

THE EFFECT OF COMPUTER LABORATORY FACILITIES ON STUDENTS' LEARNING MOTIVATION IN MYOB ACCOUNTING LESSONS AT SMK KOSGORO PENAWARTAMA

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ABSTRACT

The computer laboratory was one of the learning facilities owned by the school to support subjects related to special learning rooms, for example in Spreadsheet or MYOB Accounting training courses and so on. Meanwhile, learning motivation were a supporting impetus to increase the enthusiasm and feelings of pleasure of students so that it create a passion for learning, in achieving a learning goal. The purpose of this study was to determine the effect of computer laboratory facilities on student motivation at SMK Kosgoro Penawartama. The collection technique used a questionnaire and observation, in this study the entire population of class XI Financial and Institutional Accounting was 32 students, the sample of this study were a population sample or census because the subject was less than 100 students, the entire population were used for the sample. It could be seen the results of this study 1) The results of the regression analysis of computer laboratory facilities on learning motivation with a significant value of $t_{count} = 2,551 > t_{table} = 2,042$ until H_a is accepted and H_o was rejected, meaning that there were an influence of computer laboratory facilities on learning motivation at SMK Kosgoro Penawartama. 2) The magnitude of the influence of computer laboratory facilities on learning motivation was 17,8% while the remaining 82,2% was influenced by other factors. 3) The influence of computer laboratory facilities on learning motivation was 0.4222 in the medium category, meaning that the computer laboratory facilities variable had a moderate level of relationship with the learning motivation variable.

Keyword: *Computer Laboratory Facilities, Learning Motivation*

INTRODUCTION

The computer laboratory is one of the learning facilities owned by the school to support subjects related to special learning rooms, for example in the Spreadsheet or MYOB Accounting training courses and so on, where the laboratory is a practice room that uses special equipment, the facilities are expected to increase learning motivation. students in subjects or subjects that require students to master the concept of accounting practice material through MYOB Accounting which will become the capital of students to achieve achievements in academic and non-academic fields.

Therefore, it is hoped that laboratory facilities can provide motivation in learning, if there are no facilities in learning, the learning objectives will not be achieved. What's more, the activity of students in learning can also decrease due to a lack of encouragement for students, therefore students need to be given encouragement or motivation to learn to increase learning activities.

Learning motivation is a supporting impetus to increase the enthusiasm and feelings of pleasure of students so that it creates a passion for learning so that students show concentration in learning, interest in learning, perseverance in learning so that they do not recognize boredom during the learning process, learning motivation is needed in learning so that students keep the spirit to achieve learning goals.

The computer laboratory is one of the learning facilities owned by the school to support subjects related to special learning rooms, for example in Spreadsheet or MYOB Accounting training courses and so on. According to (Prianto & Putri, 2017, p. 17) Learning facilities are all things, both movable and immovable objects that can facilitate, expedite the process of teaching and learning activities so that they can support the achievement of learning objectives. Meanwhile, according to (Habsyi, 2020, pp. 15-16) facilities in the world of education mean everything that is physical and material that can facilitate the implementation of the teaching and learning process.

From the opinion above, it can be concluded that the facility is a movable or immovable object that can facilitate a teaching and learning activity. Where the laboratory is a practice room that uses special equipment, and is expected to increase students' learning motivation. Learning motivation is needed in learning so that students remain enthusiastic to achieve learning goals. According to (Damanik, 2019, p. 46) motivation can be interpreted as a driving force that has become active. Strong motivation will foster passion, enthusiasm and a feeling of pleasure to learn. According to (Prianto & Putri, 2017, p. 19) motivation is an impulse that influences an individual to take an action to achieve certain goals.

Based on some of the opinions above, it can be concluded that motivation is a driving force that influences individuals to increase, enthusiasm, and feelings of pleasure in achieving learning goals. So this study aims to determine the effect of computer laboratory facilities on student learning motivation at SMK Kosgoro Penawartama.

METHOD

This research is included in descriptive research that is quantitative with descriptive analysis, the calculation of this data uses the normality test of the data for analysis using a simple regression analysis test. This research was conducted at SMK Kosgoro Penawartama located in Tulang Bawang Regency, Lampung Province. The population in this study were all students of class XI Financial Accounting and Institutions totaling 32 students. The sample in this study is a census sample/total sample that uses the entire population as a sample because the population is less than one hundred students.

Collecting data in this study using observation and questionnaires or questionnaires. The questionnaire used in this study used a linkert scale containing questions about research variables with alternative answers to measure each variable using the answers (TP) Never, (JR) Rarely, (KD) Sometimes, (SE) Often and (SL) Always. Testing the instrument using the validity test and test reliability. Validity test is used to find out each item used in the questionnaire can describe internal consistency.

In the validity test, the item-total correlation method is used to determine whether or not a question item falls with a comparison value of the correlation coefficient of the researcher's table using a significance of 5% with a sample of 32 students with a large correlation coefficient of $r_{table} = 0.444$. If the question item has a validity coefficient value of more than 0.444 then the question is valid and if it is less than 0.444 then the question is invalid, the question is not used in the questionnaire. The reliability test is used for the reliability of an instrument so that the instrument can be used many times with consistent results, the researcher uses the Cronbach's Alpha value as a measuring tool for the calculation value above 0.7. Then the data normality test was conducted to test the

regression model of the dependent variable and the independent variable whether the two variables were normally distributed or not, with a significant value of 0.05, the regression model met the assumption of normality.

The researcher's hypothesis testing uses the t-test model and the coefficient of determination test. the determination test is used to explain how much influence the independent variable has on the dependent variable. If the coefficient of determination is getting higher or closer to number one, the influence is getting bigger and vice versa if the value of the coefficient of determination is getting smaller and closer to zero then the influence of the independent variable on the dependent variable is getting smaller as well. The t-test is used to determine whether or not the independent variable is affected by the dependent variable with the $t\text{-count} > t\text{-table}$, then the hypothesis is accepted.

RESULT

The results of the questionnaire analysis per indicator of computer laboratory facilities concluded that the availability of computer laboratory equipment was 27.1%, laboratory cooling and lighting was 54.2%, computer equipment was 35.4%, the ability of teachers and students to operate computers was 56.3% and laboratory technicians were 46, 8%. So the highest indicator of variable X is the ability of teachers and students to operate computers, which is 56.3% and the lowest indicator of variable X is the availability of computer laboratory equipment, which is 27.1%. While the analysis of learning motivation concluded that the spirit of learning was 68.2%, learning ability was 35.4% and environmental support was around 36.3%. So the highest indicator for the Y variable is enthusiasm for learning, which is 68.2%.

The data obtained has been tested normality with the results of lcount of computer laboratory facilities (x) pretends 0.132 and student learning motivation value (y) is completed 0.107. The value is lacking and the value of ltable 0.156 can be concluded that each data has a normal distribution with the heart. Correlation of the global variable by 0.422 in category is then there is a ranging relationship is between the computer laboratory facilities and the learning motivation.

Based on the results of the analysis of the regression equation $Y=49.167 + 0.452x$ the value obtained from computer laboratory facilities on learning motivation proved significant. This is proven by the results of a simple linear regression test, namely $r_{count} > r_{table}$ $0.422 > 0.361$. From this equation, it can be seen that if the computer laboratory facilities are increased by 1%, the students' learning motivation will increase by 0.452 or 45.2%. From this study, the value of R square is 0.178 which shows the effect of computer laboratory facilities on learning motivation of 0.178 or 17.8%.

DISCUSSION

From the research that has been carried out and the results are calculated, it is known that the data obtained for the X variable are 5 students or 15.6% which states that the computer laboratory facilities are very good, 20 students or 62.5% who state that the computer laboratory facilities are good and 7 students or 21.9% stated that the computer laboratory facilities were quite good. From the explanation above, it can be said that the computer laboratory facilities at SMK Kosgoro Penawartama are good.

So with good computer laboratory facilities, students' learning motivation is also good, it is known from the questionnaire data for variable Y, namely there are 18 students or 56.3% who say they are motivated to learn well and 14 students or 43.8% who stated that they were motivated to learn very well. From the explanation above, it can be said that learning motivation is good.

Based on the calculation of the questionnaire hypothesis of computer laboratory facilities and learning motivation, the formula used is simple regression and the results are

$Y = a + bx = 49.167 + 0.452x$. The equation shows the influence between the computer laboratory facilities variable and the learning motivation variable. So when the computer laboratory facilities increase by 1 point, the learning motivation will increase by 0.452 points.

In the calculation of the product moment correlation $r_{xy} = 0.422$ with a very strong relationship level where r_{count} is greater than $r_{table} = 0.422 > 0.361$. The coefficient of determination is 17.8% and the remaining 82.2% is influenced by other factors, it shows that computer laboratory facilities contribute as high as 17.8%. While the significant test or "t" test was obtained $t_{count} = 2,551 > t_{table} = 2,042$. It is concluded that the research hypothesis is accepted, which means that there is an influence of computer laboratory facilities on students' learning motivation at SMK Kosgoro Penawartama. From this explanation, it can be said that the better the computer laboratory facilities, the higher the learning motivation received by the students of SMK Kosgoro Penawartama.

This study agrees with the research conducted by (Damanik, 2019) with the results having a positive and significant influence on learning motivation. Then research (Khairunnisa, Aslindah, & Rahmadana, 2019) stated that there was a significant influence between learning facilities on the learning motivation of fifth graders at SDN 001 North Samarinda. In research (Hakim & Saputro, 2016) accounting laboratory facilities have a significant effect on spreadsheet learning outcomes for students of class X Accounting at SMK Negeri 1 Lamongan. Meanwhile in research (Yugiswara, Sukidin, & Kartini, 2019) said the variable of learning facilities had a significant effect on the variable of learning motivation, and (Rahmawati & Listiadi, 2019) said the results of his research showed that accounting computer laboratory facilities had an effect on learning outcomes.

From the results of this previous study can confirm the results of previous studies. Therefore, computer laboratory facilities must be equipped again so that students are more motivated to study in the computer laboratory room. The results of the topics that have been discussed in this study prove that computer laboratory facilities affect students' learning motivation, the more complete the facilities provided, the more enthusiastic students are to study in the computer laboratory room.

CONCLUSSION

In this study, there was a significant influence between computer laboratory facilities on students' learning motivation in the MYOB Accounting subject at SMK Kosgoro Penawartama. The result of the regression analysis of computer laboratory facilities on learning motivation with a significant t_{count} value of $2.551 > t_{table} 2.042$ until H_a is accepted and H_0 is rejected, meaning that there is an influence of computer laboratory facilities on learning motivation at SMK Kosgoro Penawartama.

It can be seen from the results that H_a is accepted and H_0 is rejected because the value of $r_{count} > r_{table}$ is $0.422 > 0.361$ with a significant level of 5% and the number of respondents is 32 students. From the R Square value, it was obtained that 0.178 or 17.8% the value was the influence of computer laboratory facilities on students' learning motivation in the MYOB Accounting subject at SMK Kosgoro Penawartama. Based on the regression equation, it is known that the value of $a = 49.167$ and the value of $b = 0.452$, it is stated that if the computer laboratory facilities are increased by 1%, the learning motivation will increase by 0.452 or 45.2%. So that there is an influence of the computer laboratory facilities variable on the learning motivation variable with a positive direction of influence.

This study agrees with the research conducted by (Khairunnisa, Aslindah, & Rahmadana, 2019) stated that there was a significant influence between learning facilities on the learning motivation of fifth graders at SDN 001 North Samarinda and (Rahmawati & Listiadi, 2019) said the results of his research showed that accounting computer laboratory facilities had an effect on learning outcomes.

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