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PENGARUH KECERDASAN EMOSIONAL, SARANA DAN PRASARANA, KEBIASAAN BELAJAR, DAN GAYA HIDUP TERHADAP MOTIVASI BELAJAR SISWA KELAS XI SMA NEGERI 1 LENGAYANG TAHUN AJARAN 2022/2023

The Effect Of Emotional Intelligence, Facilities And Infrastructure, Learning Habits, And Lifestyle On Learning Motivation Of Students In Class XI Students Of Sma Negeri 1 Lengayang Academic Year 2022/2023

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Abstrak

Jenis penelitian ini adalah penelitian deskriptif dan asosiatif. Populasi penelitian ini adalah XI SMA Negeri 1 Lengayang yang berjumlah 96 siswa. Teknik pengambilan sampel menggunakan Proportional Random Sampling dengan jumlah sampel sebanyak 74 siswa. Analisis data menggunakan analisis regresi linier berganda dan pengujian hipotesis menggunakan uji t dan uji f. Analisisnya dibantu dengan program SPSS versi 22. Berdasarkan hasil penelitian dapat dijelaskan bahwa: terdapat pengaruh positif dan signifikan kecerdasan emosional (X1) terhadap motivasi belajar siswa kelas XI SMA Negeri 1 Lengayang. Diketahui thitung sebesar 2,312 > t_{tabel} sebesar 1,66571 dengan nilai signifikansi sebesar 0,024 < α = 0,05 artinya Tidak terdapat pengaruh positif dan signifikan sarana dan prasarana (X2) terhadap motivasi belajar siswa kelas XI SMA Negeri 1 Lengayang. Diketahui t_{hitung} sebesar 1,400 >t_{tabel} sebesar 1,66571 dengan nilai signifikansi sebesar 0,166 < α = 0,05 artinya Terdapat pengaruh positif dan signifikan antara Kebiasaan Belajar (X3) terhadap motivasi belajar siswa kelas XI SMA Negeri 1 Lengayang. Diketahui nilai thitung sebesar 2,755 < ttabel yaitu 1,66571 dengan nilai signifikansi sebesar 0,008 < α = 0,05 artinya Tidak terdapat pengaruh antara gaya hidup (X4) dan tidak berpengaruh positif dan signifikan terhadap motivasi belajar siswa kelas XI SMA Negeri 1 Lengayang.

Kata Kunci:
Kecerdasan Emosional
Sarana dan Prasarana
Kebiasaan Belajar
Gaya Hidup Terhadap Motivasi Belajar

Keywords:
Emotional Intelligence
Facilities and Infrastructure
Study Habits
Lifestyle on Learning Motivation

Abstract

This type of research is descriptive and associative research. The population of this study was XI SMA Negeri 1 Lengayang, which consisted of 96 students. The sampling technique used Proportional Random Sampling with a total sample of 74 students. Data analysis used multiple linear regression analysis and hypothesis testing used the t test and f test. The analysis was assisted by the SPSS version 22 program. Based on the results of the research, it can be explained that: there is a positive and significant influence of emotional intelligence (X1) on the learning motivation of class XI students of SMA Negeri 1 Lengayang. It is known that the tcount is 2.312 >ttable is 1.66571 with a significant value of 0.024 < α = 0.05 means There is no positive and significant effect of facilities and infrastructure (X2) on the learning motivation of class XI students of SMA Negeri 1 Lengayang. It is known that the tcount is 1.400 >ttable is 1.66571 with a significant value of 0.166 < α = 0.05 means There is a positive and significant influence between Study Habits (X3) on the learning motivation of class XI students of SMA Negeri 1 Lengayang. It is known that the tcount value is 2.755 <ttable is 1.66571 with a significant value of 0.008 < α = 0.05 means. There is no influence between lifestyle (X4) and does not have a positive and significant effect on the learning motivation of class XI students of SMA Negeri 1 Lengayang

INTRODUCTION

Education Learning is a complex internal process that involves the whole mental process which includes the cognitive, affective and psychomotor domains. The learning process that actualizes these domains focuses on certain learning materials. By learning, students' abilities increase. Cognitive, affective and psychomotor domains of students are increasingly functioning. As an illustration, in the cognitive domain students can have knowledge, understanding can apply, analyze, synthesize, and evaluate.

This learning motivation has a big role in one's success in learning. The meaning of learning motivation according to Sardiman (2018: 75) is "The overall driving force within students that gives rise to learning activities, which guarantees the continuity of learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved. The meaning of learning motivation according to Sardiman (2018: 75) is "The overall driving force within students that causes learning activities, which guarantees the continuity of learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved".

Uno (2017: 23), says that learning motivation is internal and external encouragement to students who are learning to make changes in behavior, generally with several indicators or supporting elements. Motivation is also an encouragement that arises both from within and from outside the student's self, which is able to generate enthusiasm and enthusiasm for learning and provide direction to learning activities so that the desired goals can be achieved.

In addition to emotional intelligence, facilities and infrastructure also affect student motivation. The importance of facilities and infrastructure and learning environment in determining student motivation. Facilities and infrastructure such as study rooms, libraries and information technology, laboratories, internet access, and computers in SMAN 1 Lengayang can influence student learning motivation. This study is expected to provide information on how facilities and infrastructure influence student learning motivation and how to ensure that students have access to good facilities and infrastructure to increase their learning motivation. The results of this study are expected to provide solutions for stakeholders in an effort to increase student motivation.

It is suspected that another factor that influences learning motivation is lifestyle. The lifestyle of students in their daily activities can affect the level of their needs in consumptive life, thus forming different lifestyles for students. However, there are students who run into psychological barriers, which are shown in behaving like they are less enthusiastic, less interested, so they are indifferent because they feel unable to learn that field of study. Factors within the individual are the source that plays the most role in determining the success or failure of learning (Maria, 2015).

The phenomenon of the many students of SMA Negeri 1 Lengayang who have a lifestyle following the times such as using gadgets, hanging out, buying different things from others and watching foreign films greatly influences the learning motivation of SMA Negeri 1 Lengayang. In addition, the student's learning motivation is decreasing day by day.

Lifestyle is a pattern of action that distinguishes one person or group from another. If lifestyle is assumed as an ideology, it will form self-identity that is individual or group in nature and differentiates it from others. Lifestyle such as diet, physical activity, and social interaction can affect student learning motivation, so with existing lifestyle patterns it can also affect student motivation in learning, through the use of gadgets, students will be easy to learn and motivated in learning.

The Effect of Emotional Intelligenceon Student Learning Motivation

The results of the research are in line with research conducted by Rahayu (2019) that emotional intelligence affects the level of understanding of students in introductory accounting courses. This shows that emotional intelligence is a new view that has recently developed, saying that a set of skills other than intellectual quotient (IQ) is needed, such as talent, social relations, emotional maturity, self-control and others.

H1: emotional intelligence has a positive and significant effect on learning motivation.

The Effect of Facilities and Infrastructure on Student Learning Motivation

Based on research conducted by Biyati (2021) explains that learning facilities at school and at home greatly determine the smooth running of learning activities, because learning facilities have a function as a support for the learning process and also as a means of carrying out learning effectively and efficiently. If the learning facilities are incomplete, it will have negative consequences, for example students cannot do assignments because the facilities they have are inadequate.

H2: suggestions and infrastructure have no positive and significant effect on student learning motivation

The Effect of Study Habits on Student Learning Motivation

The results of this study are in accordance with research conducted by Mahmudah (2019), stating that there is an effect of study habits on learning motivation at MI Sabilul Muhtadin Pakisrejo. Furthermore Rimbano & Putri (2016: 30), the results of his research show that study habits which include aspects of the habit of attending lessons, the habit of reading books, visiting the library, the habit of facing exams do not have a significant effect on the level of understanding of accounting in STIE-MURA Lubuklinggau students.

H3: study habits have a positive and significant effect on student learning motivation

The Effect of Lifestyle on Student Learning Motivation.

The research results are in line with research conducted by Haryono (2019). The results of this study indicate that the hedonic lifestyle has no significant effect on learning motivation.

H4: lifestyle has no positive and significant effect on students' learning motivation

METHODOLOGY

This type of research is associative/quantitative research. According to Siregar (2013: 15), "Associative research is research that aims to determine the relationship between two or more variables. This research can build a theory that functions to explain, predict and control a phenomenon in research.

This research was conducted at SMA Negeri 1 Lengayang which is located at Jl. Coastal Cross Road, kec. Lengayang, South Coastal District, West Sumatra. The research time is planned for July 2023.According to Sugiyono (2018: 117) population is a generalized area consisting of objects or subjects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions. The population in this study were students of SMA Negeri 1 Lengayang consisting of 96 students. Active.Research data analysis techniques were collected, the data was processed using the following techniques and stages Descriptive Analysis.

RESULT AND DISCUSSION

Table 1. Multiple Linear Regression

Analysis emotional intelligence variables

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	28.360	8.848		3.205	.002
	X1	.320	.139	.252	2.312	.024
	X2	.385	.275	.158	1.400	.166
	X3	.279	.101	.299	2.755	.008
	X4	.258	.234	.115	1.102	.274

Source: Processed Primary Data, 2023

Based on table 29 in the sig column.it can be seen that the significant value (X1) is 0.024 <0.05, which means that the emotional intelligence variable influences the student learning motivation variable (Y). Y). The variable (X3) is 0.008 > 0.05, which means that the study habits variable influences the learning motivation variable (Y). Variable (X4) is 0.274 <0.05, which means that lifestyle variables do not affect learning motivation variable (Y).

Table 2.coefficient of determination of emotional intelligence variables, facilities and infrastructure, study habits and lifestyle on learning motivation

Source: Processed Primary Data, 2023

Based on table i30 above, the results of the

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.581[a]	.337	.299	6.62070

analysis of the coefficient of identification iR-square value is i0.337. This means that the ability of the independent variable emotional intelligence (X1), facilities and infrastructure (X2), study habits (X3), lifestyle (X4) in explaining the diversity of the dependent variable (Learning Motivation) is 37.7%. While the remaining 62.3% is influenced by other variables not included in this research model.

Table 3.Partial Test of Emotional Intelligence, Facilities and Infrastructure, Learning Habits, and Lifestyle on Learning Motivation

Variabel	T-Hitung	T-Tabel	Sig.
X1	2,312	1,66571	0.024
X2	1,400	1,66571	0.166
X3	2,755	1,66571	0,008
X4	1,102	1,66571	0,274

Source: Output SPSS, 2023

Based on table 30 it can be seen that: The results of the regression analysis of emotional intelligence (X1) obtained a tcount of 2.312 > 1.66571 with a significant level of 0.024 less than 0.05 so it was concluded that hypothesis 1 (H1) was accepted, so that the emotional intelligence variable had a positive and positive effect. significant effect on learning motivation (Y).The results of the regression analysis of facilities and infrastructure (X2) obtained t count of 1.400 < 1.66571 with a significant level of 0.166 greater than 0.05, it was concluded that hypothesis 1 (H1) was rejected, so that the variables of facilities and infrastructure had no positive and significant effect on motivation to learn (Y). The results of the regression analysis of learning habit skills (X3) obtained t count of 2.755 < 1.66571 with a significant level of 0.008 less than 0.05, it was concluded that hypothesis 1 (H1) was accepted, so that the study habit variable had a positive and significant effect on learning motivation (Y). The results of the lifestyle regression analysis (X4) obtained t count of 1.102 > 1.66571 with a significant level of 0.274 greater than 0.05, it was concluded that hypothesis 1 (H1) was rejected, so that lifestyle variables had no positive and significant effect on learning motivation (Y).

Table 4.Summary of Test Results for the simultaneous influence of the influence of emotional intelligence (X1), facilities and infrastructure (X2), study habits (X3), and lifestyle (X4) jointly affect learning motivation

Source: Output SPSS, 2023

Based on the table above, it can be seen that the

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1539.427	4	384.857	8.780	.000[b]
	Residual	3024.519	69	43.834		
	Total	4563.946	73			

F test value is 8.780 and is significant at 0.000. because the sig value is 0.000 <0.05, it means that the variables of emotional intelligence (X1), facilities and infrastructure (X2), study habits (X3), and lifestyle (X4) jointly affect learning motivation (Y).

CONCLUSION

Based on the problems, research questions and discussions that have been carried out. So it can be concluded as follows:

1. There is an influence between emotional intelligence (X1) which has a positive and significant effect on the learning motivation of class XI students of SMA Negeri 1 Lengayang. It is known that the value of the regression coefficient β emotional intelligence has a positive value of 0.320 and a tcount value of 2.312 >ttable of 1.66571 with a significant value of 0.024 <α = 0.05 means that H1 is accepted and H0 is rejected, thus it can be said that emotional intelligence (X1) has a positive and significant effect on learning motivation in class XI students of SMA Negeri 1 Lengayang.
2. There is no positive and significant effect of facilities and infrastructure (X2) on the learning motivation of class XI students of SMA Negeri 1 Lengayang. It is known that the positive value of the regression coefficient β for facilities and infrastructure is 0.385 and the tcount value is 1.400 >ttable is 1.66571 with a significant value of 0.166 <α = 0.05 meaning that H2 is rejected and H0 is accepted, so it can be said that facilities and infrastructure (X2) has no positive and significant effect on the Learning Motivation of Class XI students of SMA Negeri 1 Lengayang.
3. There is an influence between Study Habits (X3) which has a positive and significant effect on the learning motivation of class XI students of SMA Negeri 1 Lengayang. It is known that the value of the regression coefficient β study habits has a positive value of 0.279 and a tcount value of 2.755 <ttable of 1.66571 with a significant value of 0.008 < α = 0.05 means, it means that H3 is accepted and H0 is rejected so that study habits (X3) has a positive and significant effect on the learning motivation of class XI students of SMA Negeri 1 Lengayang.
4. There is no influence between lifestyle (X4) has no positive and significant effect on the learning motivation of class XI students of SMA Negeri 1 Lengayang. It is known that the regression coefficient β lifestyle has a positive value of 0.258 and a tcount value of 1.102 >ttable of 1.66571 with a significant value of 0.274 > α = 0.05 means that H1 is rejected and H0 is accepted, so it can be said to be a lifestyle (X4) did not have a positive and significant effect on learning motivation in class XI SMA Negeri 1 Lengayang.
5. There is influence of emotional intelligence (X1), facilities and infrastructure (X2), study habits (X3) and lifestyle (X4) simultaneously on Learning Motivation (Y). It is known that the significance value of the influence of X1, X2, X3 and X4 simultaneously on Y is 0.000 <0.05 and the value of Fcount is 8.780 >Ftable 3.10. This shows that there is influence of emotional intelligence, facilities and

infrastructure, study habits and lifestyle simultaneously on Learning Motivation (Y) in class XI SMA Negeri 1 Lengayang.

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