase, student learning achievement will also increase.
   The results of the t-test calculation are 13,844 with a significance value of 0.000 <0.05, meaning that learning resources have a positive and significant effect on student achievement. The R^2 (R square) test obtained results of 0.901 or 90.1%, which means that the contribution of the influence of learning resources on learning achievement is 90.1% while the remaining 9.9% is influenced by other factors. Other factors in question are not derived from the variables studied.

Effect of learning facilities (X1) and learning resources (X2) on student achievement (Y2)
F-Test Equation
   From the results of the F-test calculation the effect of learning facilities and learning resources on student achievement, the F-count results are as follows.

Table 8. Results of F-Calculate

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	153.767	2	76.884	92.255	.000[b]
	Residual	16.668	20	.833		
	Total	170.435	22			

a. Dependent Variable: Learning achievement Y2
b. Predictors: (Constant), X2 Learning Resources, X1 Learning Facilities

In the table above, it can be seen that the F-count is 92.255 with a significance of 0.000 <0.05, meaning that learning facilities and student learning resources simultaneously have a positive and significant effect on student achievement. The R2 (R square) test obtained results of 0.902 or 90.2%, which means that the contribution of the availability of facilities and biological learning resources to student learning achievement is 90.2% while the rest is influenced by other factors.

DISCUSSION
The Effect of Availability of Learning Facilities on Students' Learning Motivation
The data on the distribution of the learning facilities questionnaire as the X1 variable obtained through giving questionnaires to the students of Madrasah Aliyah BPD Iha-Kulur as respondents in this study can be seen that the results of the learning facility questionnaire have a score range of 45-102. The highest score obtained by students is 102 and the lowest score is 102. obtained by students is 45. Based on the table that has been analyzed shows that the average value of the overall score of respondents' answers is (69.23) while the average value of the overall mean is (3.01). Thus, it can be concluded that the availability of learning facilities at Madrasah Aliyah BPD Iha-Kulur is still in the LESS category. Based on the results obtained in this study, the regression coefficient of the facility variable (X1) of 0.905 means that learning facilities have a positive influence on learning motivation (Y1). If student learning facilities increase, then student learning motivation will also increase. while the results of the t-test calculation of the effect of learning facilities on learning motivation obtained t-count results of 21,860 with a significance value of 0.000 <0.05, meaning that learning facilities have a positive and significant effect on learning motivation.

Based on the R2 (R square) test in this study, the results were 0.958 or 95.8%, which means that the contribution of the influence of learning facilities on students' learning motivation is very high. This shows that the influence of the availability of learning facilities in growing student motivation is very large. The results of this study are supported by research that has been put forward by Fahrul Rozi (2020) that learning facilities have a significant effect on the learning motivation of cadets of poltekip level II Correctional Management Study Program. Also Efendi Damanik (2019) that learning facilities partially have a positive and significant effect on student learning motivation at AMIK Tunas Bangsa Pematang Siantar can be seen from the value of t count > t table (2.390> 1.991). Isdayanti (2020) concluded that the results of the first hypothesis test showed a positive and significant direct influence between learning facilities on learning motivation. This means that, if school learning facilities are in good condition, it will increase students' learning.

The effect of availability of learning resources on students' learning motivation
Based on this study, the regression coefficient of the learning resource variable (X2) of 1.291 means that the learning resource has a positive influence on learning motivation (Y1). If student learning resources increase, then student learning motivation will also increase. While the results of the t-test calculation there is an influence of learning resources on learning motivation, which is 21,920 with a significance value of 0.000 <0.05, meaning that learning resources have a positive and significant effect on learning motivation.

Based on the R2 (R square) test in the study, the results obtained were 0.958 or 95.8%, which means that the contribution of the influence of the availability of learning resources on students' learning motivation is very high. This shows that the influence of the availability of learning resources in growing student motivation in Madrasah Aliyah BPD Iha-kulur is very large. The results of this study are in line with previous research conducted by Erwin Putera Permana 2018, which concluded that there was an effect of using social media as a learning resource on students' learning motivation. Madaul Lima Yudha's (2020) also concluded that learning resources had a positive and significant effect on students' learning motivation.

The influence of availability of biology learning facilities and resources on students' learning motivation
Based on the R2 (R square) test, the result is 0.971 or 97.1%, which means that there is an influence of learning facilities and learning resources on the motivation to learn biology by 97.1% while the rest is influenced by other factors. From the results of the calculation of the F test the effect of learning facilities and learning resources on the motivation to learn biology, the F-count is 329.295 with a significance value of 0.000 <0.05, meaning that learning facilities and learning resources have a positive and significant effect on learning motivation. The results of this study are in line with research conducted by Bahrudi Efendi (2019) which concluded that there was a simultaneous influence of facilities and learning environment on learning motivation at AMIK Tunas Bangsa Pematangsiantar.

The effect of availability learning facilities on biology learning achievement
Based on the results obtained in this study, the facility variable regression coefficient of 0.830 means that learning facilities have a positive influence on learning achievement. If student learning facilities increase, student learning achievement will also increase. while the results of the t-test calculation have the effect of learning facilities on learning achievement where the t-count results are 11.769 with a significance value of 0.000 <0.05, meaning that learning facilities have a positive and significant effect on learning achievement. Based on the R2 test (R square, the results obtained are 0.868 or 86.8%, which means that there is an influence of learning facilities on student learning achievement which is classified as very high. The results of this study are also in line with research conducted by Lela Camellia et al. (2016) which concluded that facilities learning has a partially significant effect on learning achievement.

The effect of availability learning resources on biology learning achievement

Referring to the results obtained in this study, the regression coefficient of learning resources of 1.206 means that learning resources have a positive influence on learning achievement. If student learning resources increase, student learning achievement will also increase. while the results of the t-test calculation have the effect of learning resources on learning achievement where the t-count results are 13,844 with a significance value of 0.000 <0.05, meaning that learning resources have a positive and significant effect on learning achievement. Meanwhile, based on the R2 (R square) test in this study, the results were 0.901 or 90.1%, which means that the contribution of the influence of the availability of learning resources on student achievement is very high. The results of this study are in line with previous research conducted by Pujawati (2016). There is a positive and significant effect of the availability of learning resources on learning outcomes. The same thing was explained by R. W. Rauf (2020) who concluded that learning resources had a significant effect on learning outcomes in subjects.

The influence of availability biology learning facilities and resources on student achievement

The results of the analysis of the R2 test (R square) obtained a value of 0.902 or 90.2%, which means that the contribution of the influence of learning facilities and learning resources to biology learning achievement is 90.2% while the rest is influenced by other factors. From the results of the F-test calculation, there is an effect of learning facilities and learning resources on biology learning achievement. this is indicated by the F-count value of 92.255 with a significance value of 0.000 <0.05, meaning that learning facilities and learning resources have a positive and significant effect on learning achievement.

CONCLUSION

1. The availability of biology learning facilities has a significant positive effect on students' learning motivation.
2. The availability of biology learning resources has a positive and significant effect on students' learning motivation.
3. The availability of biology learning facilities and resources has a positive and significant effect on students' learning motivation.
4. The availability of biology learning facilities has a positive and significant effect on student achievement.
5. The availability of biology learning resources has a positive and significant effect on student achievement.
6. The availability of biology learning facilities and resources has a positive and significant effect on student achievement.

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