

## LEARNERS MOTIVATION OF PPA TUNAS KASIH ID0811 AND NON-PPA STUDENTS AT SDN 02 MAKALE UTARA

Enas Tavia Santopar<sup>1</sup>, Sefrin S. Tangkearung<sup>2</sup>, Iindarda S. Panggalo<sup>3</sup>

<sup>1,2,3</sup> Christian University of Indonesia Toraja

Email: [enastaviasantopar.25@gmail.com](mailto:enastaviasantopar.25@gmail.com), [sefrintangkearung@ukitoraja.ac.id](mailto:sefrintangkearung@ukitoraja.ac.id),  
[iindspanggalo27@gmail.com](mailto:iindspanggalo27@gmail.com)

### ABSTRACT

This research was conducted based on the phenomenon at SDN 02 Makale Utara which showed a diversity of learning motivation between Non-PPA students and Child Development Center (PPA) students. This study aims to determine the difference in learning motivation between Non-PPA students and Child Development Center (PPA) students. The benefits of this research enrich the study of the learning motivation of Non-PPA students and Child Development Center (PPA) students in the world of Education. This type of research is comparative research. The study population was students of SDN 02 Makale Utara class IV, V, VI, and as a sample was the total number of 6 classes, then only 3 classes were taken with 10 children each class consisted of 5 Non-PPA students AND 5 PPA students classes IV, V and VI. Samples were taken by purposive sampling technique. Data collection methods and tools using learning motivation scales. The data analysis technique used is percentage descriptive analysis. The results showed a difference in learning motivation between Non-PPA students and Child Development Center (PPA) students. The percentage difference in learning motivation of Non-PPA students with PPA students based on indicators shows that the percentage value of PPA students is higher than Non-PPA students. Thus, there is a significant difference in learning motivation between Non-PPA students and Child Development Center (PPA) students, namely higher learning motivation of Child Development Center (PPA) students compared to Non-PPA students.

**Keywords:** learning motivation, Non-PPA students, PPA students.

### INTRODUCTION

Education is an effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual abilities, self-control, personality, intelligence, noble character, and skills needed by themselves, in society, nation and state.

Education in Indonesia is divided into several categories, one of which is formal education. Formal education is an education system that is divided in stages and sequentially, starting from elementary school, middle school to college. The school as a formal educational institution, has systematically planned various environments, namely educational environments that provide various opportunities for students to carry out various kinds of learning activities to gain educational experience. This is to encourage the growth and development of students towards one goal to aspire to (Omar Hamalik, 2013).

Motivation is a drive that makes individuals to make a change in behavior in accordance with the goals to be achieved. In learning, there are many activities that can be done to apply learning motivation.

Learning motivation is an impulse that moves individuals to make behavioral changes in learning activities, so that the desired goals can be achieved. In achieving learning goals, motivation has several important roles. Motivation can be used as a learning booster, clarify learning goals, and determine learning perseverance. That is why motivation plays an important role in achieving learning goals well. However, everyone has different motivations. Some have high motivation and some have low motivation. With differences in motivation can affect the achievement of learning goals. Students who be motivated tend to achieve learning goals faster. While students who do not be motivated will find it difficult to achieve goals in learning.

The difference in student learning motivation is influenced by several factors. Factors that affect student learning motivation include ideals, student abilities, student conditions and student environmental conditions, which can be in the form of natural conditions, living environment and peer association. In addition, student environmental factors can be family factors, which can affect the learning motivation of students who have different environmental conditions such as residence, area of origin, different family background or different educational background. With these differences, it can cause differences in student learning motivation and can affect in achieving learning outcomes (Suprihatin, S., 2015).

Differences in students' educational backgrounds are factors that influence learning motivation. Based on observations, SDN 2 Makale Utara when viewed from educational background can be grouped into two, namely students who are students and not students of PPA Tunas Kasih ID0811.

Child Development Center (PPA) is an institution that stands under the auspices of a Church. This Child Development Center is the result of a partnership from a child sponsorship institution, namely Yayasan Compassion Indonesia (YCI). The PPA program is run as an implementation of the collaboration between the KIBAID Church of Tombang congregation and the Indonesian Compassion Foundation (YCI). The purpose of establishing PPA tunas kasih ID0811 is to free children from intellectual, spiritual, socio-emotional, and physical poverty and enable them to be independent and

responsible. Therefore, PPA children must experience progress in terms of knowledge, because with the provision of knowledge, it is hoped that children can have higher knowledge, that's why one of the fields of work from PPA is the field of Education, so that children can have a better life.

Educational background is very necessary in the educational process of students, because it is very influential on the process of student educational development. The better the student's educational background, the better the educational process. For example, PPA Tunas Kasih ID0811 students, indirectly the learning patterns of these students will affect their learning motivation. At least a change in attitude and understanding of religious knowledge he obtained.

Students of PPA Tunas Kasih ID0811 with Non PPA have differences. The difference lies in the learning motivation of PPA Tunas Kasih ID0811 students. The learning motivation of PPA Tunas Kasih ID0811 students tends to be higher than that of Non-PPA students. This statement is supported by their learning results during the test and their final learning results at the time of receiving report cards. Their learning outcomes are lower than those of PPA students, even when their tests are often remedial and not many non-PPA students take part in the competition.

Based on some of the descriptions above, it appears that non-PPA students and PPA students have different learning motivations. There are non-PPA students who get lower scores than PPA students and vice versa there are also PPA students who have higher scores than non-PPA students. In addition, PPA Tunas Kasih ID0811 students are also more active in the teaching and learning process. This is because they have more dense activities and class hours.

## METHOD

This research includes field research. This type of field research is a type of quantitative research because the research data is in the form of numbers and analysis using statistics. The type of research that conducted to determine the difference in learning motivation between PPA students and non-PPA students at SDN 2 Makale Utara is comparative research. Comparative research is a type of research used to compare between two or more groups of a particular variable. In this study, the population was imposed on students of SDN 2 Makale Utara grades IV, V, and VI. With the number of each class IV numbering 17 students, class V numbering 22 students and class VI totaling 16 students. So, the total number of students in grades IV, V and VI is 55 students. The sampling technique used in this study is by using purposive sampling, which is how to take subjects not based on strata, random or regional but based on the existence of certain goals (Arikunto, 2021: 183). In this study, the method used to collect data was a psychological scale. A psychological scale is a tool used to measure affective attributes. The data obtained in this study is in the form of numerical data which is then processed by statistical methods which will then be

described by describing conclusions based on the results of obtaining numbers processed using statistical methods. The scale made by the researchers aims to reveal whether there are differences in learning motivation between PPA students and non-PPA students. In this study the scale used was in the form of Likert scale. By using the Likert scale, the variables to be measured are translated into variable indicators. Then the indicator is used as a starting point for compiling instrument items. The answer choices presented to respondents are alternative answers that are in accordance with their circumstances, including alternative answers that suit them, including very appropriate (SS), appropriate (S), inappropriate (TS), and very inappropriate (STS). The scoring system uses a Likert scale that is modified into four alternative answers by eliminating neutral answer alternatives, with the reason that to avoid the answers of subjects who are grouped in the middle, the answer choices used are even (Hadi, 1987: 45).

## FINDING DAN DISCUSSION

### Findings

In this study, the results of research related to student learning motivation presented in 15 Non-PPA students and 15 PPA students at SD N 02 Makale Utara in 20, 22/20, 23. Based on the research objectives, the results to be obtained are to obtain empirical data on: an overview of differences in learning motivation between Non-PPA students and PPA students at SDN 02 North Makale.

### Differences in Learning Motivation Between Non-PPA Students and PPA Students at SDN 02 MAKALE UTARA year 2022/20 23.

Based on the data obtained through filling in the scale, differences in motivation of PPA students and Non-PPA students can be presented through the following table:

Table 1 Results of the percentage difference in learning motivation of Non-PPA students with PPA students based on indicators

Indicator	Non-PPA			PPA		
	Kriteria	F	%	Kriteria	F	%
Senang mencari dan memecahkan masalah soal-soal.	Sangat Tinggi	3	20.0%	Sangat Tinggi	6	40.0%
	Tinggi	9	60.0%	Tinggi	8	53.3%
	Rendah	3	20.0%	Rendah	1	6.7%
	Sangat Rendah	0	0.0%	Sangat Rendah	0	0.0%
Senang bekerja mandiri	Sangat Tinggi	5	33.3%	Sangat Tinggi	6	40.0%
	Tinggi	6	40.0%	Tinggi	8	53.3%
	Rendah	4	26.7%	Rendah	1	6.7%
	Sangat Rendah	0	0.0%	Sangat Rendah	0	0.0%

Menunjukkan minat	Sangat Tinggi	7	46.7%	Sangat Tinggi	13	86.7%
	Tinggi	6	40.0%	Tinggi	2	13.3%
	Rendah	2	13.3%	Rendah	0	0.0%
	Sangat Rendah	0	0.0%	Sangat Rendah	0	0.0%
Ulet dalam menghadapi kesulitan	Sangat Tinggi	5	33.3%	Sangat Tinggi	10	66.7%
	Tinggi	7	46.7%	Tinggi	5	33.3%
	Rendah	2	13.3%	Rendah	0	0.0%
	Sangat Rendah	1	6.7%	Sangat Rendah	0	0.0%
Tidak mudah melepas hal yang diyakini itu	Sangat Tinggi	6	40.0%	Sangat Tinggi	7	46.7%
	Tinggi	3	20.0%	Tinggi	6	40.0%
	Rendah	4	26.7%	Rendah	2	13.3%
	Sangat Rendah	2	13.3%	Sangat Rendah	0	0.0%
Cepat bosan pada tugas-tugas rutin.	Sangat Tinggi	11	73.3%	Sangat Tinggi	13	86.7%
	Tinggi	4	26.7%	Tinggi	2	13.3%
	Rendah	0	0.0%	Rendah	0	0.0%
	Sangat Rendah	0	0.0%	Sangat Rendah	0	6.7%
Tekun dalam Menghadapi Tugas	Sangat Tinggi	5	33.3%	Sangat Tinggi	8	53.3%
	Tinggi	6	40.0%	Tinggi	7	46.7%
	Rendah	3	20.0%	Rendah	0	0.0%
	Sangat Rendah	1	6.7%	Sangat Rendah	0	0.0%
Dapat mempertahankan pendapatnya.	Sangat Tinggi	5	33.3%	Sangat Tinggi	6	40.0%
	Tinggi	6	40.0%	Tinggi	7	46.7%
	Rendah	3	20.0%	Rendah	2	13.3%
	Sangat Rendah	1	6.7%	Sangat Rendah	0	0.0%

Table 2 Average results of differences in learning motivation of Non-PPA students and PPA students

Indicator	Average		Criterion	
	Non-PPA	PPA	Non-PPA	PPA
Happy to find and solve problems	76,7%	83,3%	T	ST
Enjoys working independently	68,3%	80%	T	T
Show interest	81,7%	96,7%	T	ST
Tenacious in the face of adversity	80%	90%	T	ST
It is not easy to let go of the thing that is believed	66,7%	81,7%	T	T
Get bored quickly on routine tasks	78,3%	96,7%	T	ST

---

Persevere in the face of the task	81,7%	87,2%	T	ST
Can defend his opinion	71,7%	83,3%	T	ST
Average	75,6%	87,2%	T	ST

---

It can be seen from the average between non-PPA students and PPA students in table 1 that PPA students are superior to non-PPA students, with the average PPA student percentage is 87.2 and Non-PPA students 75.6. The average is obtained from the results of each indicator. In each indicator, PPA students excel in 6 indicators by having very high criteria, while non-PPA students only have high criteria in all indicators. Thus, the average obtained by PPA students is superior by having very high criteria.

## Discussion

From the tests conducted in a study entitled "Differences in Learning Motivation of PPA Tunas Kasih ID0811 Participants and Non-PPA Students at SDN 02 North Makale" it is known that the hypothesis that says that there are differences in learning motivation between non-PPA students and PPA students at SDN 02 North Makale, where the learning motivation of PPA students is higher than that of students

Non-PPA accepted. The results showed that there was a difference in learning motivation between non-PPA students and PPA students at SDN 02 Makale Utara.

The results of this study show that PPA students have high motivation as well as other students. Judging from the indicators of pleasure in finding and solving problems, PPA students have high motivation in learning to get the best grades. The findings of this researcher also show how PPA students are better prepared and able to work independently, showing how PPA students have a very large sense of responsibility for their tasks, and are able to work on tasks without the help of others.

Apart from being seen from the existing indicators, the learning motivation of PPA students is much higher than non-PPA students due to differences. The difference lies in the daily life and facilities of Shiva. Students who enter PPA Tunas Kasih ID0811 in their daily lives when they return home from school they still continue their activities at PPA to take part in various kinds of developments such as computer lessons, music lessons, dance lessons, English, and other subjects according to what students want. They are always cared for and facilitated with various means to help the growth of education, physical growth



and spiritual growth of their students, but non-PPA students in their daily lives are like students in general with limited facilities without special attention from certain parties. With the facilities obtained by PPA students, motivate themselves to excel. They use the opportunities to learn as well as possible because to become a member of the PPA must meet several predetermined criteria, so not all students can become members of the PPA Tunas Kasin ID0811. Purwanto (2014) explained that motivation is an encouragement, which is an effort based on influencing a person's behavior so that he is moved to act to do something to achieve certain results or goals.

Belief in one's own abilities is also very important to shape the character of students so as not to give up easily. In accordance with Havighurst's opinion, William Kay (Joseph, 2013) about the developmental task of children entering adolescence, that individuals can accept themselves and have confidence in their own abilities. From the results of this study, PPA students have a good self-confidence factor and are higher than non-PPA students, if they believe in their own abilities, it can make them more independent and not always dependent on others.

For Non-PPA students, why have low learning motivation is because one of them is the factor of confidence in their own abilities that they do not have. Non-PPA students do not believe in their abilities, for example, during tests, they always try to cheat their friends, even though they can do it themselves but they choose to cheat on their friends, even though not necessarily their friends' answers are correct. In addition, when non-PPA students were asked questions by the teacher, they did not answer more for fear that the answer was wrong and laughed at by the classmates, so they chose to be silent and did not answer because they were embarrassed if they answered wrong. They should be able to have confidence in their own abilities because then it will make someone able to do something in achieving their goals, and because non-PPA students do not have these factors make them unable to achieve goals in this case is high achievement.

In addition to the confidence factor in self-art, non-PPA students' willingness to show interest is low. They do not think much about their achievements and are always busy with their games where after returning home from school they just play unlike with non-PPA students who continue their activities to follow activities at PPA according to a predetermined schedule even though the activities only last 4 days a week.

According to the results of this study, there is a difference in learning motivation between Non-PPA students and PPA students, where PPA students have higher learning motivation, The results of this study show that the learning motivation of PPA students and Non-PPA students at SDN 02 Makale Utara is good, although Non-PPA students have a little less learning motivation than PPA students, but the difference is not far so it can still be improved even better with the help of class teachers, community, friends, parents and family or people who are more mature than them in order to be better at guiding.

## CONCLUSIONS

There was a significant difference between the motivation of non-PPA students and Child Development Center (PPA) students, where there was a percentage difference of 1 to 1.6%. This means that students of the Child Development Center (PPA) can have an orientation to try more actively to solve a problem by finding a solution for problem solving until the problem can really be solved.

## REFERENCES

- Arikunto, S. Penelitian tindakan kelas: Edisi revisi. , Jakarta: Bumi Aksara, 2021.
- Hamalik, O. (2013). Proses Belajar Mengajar Edisi Revisi. Jakarta PT. Bumi Aksara.
- Purwanto, M. N. (2021). Psikologi pendidikan. (Bandung: PT Rosdakarya), hal. 61.
- Suffah, R., & Riduwan, A. (2016). Pengaruh profitabilitas, leverage, ukuran perusahaan dan kebijakan dividen pada nilai perusahaan. Jurnal Ilmu Dan Riset Akuntansi (JIRA), 5(2).
- Suprihatin, S. (2015). Upaya guru dalam meningkatkan motivasi belajar siswa. Jurnal Pendidikan Ekonomi UM Metro, 3(1), 73-82.
- Yusuf, S., & Sugandhi, N. M. (2013). Perkembangan peserta didik.