

# The Relationship Between The Provision Of School Facilities To Increase Student Motivation In Learning Study Of Junior High School Education Levels In Cianjur District, West Java, Indonesia

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## **Abstract**

*Junior high school learning is critical to the next stage of development. This age has important developments in social, academic and emotional growth. Education students will begin more complex social relationships with their environment, and develop emotional abilities. Students at this age experience accelerated physical growth, identity, and accelerated academic development.*

*There are national issues facing junior secondary education. For example, the participation rate/average years of schooling at a particular level is still low, in various regions in Indonesia. This research will focus on junior secondary schools in Cianjur District. How the arrangement of school facilities can contribute to increasing student motivation in learning. Primary data collection was conducted through questionnaires to teachers in a number of junior high schools in Cianjur District. The variables found can be important factors that contribute to increasing the intrinsic motivation of junior high school students in participating in learning.*

**Keywords:** *Learning, facilities, arrangement, motivation.*

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## **INTRODUCTION**

Cianjur District is located in the province of West Java, Indonesia, with a strategic area because it is located not far from Jakarta as the national capital and Bandung city as the provincial capital. There are 407 junior secondary schools in the district in 2023. In general, the net enrollment rate (APM), which is a figure that shows school participation by the school-age population at a particular education level, was 80.87% in 2022 and there was a decrease of 78.4% in 2023 (BPS, Kabupaten Cianjur, 2023). The average length of schooling in 2022 in Kabupaten Cianjur was only 7.2 years (BPS, 2022), so it can be stated that at the junior high school level there were dropouts. Kabupaten Cianjur has an Education Quality Index (EQI) value that is categorized as low quality because it is below 0.647, the cut-off value (BPS, Kabupaten Cianjur, 2024). There are a number of learning space facilities that are damaged, so there needs to be repair efforts for 6.7% of the total number of learning spaces available (BPS, Kabupaten Cianjur, 2023). So that these things become the main problem of how to increase student motivation to study at school, especially at the junior high school level. The selection of the junior high school level is because at that age it is an important growth for students in social, cognitive, and psychological aspects as well as the expected average years of schooling are not achieved.

## **LITERATUR REVIEW**

There are a number of studies that have been conducted on facility management and its effect on learning motivation. An opinion stating that learning is done as a relatively permanent change in a potential habit with reinforced practice (Kimble et al., 1974). How important the achievement of educational goals in various countries is related to the development of community resources and intellectuality, is emphasized in the World Bank report (WDR, 2018). The conclusion of several studies in the arrangement of school infrastructure will have an impact on increasing student learning motivation (Barrett et al., 2019; Higgins, S., Hall, E., Wall, K., & Woolner, P., 2005), where these conditions will also affect extrinsic motivation in students (Ullah, R., & Yasmeen, B., 2017; Stewart, P., 2021; Bakar, R., 2014; Brooks., 2018). The

arrangement is also closely related to the learning situation and student participation in school (Pintrich., 2003; Ullah & Yasmeen, 2017; Meece et al., 2006; Cook, 2016).

The condition of the school's physical environment will affect student learning motivation (Salsabila et al., 2024); (Agustin and Mu'is., 2023; Edwards., 2006; Sojanah & Ferlinda, 2019; Anggraini et al., 2017; Lumapow et al., 2024; Supratno & Mochamad., 2021; Hariyanto, et all., 2021). In other research regarding learning facilities that are tailored to the age of students, it greatly supports students in independent learning activities (Brooks., 2018; Ruhjana & Aeni., 2019). Policies where school managers provide good school facilities will provide significant support for improving the student learning process (Manuputty et al, Ikram & Kenayathulla, 2023; Firman & Ida Bagus Putu Arnyana, 2023; Wijaya, N. Q et al, 2023; Sari, I. P., Surahman, M., & Muhisom, M., 2022; Widiastuti, K., Susilo, M. J., & Nurfinaputri, H. S., 2020). How students willingness and motivation to learn drives the initiation, intensity, persistence, and quality of behavior (Gopalan et al., 2017). Actions in influencing student learning motivation can be done by creating a safe and healthy school environment for learning (Sojanah & Ferlinda, 2019; Anggraini et al., 2017; Supratno & Mochamad, 2021; Mubita, K., 2021; Puteh, et all., 2012).

The problem of education in Cianjur district is the main focus of this research, how to find significant variables that can affect the above problems. How the arrangement of school facilities can contribute to increasing the learning motivation of secondary school students in Cianjur District, West Java. The research will be conducted with quantitative statistical analysis through questionnaires as primary data, sampling secondary school teachers in Cianjur district, who are directly involved in schools with students. The research question is: Does the provision of school facilities contribute to increasing the learning motivation of junior high school students in Cianjur District? The hypotheses proposed from the existing references are as follows: There is an effect of providing and organizing school infrastructure facilities on increasing students' learning motivation in junior high schools in Cianjur District.

## METHODOLOGY

This research is conducted with quantitative analysis through questionnaires as primary data, with a sample of 163 junior high school teachers from various schools in Cianjur District who are directly involved in teaching students. This analysis will test the proposed model. A total of 130 junior high schools were the origin of the teachers who answered the questionnaire in this study, consisting of 38% public schools and 62% private schools, out of a total of 407 schools in Cianjur District under the coordination of the Ministry of Education, Culture, Research and Technology (Mandalora, CR., 2025).

Table.1.Distribution of Questionnaires

No	Description	Condition 1	Condition 2	Condition 3
1	Age	36% = 20-30 yr	39%= 30-45 yr	25%=>45 yr
2	Gender	58% Woman	42% Man	-
3	Education Level	32% = D3/D4 (Diploma)	51%= S1(Under Grad)	12%= S2(Post Grad)
4	School Manager	62% Private	38% State	-
5	Years of teaching	33%; 0-5 year	41%; 5-10 year	26%; > 10 year
6	Living location	49%; Nearby <5Km	36%; Middle 5<X <15 Km	15%; Far away >15 Km

The latent indicator variables were measured using a Likert scale, an ordinal scale that evaluates respondents' perceptions of facility management in schools. The evaluation uses a scale from one to five, with the following ratings: Very unfavorable, unfavorable, moderate, favorable and excellent. Measurement of latent indicator variables uses an interval scale from one (1) to five (5), which describes: Scale value 1 is no increase in the number of students in the class, scale value 2 is an increase of 0-25% of the number of students in the class, scale value 3 is an increase of 25-50% of the number of students in the class, scale value 4 is an increase of 50-75% of the number of students in the class and scale value 5 is an increase of 75-100% of the number of students in the class. The model is a hypothesis of the initial

relationship between the exogenous latent variable (X) and its explanatory indicators, and the endogenous latent variable (Y) and its indicators.

In this study, reflective model testing will be carried out, with the following steps (Hisyam, Achmad, 2021; Ghozali, Imam, 2008): Univariate normality test, multivariate normality test, validity and reliability test, and model fit test. The types of data that will be used in this study are: Primary data through questionnaires, secondary data through literature studies and literature. In this study, a reflective model test will be carried out, with the following steps: Normality Test: (Univariate Normality, Multivariate Normality), Indicator validity and reliability test (Convergent validity, Discriminant validity), Model Fit Test (Chi-Square, Comparative Fit Index (CFI), Root Mean Square Error of Approximation (RMSEA), Adjusted Goodness of Fit Index (AGFI), and Goodness of Fit Index (GFI) (Mandalora, et al., 2025).

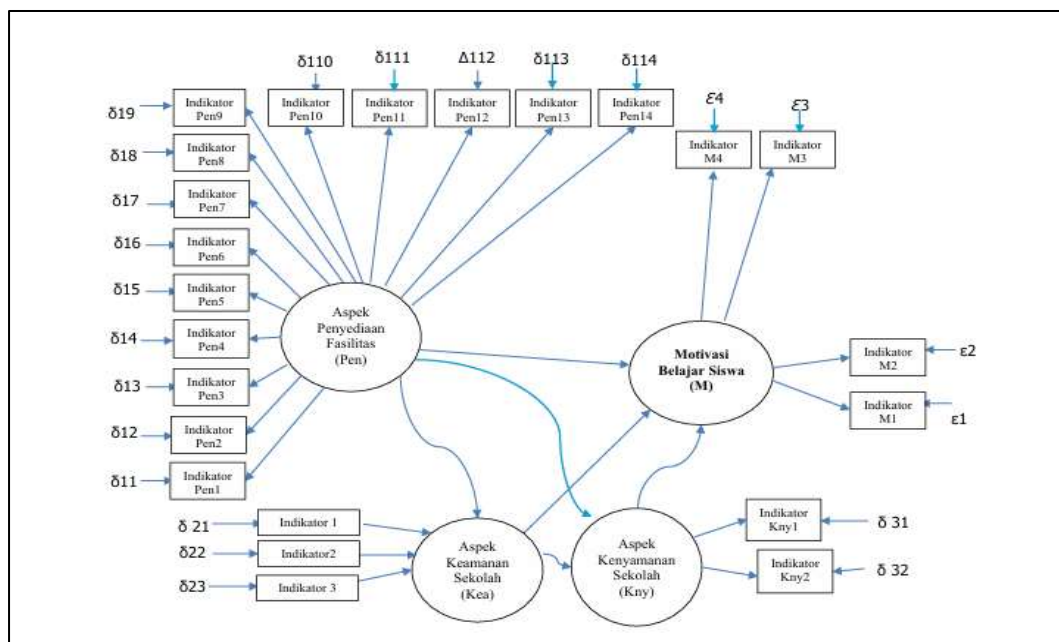


Figure 1. Variable Relationship Model

## FINDINGS

Tests were conducted with the proposed model, which is between the variables that are suspected to be interrelated. The model test results provide a new model that explains the significant relationship between exogenous variables (X1) and variable M as endogenous (Y). The resulting new linkage model is as follows:

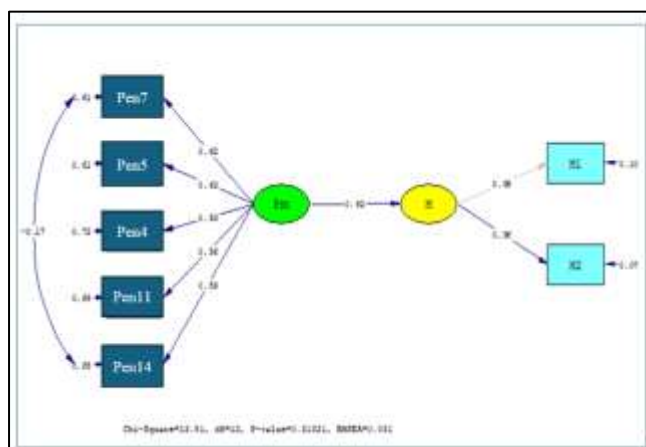


Figure 2. Relationship Model of Test Results

The R-square value of the exogenous latent variable (X1) on the endogenous latent variable (Y) is 0.85, (>0.5). The standardized coefficient is 0.92, and the T-value is 2.63, which states that this relationship is highly significant. The results of statistical tests conducted with SEM-Lisrel show that several manifest

variables/indicators of latent variable X1 are significant for use in this study and can be used as indicators to explain both constructs X1 (Pnt) and Y (M).

Table 2. R-Square Values

No	Indicator	Explanation	R-Square value
1	Pen7 (1.7)	Complete learning facilities and equipment	0.39
2	Pnt5 (1.5)	Good building and interior design	0.39
3	Pen4 (1.4)	Comfortable space conditions of cool temperature, light and open play space.	0.28
4	Pen11 (1.11)	Attractive and well-organized classroom conditions will increase students' interest in doing activities at school.	0.31
5	Pen14 (1.14)	The use of internet devices or assistive technology in the classroom greatly enhances the provision of learning materials and processes in schools.	0.35

All indicators of a construct X have an R Square value  $<0.5$  so that mathematically it is stated that the indicators of the questionnaire results explain not strongly from Variable X as an exogenous variable. This finding can be caused by the perception of teacher respondents who are the primary data source, not strongly giving statements from the contents of the indicator variables on these exogenous variables. Respondents' limited understanding or different perceptions of the quality of school facility management can lead to different perceptions and conclusions in the survey data. Differences in cultural and social values shaped by environmental and community conditions can lead to differences in the assessment of indicators of facility variables. Differences in information received about policies and standards for managing and maintaining school facilities can also lead to differences in perceptions from respondents (Barrett, P., Treves, A., Shmis, T., & Ambasz, D., 2019; Noddings, 2015).

Referring to the initial hypothesis that the provision of facilities can support student learning motivation at the junior high school level in Cianjur District, the results showed that there was a significant effect of the exogenous latent variable (X) provision of facilities on increasing the endogenous latent variable (Y) student learning motivation, especially at the junior high school level in Cianjur District. Evidenced by the results of the statistical model test which has a significant R-Square value. There is a new problem that there are indicators of exogenous latent variables that have little contribution in explaining the latent variable of facility provision.

Direct interviews were conducted with 3 principals and 5 teacher respondents to find fast the cause of this. There are several variables to be confirmed as interview topics, scoring answers to questions using a value scale of 0-10 with 0 being not at all and 10 being always. The questions in the table below represent variable topics, providing an overview of actual conditions, compared to different perceptions in filling out latent variable indicators..

Table 3. Special Interviews

No	Variable Topics	Responden	Questions	Mean Results	Hasil
1	Facility Standards	Principal	Have teachers been given knowledge of school facility standards?	5.7	Less
2	Fasilitas Audit	Principal	Are facility audits conducted regularly?	6.7	Enough
3	Facility Financing	Principal	Is funding for the provision and maintenance of facilities well secured?	4.7	Less
4	Facility Planning & Development	Principal	Is school facility development planning based on integrated needs?	6.7	Enough

5	Facility Standards	Teacher	Do teachers have written standardized information and references on facility standards?	4.7	Less
6	Fasilitas Audit	Teacher	Are teachers included in the facility audit process?	3.7	Less
7	Facility Development Planning	Teacher	Are teachers included in facility development planning?	4.7	Less

Table 3 shows:

Principal: According to the interview results funding for the provision and maintenance of facilities is inadequate. Teachers: According to the interview results, they lack written information and standard references regarding facility standards; Teachers are not sufficiently involved in the facility audit process; Teachers are not sufficiently involved in facility development planning. Information, understanding and participation can be concluded to be less active in the implementation of standardization, planning and auditing of school facilities.

Indicator variables that do not support the explanation of variable X are caused by teachers to have different perceptions of the condition of school facilities. Standardizing the provision of facilities in accordance with national regulations has not yet fully become the basis for school management, especially in schools managed by private parties with limited budgets.

## CONCLUSION

Junior high schools in Cianjur District, West Java Province, have a need to improve their existing school facilities. The results of the questionnaire and data processing show a strong correlation between facility layout and learning motivation. Facility layout: Completeness of learning facilities and infrastructure; Good building and interior layout; Comfortable school conditions in terms of temperature, lighting, and open space; Attractive and supportive learning space layout; Use of technology in learning. Improving school facilities has an impact on student learning motivation. The motivation that is formed will encourage the initiation, sincerity, and quality of student behavior in learning (Gopalan et al., 2017).

Education administrators, school leaders, and teachers actively collaborate in operational performance and standardization of school facility management. Development planning and management are carried out with the goal of providing public learning services. Support from the government and private educational foundations in terms of policy and budget allocation is particularly necessary. Improving the learning motivation of junior high school students in this district can be done effectively. Improving quality, competence, and achievement can be a continuous process.

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