



The Impact of Educational Facilities on Student Motivation in Elementary School

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Abstract

This study aims to determine the effect of facilities and infrastructure (x) on student learning motivation (y). This study is a quantitative study using a product moment analysis research design. The data collection techniques used in this study were questionnaires and documentation. The subjects in this study were all 57 students in grades IV-VI. Data analysis was performed manually using Microsoft Excel and SPSS 26 software. The results of this study are as follows: i) The facilities and infrastructure available in elementary schools are considered good, as indicated by a mean or average score of 46.7, which falls within the 45-51 interval, with a standard deviation of 4.62, representing a result of 56%. ii) The learning motivation of elementary school students is classified as poor, as seen from the mean or average value of 46 with a standard deviation of 5.24, which is presented as a result of 44%. iii) There is an influence between the facilities and infrastructure variable (x) and student learning motivation (y) based on the simple linear regression formula. The data obtained shows a sig of $0.000 < 0.05$ (5% significance level), so H_a is accepted and H_o is rejected. Furthermore, based on data analysis, it is known that there is an R Square of $0.355 \times 100\% = 35.5\%$. This indicates that there is an influence between facilities and infrastructure (x) on learning motivation.

INTRODUCTION

In the educational process, the quality of education must be supported by the development of facilities and infrastructure in schools to facilitate or ease the learning process (Jahari et al., 2023; Lavy & Nixon, 2017; Putri et al., 2024; Sonia, 2020; Ya'cub & Ga'a, 2021). Educational facilities are facilities that are used directly in the teaching and learning process to achieve learning objectives, such as buildings, classrooms, tables, chairs, and learning media tools (Dulloh et al., 2023; Hacıeminoğlu et al., 2015; Nurharirah & Effane, 2022; Setiowati & Annur, 2023). Meanwhile, educational infrastructure is everything that indirectly supports the educational process, such as gardens, yards, school parks, and roads leading to schools. Educational facilities and infrastructure play a very important role because the quality of education can be improved through the provision of facilities and infrastructure (Agustriani et al., 2022; Devi, 2021; Lovette-Wilson et al., 2022).

The importance of facilities and infrastructure in supporting the educational process is regulated by Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 22 of 2023 concerning Standards for Facilities and Infrastructure in Early Childhood Education, Primary Education, and Secondary Education Levels in article 1 paragraph 1, which explicitly states that:

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“facilities and infrastructure standards are the minimum criteria for facilities and infrastructure that must be available in educational units in the implementation of education”.

Facilities and infrastructure cannot be ignored in the education process (Ginanjari & Jundullah, 2023; Liu et al., 2025; Pilcher, 2016). This is because without facilities and infrastructure, the implementation of education will not run well (Suranto et al., 2022). The same applies to facilities and infrastructure in the religious field in increasing the motivation to learn Islamic education for students. The overall learning motivation of students is their motivation to learn, which drives learning activities, ensures their continuity, and can provide direction for learning activities so that the objectives of the subjects studied can be achieved (Aseery, 2024; Picus et al., 2005; Supriani et al., 2020).

As stipulated in the National Education System Law No. 20 of 2003 Chapter XII article 45 paragraph 1, it is explained that: “Every formal and non-formal educational unit shall provide facilities and infrastructure that meet educational needs in accordance with the growth and development of the physical, intellectual, social, emotional, and psychological potential of students” (Undang-Undang, 2003).

Learning activities refer to conscious or deliberate activities carried out by an individual. Learning is an interaction between an individual and their environment, and the results of learning are marked by changes in behavior (Rohmah, 2017; Susanti, 2022). However, it is not only facilities and infrastructure that influence student learning success; increasing student motivation also plays a significant role. Increasing learning motivation means increasing the enthusiasm within a student to be more motivated in following each lesson given. Motivation is a state within a person that drives them to carry out activities to achieve goals (Emda, 2017; Farida, 2022; Geduld, 2017; McKenzie et al., 2025).

Learning motivation is a supporting factor that can optimize children's intelligence and lead them to achieve good academic performance. Conversely, low motivation will cause children's academic performance to decline (Engkizar et al., 2023; Harianto, 2019; Mutathahirin et al., 2022; Oktavia et al., 2024; Sabrina et al., 2024; Umar et al., 2023). In the world of education, motivation is important, especially learning motivation for students because learning motivation can encourage enthusiasm for learning and, conversely, a lack of motivation can weaken students' enthusiasm for learning. Motivation is an absolute requirement in learning, because a student who learns without motivation or with a lack of motivation will not succeed to the fullest (Guslianto et al., 2024; Kurnia et al., 2024; Oktavia et al., 2024; Puja, 2024; Suharni, 2021). In line with the discussion on learning motivation, the word of Allah in Surah Ar-Ra'd verse 11 is as follows:

وَإِذَا بَانِئُفْسِهِمْ مَا يُغَيِّرُوا حَتَّىٰ يَقُومَ مَا يُغَيِّرُ لَا إِلَهَ إِلَّا اللَّهُ أَمَرَ مِنْ يَحْفَظُونَهُ خَلْفَهُ وَمِنْ يَدَيْهِ يَبْنِي مَنْ مَعْقِبَتٌ لَهُ
الْوَمِنْ هُدُونِ مَنْ هُمْ وَمَا لَهُ مَرَدٌ فَلَا سَوْءًا يَقُومُ اللَّهُ أَرَادَ

Meaning: “For him (man) there are (Jibril) who accompany him in turns from the front and behind him who guard him by Allah's command. Indeed, Allah does not change the condition of a people until they change what is within themselves. When Allah intends to afflict a people with evil, there is no repelling it, and they have no protector other than Him” (QS. Ar-Ra'd: 11)

Based on the above verse, it can be understood that learning motivation requires supervision and guidance from teachers and parents who are able to motivate students in their studies, as well as the provision of good learning facilities and infrastructure at school and at home so that students feel comfortable in their

studies. This is because complete facilities and comfortable rooms can increase students' enthusiasm for learning. In learning, it depends on students in responding to the learning process. If students have high motivation to learn, their learning achievements can increase. Conversely, if students have low motivation to learn, their learning achievements will decline. The verse above makes it apparent that Allah will not change a person's circumstances if that person does not change themselves. From this verse, we can see the importance of trying and being serious in learning (Rasdiany et al., 2022; Sirin et al., 2021).

Motivation plays an important role in learning because it encourages individuals to engage in learning activities, thereby facilitating students' mastery of subject matter. If students have mastered the subject matter, their learning achievement will improve (Cahyono et al., 2022; Heri, 2019). Without motivation, even if the availability of facilities and infrastructure is very supportive, learning achievement will not be maximized. Conversely, even if learning motivation is high but the availability of facilities and infrastructure is inadequate, learning achievement will be unsatisfactory. When teaching material requires religious facilities and infrastructure, the lack of these facilities and infrastructure prevents students from optimally digesting the lessons delivered by teachers. Ultimately, students feel confused about understanding the lesson material and are not very enthusiastic about learning (Kusumawati et al., 2020; Muhdiyati & Septiadi, 2023; Putri et al., 2024).

Elementary schools were chosen as the location for this study. Based on interviews with Islamic education teachers in elementary schools, facilities and infrastructure play an important role for students. If the supporting facilities and infrastructure are incomplete, students will feel uncomfortable while learning. It is the duty of teachers and principals to make students feel comfortable while learning. The learning process will be more easily absorbed by students when they feel comfortable and happy in learning, one of which is through the provision of facilities and infrastructure. Students' motivation to learn is not yet sufficient to follow the teaching and learning process because the educational support tools that should be available are not yet complete. The facilities and infrastructure are inadequate, for example, classrooms that are uncomfortable, and educational tools or teaching aids that are incomplete, such as projectors. This certainly affects the quality of the teaching and learning process and students' motivation to learn. Based on the background description above, the author wants to know whether school facilities and infrastructure affect students' motivation to learn.

METHODS

The type of research used by the researchers is ex-post facto research, which is research that examines effects that are not manipulated or treated by researchers (Novitasari et al., 2022; Puja, 2024; Wahyunita & Yahya, 2024). This research was conducted at the elementary school level in Indonesia, namely State Elementary School 32 Kinali. State Elementary School 32 Kinali was established in 1982 and is located at street. R.A. Kartini No. 44, Kinali, Kinali District, West Pasaman Regency, Indonesia. The research design used in this study was the product moment analysis method with simple regression. The sampling technique used in this study was total sampling, which is a sampling technique where the sample size is equal to the population, with 57 elementary school students as the data source. The scores for the instruments in this study were determined using a Likert scale. The data collection techniques in this study were questionnaires and documentation. The data analysis stages included testing the analysis requirements and testing the hypothesis (Asril et

al., 2023; Berlian & Masrufa, 2022; Legiwati, 2016; Muhdiyati & Septiadi, 2023; Rahawarin et al., 2024; Siregar & Tarigan, 2022; Suharni, 2021).

RESULT AND DISCUSSION

Normality Test Results

To determine normality, we used SPSS 26 with N=50 One-Sample Kolmogorov-Smirnov Test with the condition that the sig value obtained is greater than alpha 0.05, then the data obtained is normal, and vice versa if the sig value is smaller than alpha 0.05, it means that the data obtained is not normal. This can be seen in the following table.

**Table 1. Data Normality Test
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		50
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	,09339181
Most Extreme Differences	Absolute	,102
	Positive	,102
	Negative	-,077
Test Statistic		,102
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The sig value for the contribution of facilities and infrastructure to learning motivation is $0.200 > 0.05$, so it can be concluded that the data on facilities and infrastructure for learning motivation is normally distributed.

Homogeneity

After analyzing the data using SPSS version 26, with N=50 Test of Homogeneity of Variant, if the sig value obtained is greater than alpha 0.05, then the data obtained is homogeneous. This can be seen in the following table:

**Table 2. Homogeneity Test
Test of Homogeneity of Variances**

		Levene Statistic	df1	df2	Sig.
Sarana dan Infrastruktur (X)	Based on Mean	1,825	9	31	,103
	Based on Median	,487	9	31	,872
	Based on Median and with adjusted df	,487	9	15,146	,861
	Based on trimmed mean	1,699	9	31	,131

Based on the data obtained, the sig value of facilities and infrastructure (X) on student learning motivation (Y) is $0.103 > 0.05$, so it can be concluded that the data on facilities and infrastructure on learning motivation has a homogeneous variance.

Hypothesis

The hypothesis test was conducted using a simple linear regression formula with the help of SPSS version 26. This was done to determine whether there was an

influence of facilities and infrastructure on student learning motivation in public elementary schools in the odd semester. The results of the simple linear regression were then used as a hypothesis test. The hypothesis in this study was:

- a. Alternative Hypothesis (Ha) there is a significant effect between facilities and infrastructure on student learning motivation in elementary schools
- b. Null Hypothesis (Ho) there is no significant effect between facilities and infrastructure on student learning motivation in elementary schools

To determine the influence of facilities and infrastructure on student motivation, an analysis was conducted using a simple linear regression formula. The results are shown in the table below:

Table 3. Simple Linear Regression Test Coefficients
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14,654	6,178		2,372	,022
	Facilities and Infrastructure (X)	,677	,132	,596	5,140	,000

- a. Dependent Variable: Learning Motivation (Y)

Based on the data obtained, the sig result is $0.000 < 0.05$ (5% significance level), so Ha is accepted and Ho is rejected, meaning that there is a significant effect between facilities and infrastructure on student learning motivation in elementary schools. To see how big the effect is, we can look at the model summary table as follows:

Table 4. Model Summary

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	,596 ^a	,355	,342	4,255

- b. Predictors: (Constant), Facilities and Infrastructure (X)

The R square value in these results shows a value of $0.355 \times 100\%$, which is 35.5%. This value means that the influence of facilities and infrastructure (X) on student learning motivation (Y) is 35.5%.

Table 5. Simple Linear Regression Test ANOVA
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	390,710	17	22,983	,777	,704 ^b
	Residual	916,923	31	29,578		
	Total	1307,633	48			

- a. Dependent Variable: Learning Motivation (Y)

- b. Predictors: (Constant), Facilities and Infrastructure (X)

Based on this study, it appears that the descriptive value of elementary school facilities and infrastructure is relatively good, as can be seen from the average

questionnaire results in the 45-51 interval table, which is 56%. Furthermore, the data also shows that the descriptive value of student learning motivation in elementary schools is relatively poor, as can be seen from the average results in the 42-46 interval table with a percentage of 44%. Therefore, based on the results of the hypothesis test using the simple linear regression formula, the sig result is $0.000 < 0.05$ (5% significance level), so H_a is accepted and H_o is rejected, meaning that there is a significant effect between facilities and infrastructure on student learning motivation.

Furthermore, based on data analysis, it is known that there is an R Square of $0.355 \times 100\% = 35.5\%$ contribution between the variable (x) facilities and infrastructure to the variable (y) student learning motivation of 35.5%, then the determination value of the R square coefficient is 0.355. This indicates that there is an influence between the variable (x) facilities and infrastructure on the variable (y) student learning motivation of 35.5%.

Based on the data above, it can be seen that adequate facilities and infrastructure are not the main determinants of high student motivation to learn. Several factors influence student motivation to learn, including external and internal factors. External factors include a lack of motivation to learn provided by teachers to students, a lack of attention from parents at home, and advances in science and technology. Non-social factors include weather conditions, time, and place.

Meanwhile, internal factors that influence student motivation include students' dislike of the teaching methods used by teachers, students' dislike of certain subjects, and students' problems/bad social circles. Psychological factors include low intelligence, emotional disorders, and poor learning attitudes and habits.

CONCLUSION

Based on the results of the research that has been conducted, the author can conclude that the description of facilities and infrastructure (x) in the classification is very good for 8 people or 16%, classified as good for 28 people or 56%, classified as poor for 13 people or 26%, and classified as very poor for 1 person or 2%. After adding up the scores, with a total of 2,335 and 50 students, there was a mean of 46.7, which fell within the 45-51 interval, classified as good. Therefore, it can be concluded that the description of facilities and infrastructure at the elementary school level was good. Then, the description of student learning motivation (y) in elementary school is classified as very good for 8 students or 16%, good for 12 students or 24%, not very good for 22 students or 44%, and poor for 8 students or 16%.

After adding up the scores, with a total of 2,313 and 50 students, the mean was 46, which fell within the 42-46 interval, classified as poor. Therefore, it can be concluded that the students' learning motivation was poor. The results of the hypothesis test show that the sig alpha value is 0.000, which is less than 0.05 (5% significance level), so H_a is accepted and H_o is rejected, meaning that there is an effect of facilities and infrastructure on student learning motivation at State Elementary School 32 Kinali Pasaman Barat, Indonesia. To determine the extent of the influence of facilities and infrastructure on student learning motivation, we can refer to the summary table, which shows an r-square value of $0.355 \times 100\% = 35.5\%$. This value means that the effect of facilities and infrastructure (x) on student learning motivation (y) is 35.5%, while the remaining 64.5% is influenced by other variables not mentioned in this study.

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Author Contribution

Fauzi Akmal: Writing-Preparation of original manuscript, Conceptualization, Visualization, Investigation, **Muhammad Fikri Taqiyuddin:** Methodology, Improve Content, Data accuracy, Improve Language.

AI Statement

The data and language usage in this article have been validated and verified by English language experts and no AI-generated sentences are included in this article.

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Conflict of Interest

The authors declare that this research was conducted without any conflict of interest in the research.

Ethical Clearance

The place or location studied has agreed to conduct research and is willing if the results of this study are published.

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