The Impact of Students' Views of Schools as Hubs of Culture and Motivatoin on Students' Academic Performance in Social Sciences (Survey at SMP Negeri Jakarta Selatan)

Irfanudin
Universitas Indraprasta PGRI
irfanudin@unindra.ac.id

Abstract

The aim of this research is to determine: 1) the influence of students' views of schools as hubs of culture and motivation on students' academic performance in social sciences of SMP Negeri Jakarta Selatan, 2) the influence of students' views of schools as hubs of culture on students' academic performance in social sciences of SMP Negeri Jakarta Selatan, and 3) the influence of motivation on students' academic performance in social sciences of SMP Negeri Jakarta Selatan. The research method used is quantitative research with surveys in schools. The research sample was class IX of SMP Negeri 37 Jakarta, SMP Negeri 85 Jakarta and SMP Negeri 226 Jakarta, totaling 85 people. To obtain data, a research instrument in the form of a questionnaire was used. The data analysis technique used in this research connects the multiple linear regression analysis formula with the SPSS 22 program. The results of the hypothesis test concluded that: 1) There is a significant influence on students' views of schools as hubs of culture and student motivation together on students' academic performance in social sciences of SMP Negeri Jakarta Selatan. This is proven by the acquisition of the Sig value. $0.000 < 0.05$ and $F_{count} = 42.333$; 2) There is a significant influence on students' views of schools as hubs of culture on students' academic performance in social sciences of SMP Negeri Jakarta Selatan. This is proven by the acquisition of the Sig value. $0.006 < 0.05$ and $t_{count} = 2.828$, and; 3) There is a significant influence of student motivation on students' academic performance in social sciences of SMP Negeri Jakarta Selatan. This is proven by the acquisition of the Sig value. $0.000 < 0.05$ and $t_{count} = 4.530$.

Keywords: students' views of schools as hubs of culture, student motivation, students' academic performance in social sciences

(*) Corresponding Author: irfanudin@unindra.ac.id

INTRODUCTION

Education is the first step in breaking free from poverty, a person becomes capable and willing to deal with issues that arise in daily life. Numerous factors, or indicators, influence the success of an individual's education. These include the student's motivation and attitude toward their studies as well as external factors such the school environment, school culture, teachers, and other external factors.

Hasanah dkk (2019). According to a psychological perspective on education, student success is largely influenced by factors such as student condition (raw input), learning environment (environmental input), learning approach (learning strategy), curriculum, teacher, textbook, and media; and student environment, which includes the classroom, home, and community.

In accordance with the above, it is necessary to understand that education is a process in which there are transformational and interactive processes. The transformation process results from the teacher's advice or information being given to the students, as well

as from books on education and possibly from the community or society at large. The interaction process is brought about by the strong bond that develops between the teacher and the students. The actions that a teacher chooses to take when instructing a class range from the preliminary planning stages, such as motivating students to pay attention to the material that will be covered, to the closing or evaluation phase. The actions that a teacher takes during this phase will establish how effective the system is going to be because the teacher can see firsthand how well the students participate in the lesson and how well they understand the material that has been presented.

Pupils' opinions on the education that teachers provide in schools nowadays appear to be limited to the pursuit of academic success at the expense of helping pupils develop their morality, ethics, and aesthetic sense as components of culture. Two aspects of pupils' internal variables include schools as cultural hubs and motivation. The real determinants of student learning achievement are these two components. Consequently, all members of the teaching staff at the school have an ongoing responsibility to preserve and enhance schools as hubs of student motivation and culture.

Oktavia (2020). Aside from the previously stated factors, a student's motivation plays a crucial role in their ability to learn. Consequently, a person's motivation to study is essentially a determining element in their performance. When the teacher or instructor recognizes the students' learning outcomes with commendable awards, it will help increase their motivation levels.

Life habits, such as being religious, truthful, orderly, tolerant, hardworking, loving peace, responsible, and so forth, teach people not only what is right and wrong but also how to feel good and bad values and are willing to act on them from the smallest scale, such as within the family, to a larger scale in society. Students must cultivate these values since they will eventually represent the national life of Indonesia.

Students' need for motivation to learn is directly encouraged by the role that schools play as cultural centers through the implementation of a school culture development method. In addition to originating from within, the student's surroundings can have an impact on motivation. The absence of the student's influencing environment may lead to the student becoming less motivated to learn. In the meantime, a child's learning achievement as a student is significantly influenced by their willingness to learn.

Based on the findings of an exploratory study (entrance research) carried out by researchers Abimanyu (2022), the reality in the field, specifically in SMP Swasta Jakarta, is that schools as cultural hubs are generally highly favorable. This is exemplified, for instance, by the development of a positive learning environment, the holding of numerous events targeted at molding students' personalities and endeavors to produce whole human beings, the holding of numerous extracurricular events serving as cultural hubs and agents for the neighborhood, the building of school resilience, and so forth.

Educators and educators have also taken a variety of measures to inspire students. However, a number of flaws remain. These include the school community's low level of cohesion in fulfilling its obligations, including its vision and mission, the fact that some educators remain unfaithful to the field of education, the persistent lack of shared awareness in the country's efforts to educate and prepare its youth, and so forth. Similarly, there are still a number of aspects about motivation that are deemed inadequate. This is meant to address the inadequacy of teachers in assigning grades to student work. Assignments from students are frequently not reviewed, graded, and returned to them. This suggests that educators are unaware of the significance of assessment as a tool for student learning motivation. Similarly, certain students who fail to turn in homework to their teachers or who are reluctant to participate fully in the learning process do not face consequences.

According to the preceding definition, students' learning achievement appears to be influenced by the school's status as a hub of culture and associated motivation,

particularly in the social sciences. Consequently, the investigator gained the knowledge to investigate the correlation among these three factors. Ultimately, the investigator devised a research title, entitled *The Impact of Students' Views of Schools as Hubs of Culture and Motivatoin on Students' Academic Performance in Social Sciences (Survey at SMP Negeri Jakarta Selatan)*, for the purpose of the study.

Considering the problem's background, identification, and limits, the problem to be investigated in this research is stated as follows:

1. Is there an influence of students' views of schools as hubs of culture and motivation together on students' academic performance in social sciences at SMP Negeri Jakarta Selatan?
2. Is there an influence of Students' Views of Schools as Hubs of Culture on students' academic performance in social sciences at SMP Negeri Jakarta Selatan?
3. Is there an influence of motivation on students' academic performance in social sciences at SMP Negeri Jakarta Selatan?

METHODS

The research method used is quantitative research with surveys in schools. The research sample was class IX of SMP Negeri 37 Jakarta, SMP Negeri 85 Jakarta and SMP Negeri 226 Jakarta totaling 85 people. To obtain data, a research instrument in the form of a questionnaire was used. The data analysis technique used in this research connects the multiple linear regression analysis formula with the SPSS 22 program.

RESULTS & DISCUSSION

Result

In the data deskripsi, the data will be analyzed to understand the variance, rata-rata, median, modus, and standard deviation for each variable. Based on the aforementioned data deskripsi, there will be a clear perception of the school as a center of student life and motivation with regard to the quality of social science education, which is determined by an 85-person study group. The data summary about the perceptions of students at the school as a source of daily life and motivation with regard to the ability to learn social science knowledge is presented in the following table.

		students' academic performance in social sciences	Students' Views of Schools as Hubs of Culture	Motivation
N	Valid	85	85	85
	Missing	0	0	0
Mean		86,86	187,58	220,67
Median		87,00	186,00	220,00
Mode		84	184	245
Std. Deviation		8,003	8,754	12,447
Minimum		70	175	201
Maximum		100	210	245

a. Multiple modes exist. The smallest value is shown

Based on statistical data, it can be shown that the four study variables that are analyzed are the Students' Views of Schools as Hubs of Culture, their motivation, and their Students' Academic Performance in Social Sciences. Using this, a sample of three SMP Negeri in the Jakarta Selatan was selected using (n) = 85 respondents. Subsequently, based

on the total number of scores for each of the four study variables, statistical analysis can be used to determine that the three variables—Students' Academic Performance in Social Sciences, Students' Views of Schools as Hubs of Culture, and motivation-have minimum scores of 70, 175, and 201. Subsequently, the number of maximum scores of consecutive answers is 100; 210 and 245. Conversely, the average or mean of the four randomly distributed variables are 86,86, 157,58, and 220,67.

Normality test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		85
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	7.99286336
Most Extreme Differences	Absolute	.090
	Positive	.049
	Negative	-.090
Test Statistic		.090
Asymp. Sig. (2-tailed)		.088[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

The text indicates that the hypothesis that states the data distribution in this regress analysis agrees with the normal distribution. This is explained by every Asymo value. Sig. (2-tailed). Sig > 0.05. This means that all data have a normal distribution.

Multicollinearity Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	81.136	22.537		3.600	.001		
	Students' Views of Schools as Hubs of Culture	-.037	.444	-.041	-.084	.933	.501	1.432
	Motivatoin	.058	.313	.090	.185	.854	.501	1.432

a. Dependent Variable: *Students' Academic Performance in Social Sciences*

According to the results of the multicollinearity test in the above table, the tolerance is 0.501 > 0.01 or the Varian Inflation Factor (VIF) is 1,432 < 10. This means that it can be stated that there is no multicollinearity test for *students'* views of schools as hubs of culture and student motivation in this analysis of the Ganda region.

Heteroscedasticity Test

Scatterplot
Dependent Variable: Prestasi belajar ilmu pengetahuan sosial siswa
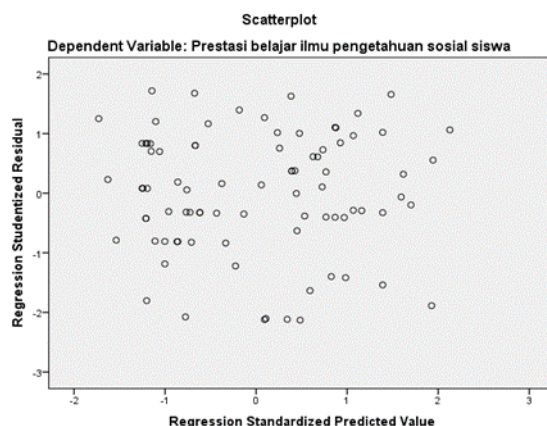
The picture above shows that the points are spread randomly and do not form a clear pattern, and are spread above or below the number 0 on the Y axis. This shows that there is no heteroscedasticity in the regression model, so it can be used to predict variables. Students' Academic Performance in Social Sciences is based on Students' Views of Schools as Hubs of Culture and student motivation

Linearity Test

Linearity of Regression Line Influence of Students' Views of Schools as Hubs of Culture (X1) with Students' Academic Performance in Social Sciences (Y)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Students' Academic Performance in Social Sciences * Students' Views of Schools as Hubs of Culture	Between Groups	(Combined)	1938.696	28	69.239	1.127	.344
		Linearity	11.657	1	11.657	.190	.665
		Deviation from Linearity	1927.040	27	71.372	1.161	.312
	Within Groups		3441.610	56	61.457		
	Total		5380.306	84			

The ANOVA table in the Deviation from linearity section shows the relationship between Students' Views of Schools as Hubs of Culture and Students' Academic Performance in Social Sciences resulting in a value of F = 1.161 with a probability value (sig column) ρ = 0.312. Because the significance value ρ=0.312 > 0.05, it can be concluded that H0 is accepted and H1 is rejected and the regression model is linear.

Linearity of Regression Line Influence of Motivation with Students' Academic Performance in Social Sciences.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
with Students' Academic Performance in Social Sciences * Motivation	Between Groups	(Combined)	1809.606	34	53.224	.745	.816
		Linearity	13.428	1	13.428	.188	.666
		Deviation from Linearity	1796.178	33	54.430	.762	.794
	Within Groups		3570.700	50	71.414		
	Total		5380.306	84			

In the ANOVA table in the Deviation from linearity section, it shows the relationship between motivation and Students' Academic Performance in Social Sciences, producing a value of F = 0.762 with a probability value (sig column) ρ=0.794. Because the significance value is ρ= 0.794 > 0.05, then with Thus it can be concluded that H0 is accepted and H1 is rejected and the regression model is linear.

Hypothesis Testing

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.713[a]	.508	.496	5.698

a. Predictors: (Constant), Motivation, Students' Views of Schools as Hubs of Culture
b. Dependent Variable: Students' Academic Performance in Social Sciences

ANOVAª

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2749.077	2	1374.539	42.333	.000ᵇ
	Residual	2662.499	82	32.470		
	Total	5411.576	84			

a. Dependent Variable: Students' Academic Performance in Social Sciences
b. Predictors: (Constant), Motivation, Students' Views of Schools as Hubs of Culture

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	12.277	9.571		1.283	.003
	Students' Views of Schools as Hubs of Culture	.193	.068	.298	2.828	.006
	Motivation	.185	.041	.477	4.530	.000

a. Dependent Variable: Students' Academic Performance in Social Sciences

The Impact of Students' Views of Schools as Hubs of Culture and Motivatoin on Students' Academic Performance in Social Sciences.

The hypothesis of this influence is

H_0 : $\beta_1 = \beta_2 = 0$

H_1 : $\beta_1 \neq 0$, $\beta_2 \neq 0$

It means :

H0 : There is no significant influence on students' views of schools as hubs of culture and motivation together on students' academic performance in social sciences.

H1 : There is a significant influence on students' views of schools as hubs of culture and motivation together on students' academic performance in social sciences.

From the data above, it can be seen that the double correlation coefficient of the influence of students' views of schools as hubs of culture and motivation together on students' academic performance in social sciences is 0.713. From the results of these calculations it is found that the correlation coefficient This is significant, in other words, there is a significant influence on students' views of schools as hubs of culture and motivation together on students' academic performance in social sciences.

Meanwhile, the coefficient of determination of 50.8% shows that the contribution of students' views of schools as hubs of culture and motivation together to students' academic performance in social sciences is 50.8%, the remaining 49. 2% is the influence of other factors not studied. Meanwhile, to test the hypothesis through regression analysis, a regression line equation is obtained which represents the influence of students' views of schools as hubs of culture and motivation on students' academic performance in social sciences, namely $Y = 12,277 + 0,193X_1 + 0,185X_2$.

Meanwhile, testing the significance of the regression line. This is done by paying attention to the calculation results above. According to existing provisions, the significance criteria for the regression are "if Sig < 0.05 then H0 is rejected" or "if Fcount > Ftable then H0 is rejected", which means that the regression coefficient is significant, in other words

there is a significant influence on students' views of schools as hubs of culture and motivation on students' academic performance in social sciences.

The Sig value is the number listed in the Sig column above. The Fcalculated value is the number listed in column F above. Meanwhile, the Ftable value is the F distribution table value for the real range of 5% with numerator degree (k) = 2 and denominator degree (n-k-1) = 85-2-1= 82, where n is the number of respondents, and k is the number of independent variables.

From the table above, it can be seen that the Sig value = 0.000 < 0.05 and Fcount = 42.333, so H0 is rejected, which means that the regression coefficient is significant. This means that there is a significant influence on students' views of schools as hubs of culture and motivation together on students' academic performance in social sciences. From the results of the correlation and regression tests, it can be concluded that there is an influence of students' perception of the school as a center of culture and motivation together on learning achievement in social sciences.

The Impact of Students' Views of Schools as Hubs of Culture on Students' Academic Performance in Social Sciences

The hypothesis of this influence is

H_0 : $\beta_1 = \beta_2 = 0$

H_1 : $\beta_1 \neq 0$, $\beta_2 \neq 0$

It means :

H0 : There is no significant influence on students' views of schools as hubs of culture on students' academic performance in social sciences.

H1 : There is a significant influence on students' views of schools as hubs of culture on students' academic performance in social sciences.

From the table above, it can be seen that the value of Sig = 0.000 < 0.05 and tcount = 2.828, so H0 is rejected, which means that there is a significant influence on students' views of schools as hubs of culture on students' academic performance in social sciences.

Meanwhile, the coefficient of determination of 18.5% is obtained from ($\beta_1$xzero order1x100% / 0.298 x 0.620 x 100% = 18.5%) indicating that the contribution of students' views of schools as hubs of culture to students' academic performance in social sciences is 18.5%.

From the results of correlation testing, regression testing and by looking at the line model, it can be concluded that there is a significant influence of the independent variable (students' views of schools as hubs of culture) on the dependent variable (students' academic performance in social sciences).

The Impact of Motivation on Students' Academic Performance in Social Sciences

The hypothesis of this influence is

H_0 : $\beta_1 = \beta_2 = 0$

H_1 : $\beta_1 \neq 0$, $\beta_2 \neq 0$

It means:

H0   : There is no significant influence on motivation on students' academic performance in social sciences.

H1   : There is a significant influence on motivation on students' academic performance in social sciences.

From the table above, it can be seen that the Sig value = 0.011 < 0.05 and tcount = 4.530, so H0 is rejected, which means there is a significant influence of motivation on students' academic performance in social sciences.

Meanwhile, the coefficient of determination of 32.3% is obtained from (β2xzero order2x100% / 0.477 x 0.678 x 100% = 32.3%) indicating that the contribution of motivation to students' academic performance in social sciences is 32.3%.

Discussion

From the description of the data after correlation analysis, a correlation value of 0.508 was obtained and a coefficient of determination of 50.8%. After testing with the SPSS version 22 program, it was proven that the correlation coefficient was significant. This means that there is an influence of students' views of schools as hubs of culture and motivation on students' academic performance in social sciences at SMP Negeri 37 Jakarta, SMP Negeri 85 Jakarta and SMP Negeri 226 Jakarta.

Meanwhile, from the regression analysis, the regression line equation obtained is Y = 12.277+0.193 amounting to 0.193 and 0.185 shows that there is a positive influence on students' views of schools as hubs of culture and motivation together on students' academic performance in social sciences. The regression coefficient figures also show that for every one increase in the value of students' perception of the school as a center of culture, there will be an increase in students' academic performance in social sciences by 0.193, while for Motivation, every time there is an increase in one value in Motivation, there will be an increase in learning achievement in social sciences by 0.185. Everything is in a state of cateris paribus.

After testing the linearity of the regression line using the SPSS program, it was found that the regression line was linear. From testing the significance of the regression coefficient which was also carried out using the SPSS program, it was found that the regression coefficient was significant, which means that it is true that there is a significant influence on students' views of schools as hubs of culture and motivation together on students' academic performance in social sciences.

Sig value = 0.000 < 0.05 and Fcount = 42.333, so H0 is rejected, which means that the regression coefficient is significant. This means that there is a significant influence on students' views of schools as hubs of culture and motivation together on students' academic performance in social sciences.

The results of the research above conclude that students' perceptions of the school as a center of culture and motivation together have had a positive influence on increasing students' social science learning achievement at SMP Negeri 37 Jakarta, SMP Negeri 85 Jakarta, and SMP Negeri 226 Jakarta. This means that students' views of schools as hubs of culture and motivation together on students' academic performance in social sciences at SMP Negeri 37 Jakarta, SMP Negeri 85 Jakarta, and SMP Negeri 226 Jakarta.

Learning achievement can be interpreted as the results achieved by individuals after experiencing a learning process within a certain period of time." Learning achievement is also defined as the maximum ability achieved by a person in an endeavor that produces knowledge or skill values. Furthermore, learning achievement can also be called an actual

ability that a person obtains after studying, a potential ability, namely a basic ability in the form of a disposition possessed by an individual to achieve achievement.

Sukardi (in Axl Antora Abimanyu 2022) said that in general the factors that influence learning achievement consist of two factors, namely, external factors and internal factors. External factors are factors that originate from outside the individual concerned, for example those studying who do not meet the requirements, inadequate learning tools, school culture and the social and natural environment. Internal factors are factors that concern the entire person, both physically, mentally or psychologically, which also determine whether a person is successful or not in learning.

The role of schools as cultural centers through a school culture development approach directly encourages students' desire to have motivation to learn. Motivation arises apart from coming from within the student himself, the student is also influenced by the environment. If the environment that influences the student is lost, it is possible that this could result in a loss of the student's learning motivation. Meanwhile, student learning motivation greatly influences the child's learning achievement as a student

The reality in the field, namely in several private junior high schools in the Cilandak District area of Jakarta, based on the results of an exploratory study (entry research) conducted (Axl Antora Abimanyu 2022) is that schools as cultural centers are generally quite conducive. For example, this is demonstrated by the creation of a good learning process, the holding of various activities aimed at forming the character and character of students, and various efforts to create complete human beings, the holding of various extracurricular activities as agents and cultural centers for the local community, the creation of school resilience, and so on. -other. Likewise, various efforts have been made by schools and teachers to provide motivation to students.

Motivation, according to McClelland (in Djaali, 2013), is "motivation related to the achievement of several standards of intelligence or expertise standards". Meanwhile, according to Heckhausen (in Djaali, 2013), motivation is "an impulse found in individuals who always try or struggle to improve or maintain their abilities as high as possible in all activities using standards of excellence". According to McClelland (in Munandar, 2014) states that "individuals with a high need for achievement always look for opportunities where they have personal responsibility in finding answers to their problems".

Motivation is based on rational actions carried out with confidence and full responsibility. Motivation will achieve maximum results if the actions to achieve the desired goals are supported by a conducive school climate. This shows that there is a close relationship between motivation and schools as cultural centers and learning outcomes. Thus, it is assumed that student learning outcomes are related to the school as a center of culture and motivation for these students.

CONCLUSION

Based on the description of the research data and after analysis, it can be concluded that there is a significant influence on students' views of schools as hubs of culture and motivatoin on students' academic performance in social sciences at SMP Negeri Jakarta Selatan, this is proven by the Sig. $0.000 < 0.05$ and Fcount 42.333. There is a significant influence on students' views of schools as hubs of culture on the students' academic performance in social sciences of students at SMP Negeri Jakarta Selatan, this is proven by the Sig. $0.006 < 0.05$ and tcount $= 2.828$. There is a significant influence of motivation on students' academic performance in social sciences of SMP Negeri Jakarta Selatan , this is proven by the Sig. $0.011 < 0.05$ and tcount $= 4.530$.

REFERENCES

Amelia, M. (2021*).* Implementasi Pendidikan Karakter Melalui Budaya Sekolah di Sekolah Dasar (Universitas Islam Riau). *Jurnal Basicedu (Vol.5).*

Abimanyu, A. A. (2022). Pengaruh Persepsi Siswa Atas Sekolah Sebagai Pusat Kebudayaan Dan Motivasi Berprestasi Terhadap Prestasi Belajar Ilmu Pengetahuan Sosial Survey Pada Smp Swasta Kecamatan Cilandak (Universitas Indraparasta PGRI). *Jurnal Ilmiah Kependidikan Unindra (Vol.9).*

Slameto. (2015). *Belajar dan faktor-faktor yang mempengaruhinya*. Jakarta: Rineka Cipta.

Haji, D. (2013). *Pisikologi Pendidikan*. Jakarta: Bumi Aksara.

Munandar, U. (2014). *Perkembangan Kreatifitas Anak Berbakat*. Jakarta: Rineka Cipta.

Daryanto. (2015). *Pengelolaan Budaya dan Iklim Sekolah*. Yogyakarta: Gava Media.

Yahya, S. (2020). *Pendidikan Karakter Melalui Budaya Sekolah*. Yogyakarta: Lontar Mediatama.

Shilpy A Octavia. (2020). *Motivasi Belajar dalam Perkembangan Remaja*. Yogyakarta: Deepublish.

Aqib, Z., & Rasidi, M. H. (2019). *Metodologi Penelitian Pendidikan*. Yogyakarta: ANDI.

Hasanah, U., dkk. (2019). *Pisikologi Pendidikan*. Depok: Rajawali Pers.