

# STUDENT'S PERCEPTION OF SCHOOL'S IMAGE AND LEARNING MOTIVATION

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## ABSTRACT

The aim of this study is to find out the relation between student's perception of school's image and learning motivation. It is hypothesized that there was a positive relationship between student's perception of school's image and learning motivation. Around 61 eighth grader students in class C and D at MTs Negeri 10 Sleman. This research used Learning Motivation scale and Student's Perception of School's Image scale. Product Moment correlation by Pearson was used to analyze the data. The result of the study showed that there was significantly positive relation between student's perception of school's image and learning motivation ( $r_{xy} = 0.292$ ;  $p < 0.05$ ). This result indicated that the study's hypothesis was accepted. The effective contributions of student's perception of school's image to learning motivation was 8.6 % ( $R^2 = 0.086$ ).

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## 1. Introduction

Learning motivation is one of the important aspects that students must have in order to be able to follow the learning process properly. Brophy (2004) defines learning motivation as a level where students pay attention and carry out meaningful and beneficial academic activities and try to benefit from these activities. Slavin (2011) explains that motivation not only plays an important role in getting students involved in academic activities, but also determines how much students can learn from the activities they do or from the information presented to them. On the other hand, Santrock (2008) explains that the lack of motivation to learn in students can cause students to lose direction and unable to maintain their behavior to continue learning.

Ryan and Deci (2000) identify types of motivation through Self-Determination Theory (SDT). Self-Determination Theory (SDT) is an approach that analyzes motivation by emphasizing the importance of impulses that exist in individuals to develop themselves and regulate a behavior. Self-Determination Theory (SDT) categorizes motivation into two models, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is related to activities carried out by individuals naturally, and the individual is moved due to impulses from within himself, not caused by external factors such as pressure, gifts, and punishment. Ryan and Deci (2000) emphasize that there are three important needs to be fulfilled in order to increase one's intrinsic motivation, including autonomy, competence, and relatedness. Extrinsic motivation is related to activities carried out by individuals in order to obtain something of value.

Sardiman (2011) explains that the characteristics of students with high learning motivation are diligent in facing assignments, resilient in facing difficulties, showing interest in various problems, preferring to work independently, getting bored quickly on routine tasks, being able to maintain their opinions, it's not easy to let go of the things he believes in, and like to find and solve problems or problems. Students with high learning motivation also have the characteristics of desiring to always look for achievement, to love competition, to always excel, to like realistic challenges, and to have more feedback about successes and failures (Mc.Clelland, 1987).

Student learning motivation can be influenced by needs, attitudes, interests, values, and aspirations (Gage and Berliner, 1984). Meanwhile, according to Dimiyati and Mudjiono (2009), motivation can be influenced by internal and external factors. These internal factors include students' dreams, abilities, and conditions. While external factors include the conditions of the student's environment, dynamic elements in learning and learning, and the efforts of the teacher in student learning.

Based on the results of observations and interviews conducted with the teachers and students in MTs Negeri 10 Sleman, there was a temporary suspicion that there are several classes in MTs Negeri 10 Sleman where student learning motivation was low. This certainly becomes a challenge for teachers and schools, considering that 9th grade students should prepare themselves as best as they can to face the national exams from now on.

In increasing students' motivation, there are some important influencing aspects on students' perceptions of their learning environment. Kotler (2008) explains that perception is the process of a person in selecting, organizing and interpreting information that come to create a meaningful overall picture. While the image of a school can be defined as a set of beliefs in a name, symbol or design and the impression one has on a school that is obtained based on information of the school's facts (Kotler, 2002). From this explanation, it can be concluded that students' perceptions of the school's image can be defined as the process of how a student receives information, selects, organizes, and interprets information about the school to create a meaningful overall picture of it.

Mardiyana (2014) argues that if the school environment can create a good image, then students will be encouraged to learn well in the school so that their motivation to learn will increase. Based on the results of observations, interviews, and this study's allegations that there are several classes in MTs Negeri 10 Sleman with low student learning motivation; thus, this study is interested to investigate "The Relationship between Student Perceptions of School Image and Student Learning Motivation".

The results of several previous studies indicated a significant positive relationship between students' perceptions of school and their motivation (Prabowo, 2012; Idayanti, 2015). These results are consistent with the statement of Holfve-Sabel and Gustafsson (2005) that some aspects of students' perceptions of school images such as students' interest in schooling including teaching and learning activities, class atmosphere, and types of learning activities and the commitment or attention of teachers to students have a significant influence positively on students' motivation.

The purpose of this study is to examine the relationship between students' perceptions of school images with students' motivation. This research is expected to be able to add information and knowledge which in turn can be utilized in educational psychology, especially relating to students' perceptions of school images and their motivation. In addition, this research is also expected to be a source of reference and consideration for research on students' perceptions of school images and students' motivation. The results of this study are also expected to provide information to related parties to help increase students' motivation so that schools can graduate students who excel by creating an image for the school itself.

## **2. Methods**

The variables in this study were students' perceptions of school images and student learning motivation. The subjects of this study were students of MTs Negeri 10 Sleman, especially students in grades VIII.C and VIII.D. This research used quantitative research methods with scale as a tool for research data collection and data analysis was done using IBM SPSS 18.0 for Windows software.

In this study, the measuring instrument used was a scale of learning motivation based on the characteristics of students with high learning motivation proposed by Sardiman (2011) and the scale of students' perceptions of school images arranged based on aspects of students' perceptions of school images stated by Maamarah & Supramono (2016). Data analysis was performed using the Product Moment correlation technique from Pearson.

The try-out scale of students' motivation and perceptions of the school's image was held on October 11, 2017. The trial subjects were students of classes VIIIA and VIIIB, which were randomly selected from a total of 4 classes of grade VIII. The number of test subjects on a scale was 62 people. During the try-out, it was assisted by one class teacher and one research fellow to distribute the scale. The trial scale was presented in the form of a booklet. The subsequent research was conducted on October 17, 2017. The research subjects were students of class VIIIC and VIID with the total of 61 students. Just as during the try-out, one class teacher and one research fellow assisted in distributing the scale. The research scale was also presented in the form of a booklet. After the subject has completed filling the scale completely, the scale was returned to the researcher.

The data that have been obtained were then processed quantitatively using IBM SPSS 18.0 for Windows software. Statistical methods used in data processing in this study included descriptive statistics, normality test using one sample Kolmogorov-Smirnov, linearity test, and hypothesis testing using Pearson product moment analysis.

### 3. Findings and Discussion

The research data obtained were analyzed descriptively to determine the general description of each research variable. General description can be obtained by comparing hypothetical conditions with conditions that occur in the field or empirical conditions. Description of the research data can be seen in Table 1.

Table 1 Description of the research data

Variable	Hypothetical Score				Empirical Score			
	Min	Max	Mean	SD	Min	Max	Mean	SD
Learning motivation	33	165	99	22	55	133	96,93	13,073
Students' perception of school image	30	150	90	20	57	130	101,95	13,072

Table 1 shows the empirical data of the research subjects on the scores of learning motivation and students' perception of the school's image. In the learning motivation variable, the minimum total score was 55 and the maximum total score was 133. The average total of empirical score of the subjects was 96.33 which was lower than the hypothetical mean, 99. It means that, in general, the subject of this study has a fairly low learning motivation score.

The table also shows the empirical data of the research subjects on the scores of learning motivation and students' perception of the school's image. In the learning motivation variable, the minimum total score obtained by the study subjects was 55 and the maximum total score was 133. The average total score of all study subjects was 96.33. This empirical mean number was lower than the hypothetical mean, which was 99. Empirical mean which was lower than the hypothetical mean shows that the subject of this study has a fairly low learning motivation score.

The scores that have been obtained were then used to make the subject categorization, with the aim to provide interpretation or meaning of the score. Interpretation of scores on a psychological scale refers to the relative position of scores on a norm, so that quantitative results in the form of numbers can be interpreted qualitatively and can facilitate the understanding of measurement results (Azwar, 2013). Categorization of subject scores on learning motivation variables can be seen in Table 2.

Table 2 Categorization of learning motivation

Category	Score Category	Number of Subject	Percentage
Very Low	$X \leq 66$	1	1,6 %
Low	$66 < X \leq 88$	12	19,7 %
Sufficient	$88 < X \leq 110$	42	68,9 %
High	$110 < X \leq 132$	5	8,2 %
Very High	$132 < X$	1	1,6 %
Total		61	100%

The results of the categorization of learning motivation scores indicate that the highest frequency is in the sufficient category with a percentage of 68.9%. Categorization of subject scores on student perception variables towards school image can be seen in Table 3.

Table 3 Categorization of students' perception on school image

Category	Score Category	Number of Subject	Persentase
Very Low	$X \leq 60$	1	1,6 %
Low	$60 < X \leq 80$	2	3,3 %
Sufficient	$80 < X \leq 100$	19	31,1 %
High	$100 < X \leq 120$	36	59,0 %
Very High	$120 < X$	3	4,9 %
Total		61	100%

This score categorization of students' perceptions of school images indicates that the highest frequency was in the high category with the percentage of 59.0%. After conducting a descriptive analysis, it was firstly assumed that both data were normally distributed with the result of normality test using the Kolmogorov-Smirnov technique (KS Z) showed that the coefficient of  $p = 0.773$  on learning motivation data and  $p = 0.421$  on students' perception data on school images ( $p > 0.05$ ).

The second assumption showed the result of Flearity of 9.958 with  $p < 0.05$  indicated that there was a linear relationship between the students' perception with the school's image and the learning motivation.

After conducting the normality and linearity tests, the hypothesis test was conducted by using the Pearson Product Moment correlation technique which was processed using SPSS 18.0 for Windows. Hypothesis testing was conducted to determine the relationship between students' perceptions of school images with learning motivation.

The results of the Pearson Product Moment correlation analysis showed a correlation coefficient between students' perceptions of school images with learning motivation ( $r_{xy} = 0.292$  with  $p < 0.05$ ). It indicates that there is a significant relationship between students' perceptions of school images with learning motivation. That is, the more positive the student's perception of the school's image is, the higher the student's motivation to learn; vice versa.

The effective contribution of students' perceptions of school image on student learning motivation was calculated. The result can be seen from the coefficient of determination ( $R^2$ ). It was found that the coefficient of determination yields  $R^2$  was 0.086. This means that the effective contribution of students' perceptions of school image to student learning motivation is 8.6%, while the other 91.4% is influenced by factors other than students' perceptions of school images.

### 3.2 Discussion

From the results of correlation tests that have been conducted by researchers, it appears that there is a significant positive relationship between students' perceptions of school images with learning motivation. Based on the results of the correlation test, it can be explained that when students have a positive perception of the school's image, then students will provide a good feedback in the form of high learning motivation.

The results of this study also showed that more than half of the research subjects were categorized as students with moderate learning motivation. The level of motivation to learn MTs Negeri 10 Sleman students who are the subject of this study is inseparable from the positive perceptions students have towards the school's image. Students had positive perceptions about school reputation, school fees, teacher attention, extracurricular activities, school physical condition, and school outreach. When students have positive perceptions in these aspects, they will feel comfortable to participate in teaching and learning activities so that they will be motivated to study harder. This is consistent with the statement of Reynolds (2001) and Maher (2000) who state that students who have a positive perception of the image of their schools will be motivated to learn better so that they can achieve high academic achievement.

The result of the descriptive analysis above shows that more than half of the students have positive and very positive perceptions of the school's image. Nevertheless, there are still some who have negative perceptions. Before carrying out research, a brief interview of the subject regarding the situation in his school was carried out. One student expressed his opinion regarding aspects of teacher attention. He said that sometimes there were some teachers who gave different treatment to students whose grades were above and below the minimum standard score. This contradicts the opinion expressed by Mc. Glynn (in Williams & Williams, 2011) who states that a good relationship between students and teachers can increase student learning motivation, because teachers can know how students learn and the right way to deliver subject matter so students can be motivated to learn. Nugent (2009) also believes that it is important for teachers to make students feel that they have the same opportunities for achievement. This is because students' attitudes and behavior can be influenced by their views on the attitudes and ways of teachers teaching (Eschenmann in Nugent, 2009).

The result of Pearson Product Moment correlation analysis shows that there is a significant positive relationship between students' perceptions of the school's image and learning motivation. It is similar to the results from Pratiwi's research (2010), which shows that students' perceptions of school images significantly influence student learning motivation. Halimah (2009) also shows that student motivation is significantly influenced by students' perceptions of school images. In the study, students' perceptions of the school's image contributed 34.3% effectively to student motivation. This is consistent with the statement of Reynolds (2001) and Maher (2000) who state that students who have a positive

perception of the image of their schools will be motivated to learn better so that they can achieve high academic achievement.

Teachers' attention, school conditions, and a good school reputation can give students a sense of comfort when attending teaching and learning activities in their school. This comfortable feeling can increase motivation to learn well. This is consistent with the statement of Holfve-Sabel and Gustafsson (2005) which states that some aspects of students' perceptions of the school's image such as students' interest in schooling which includes teaching and learning activities, class atmosphere, and types of learning activities and the commitment or attention of teachers to students have a positive influence on student motivation.

This research shows that students of MTs Negeri 10 Sleman have a positive perception about the image of their school. Positive perceptions provide a sense of comfort in students so students are encouraged to learn well. Students' perceptions of the school's image make an effective contribution of 8.6%, while the other 91.4% is an effective contribution from other factors such as student ideals, student abilities, student conditions, dynamic elements in learning and learning, and teacher efforts in student learning (Dimiyati and Mudjiono, 2009).

#### 4. Conclusion

Based on the findings of the study, it can be concluded that there is a significant positive relationship between students' perceptions of the image of the school with the learning motivation of eighth grade students at MTs Negeri 1 Sleman. It means that the more positive the student's perception of the school's image is, the higher the level of their learning motivation will be; vice versa. Therefore, the hypothesis proposed in this study was accepted.

The effective contribution of students' perceptions of school image to student motivation was 8.6%. However, there are other factors besides students' perceptions of the school's image that influence student motivation, both internal and external factors. Further researchers who are interested in conducting research on student motivation can consider other factors that can influence student learning motivation as a reference when conducting research on student motivation.

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