

The Influence of Study Room Facilities on Students' Learning Motivation

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Abstrak

The aim of the author in conducting this research is to find out that study room facilities play a role in efforts to increase students' learning motivation, as well as provide valuable input to the school, especially XI IPS SMA Negeri 16 Bone, that student study room facilities can influence students' enthusiasm and motivation for learning. , and to gain practical experience with scientific research fields that can be contributed to the world of education in particular. The variables in this research consist of dependent variables (free variables) and independent variables (dependent variables). The influence of learning facilities is the independent variable with the symbol X. Learning motivation is the dependent variable with the symbol Y. This research is ex post facto research which is correlational in nature. The method in this research is ex post facto with a quantitative approach. The population in this research is Class The total number of students is determined using the Regression Test formula. The data collection technique uses a questionnaire, learning space facilities at school, and student learning motivation. Research data analysis uses simple linear regression. Based on the calculation results of this research using a simple regression test, it shows that: there is a positive and significant influence of learning facilities on student learning motivation in economics subjects for class XI IPS students at SMA Negeri 16 Bone, proven by looking at the simple regression data analysis. This is proven when the value with a value of 30, the value obtained is $Y = 137.24$, which is greater than the F table value = 3.94. Meanwhile, when predicting 16 Bone.

Abstract

Tujuan penulis mengadakan penelitian ini adalah untuk mengetahui bahwa fasilitas ruang belajar ikut berperan dalam usaha peningkatan motivasi belajar siswa, serta memberikan masukan yang berharga kepada pihak sekolah khususnya XI IPS SMA Negeri 16 Bone, bahwa fasilitas ruang belajar siswa dapat berpengaruh pada semangat dan motivasi belajar siswa, dan untuk memperoleh pengalaman praktis dengan bidang penelitian yang bersifat ilmiah yang dapat disumbangkan kepada dunia pendidikan pada khususnya. Variabel dalam penelitian ini terdiri dari dependet variable (variable bebas) dan independent variable (Variabel terikat). Pengaruh Fasilitas belajar sebagai variable bebas dengan simbol X. Motivasi belajar sebagai variable terikat dengan simbol Y. Penelitian ini termasuk penelitian ex post facto yang bersifat kolerasional. Metode dalam penelitian ini adalah ex post facto dengan pendekatan kuantitatif. Populasi dalam penelitian ini adalah siswa Kelas XI IPS SMA Negeri 16 Bone yang berjumlah 30 orang tetapi karena keterbatasan dana, waktu, dan tenaga, maka dalam penelitian ini digunakan sampel sebanyak 30 orang sebagai sampel total siswa yang ditentukan menggunakan rumus Uji Regresi (Regression Test). Teknik pengumpulan data menggunakan angket Fasilitas ruang belajar di sekolah, dan motivasi belajar siswa. Analisis data penelitian menggunakan regresi liner sederhana. Berdasarkan hasil perhitungan penelitian ini dengan menggunakan uji regresi sederhana menunjukkan bahwa: terdapat pengaruh positif dan signifikan fasilitas belajar terhadap motivasi belajar siswa pada mata pelajaran ekonomi siswa kelas XI IPS SMA Negeri 16 Bone, dibuktikan dengan melihat analisis data regresi sederhana ini dibuktikan ketika nilai X diamsusikan dengan nilai 30 maka diperoleh nilai $Y = 137,24$, lebih besar dari nilai F tabel = 3,94. Sementara Ketika diprediksikan X dengan 10 maka hasil Y adalah = 3,14, nilai tersebut lebih kecil dari nilai F tabel = 3,94, sehingga hipotesis diterima ada pengaruh fasilitas ruang belajar terhadap motivasi belajar siswa pada mata Pelajaran Ekonomi Siswa Kelas XI IPS SMA Negeri 16 Bone.

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1. INTRODUCTION

In realizing these ideals, efforts to make the nation's life smarter through education are increasingly being encouraged. One of the problems facing the world of education today is the low quality of graduates. Among the markers of graduates, the quality of educational institutions is expressed in the form of learning achievement. The teaching and learning process is the main content of education, therefore all components in education must be enshrined in order to create a learning process for students. In a teaching and learning process, two very important elements for success in

the learning process are also determined by school facilities which will support the creation of a conducive learning atmosphere and can give birth to brilliant ideas. Syaiful Bahri Djamarah (2002: 150) The learning facilities or school facilities referred to are, Completeness in carrying out the learning process that must be possessed by schools that can facilitate and expedite the implementation of business, this can be in the form of objects or money. Apart from infrastructure that can support the development of the teaching and learning process in schools, of course the competence of a teacher is also very much needed in order to achieve student success in participating in the learning process. Several opinions have been expressed by experts that the educational gap due to the existence of school infrastructure can reduce student's motivation to study. The motivation in question is a change in a person's inner (personal) energy which is characterized by the emergence of feelings and reactions to achieve goals (Hamalik, Oemar 2002: 158). Facilities are the means and infrastructure that must be available to facilitate educational activities at school. Facilities are all equipment, materials and furniture that are directly used for the education process at school, including buildings, classrooms, learning media, tables and chairs. Meanwhile, infrastructure are facilities that indirectly support the educational process, including school yards, school gardens and roads to school (Popi Sopiadin, 2010: 73). Learning facilities are everything that is needed in the teaching and learning process, both mobile and immobile, so that educational goals can be achieved smoothly, regularly, effectively and efficiently. Muhroji (2004: 49). While a classroom is a room in a school building, which functions as a place for face-to-face activities in the process of teaching and learning activities (KBM). It was previously explained that improving the quality of education in a region or area includes the availability of educational infrastructure facilities at the 16 Bone State High School. The social studies classrooms are not yet felt by the students, with these conditions the students are not concentrating on studying, what's more, there are not enough seats and tables, this will cause absorption in the students' achievements and they will feel stifled when sitting together without using another seat. In order to improve quality human resources, Educational institutions strive to improve the quality and process of learning outcomes. Efforts to improve the quality of learning and student motivation are expected to provide facilities and infrastructure in schools that can support the teaching and learning process so that it also has an impact on learning achievement. Many experts have put forward motivation theories. There are various motivation theories which are based on different drives from each other. There is a motivation theory whose starting point is the principle of needs. Motivation is a force that encourages someone to do something to achieve a goal. These forces are basically stimulated by various needs. Abraham Maslow, (2012:23) as a motivational figure in the flow of humanism, stated that hierarchical human needs are all found within humans. According to Maslow's opinion in Hamzah B.

In the teaching and learning process in the classroom with facilities and infrastructure, Ngalm Purwanto (2015: 71) defines motivation as "encouragement", namely a conscious effort to influence a person's behavior so that he or she is moved to take action to do something so as to achieve certain goals or results. . Motivation is also said to be a series of efforts to provide certain conditions, so that a person wants and wants to do something, and if he doesn't like it, he will try to eliminate or circumvent that feeling of dislike. So motivation can be stimulated from outside but that motivation grows within a person (AM Sardiman, 2010: 75).

Based on the background above, the researcher in this case was a very appropriate reason for students to raise this issue in a study, entitled "The influence of study room facilities on the learning motivation of Class XI IPS students at SMA Negeri 16 Bone. Based on the background above, the researcher formulated the problem, namely how big is the influence of study room facilities on the learning motivation of Class XI IPS students at SMA Negeri 16 Bone?

2. RESEARCH METHOD

This research is quantitative descriptive research. This research is Ex Post Facto research, which aims to determine the effect of study room facilities on learning motivation. Research Design by determining the variables that are the object of research, the research design between the independent variable (X) and the related variable (Y) can be seen in the following picture:

Figure 3.1 correlation between variables X and Y



X = Study room facilities as independent variable

Y = Learning motivation as the dependent variable

This research will be carried out at SMA Negeri 16 Bone which is located on the Bone - Sengkang KM axis road, 8 Pacing Village, Awangpone District, Bon Regency. This research will be carried out from May to June 2023

Study room facilities are a room in a school building, which functions as a place for face-to-face activities in the process of teaching and learning activities (KBM). Motivation to learn is encouragement, namely a conscious effort to influence a person's behavior so that he or she is moved to take action to do something so as to achieve a certain goal or result. This research consists of a population and research sample as follows: Research population. Population is a generalization area consisting of: Objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. So population is not only people, but also objects and other natural objects. Population is also not just the number of objects/subjects being studied, but includes all the characteristics/attributes possessed by the subject or object. Sugiyono, (2014: 80). Meanwhile, according to the opinion of Sugiyono, 2015: 117) states that: "Population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn." This research is located at SMA Negeri 16 Bone which has 4 classes, namely class XI IPS.1 and class XI IPS.4 with a total of 110 students, for more details, see the table below:

Table 3.1 Research Population

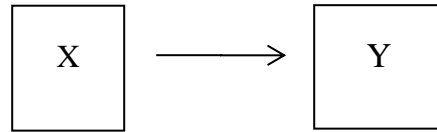
No	Class	Man	Woman	The number of students
1.	XI Social Sciences .1	13	19	32
2.	XI Social Sciences .2	14	18	32
3.	XI Social Sciences .3	13	17	30
4.	XI IPS.4	11	18	29
	Amount	51	72	123

Data Source: SMA Negeri 16 Bone 2022/2023 academic year.

The sample is part of the number and characteristics of the population. If the population is large, and it is impossible for the researcher to study everything in the population, for example due to limited funds, energy and time, then the researcher can use the sample, the conclusions will be applicable to the population. For this reason, samples taken from the population are truly representative (representative) Sugiyono (2015: 118). In this study, the researcher took samples by taking the sample as a whole or a random sample of the classes selected as research samples were students in class XI IPS.1 and 37 women. For more details, the sample can be seen below.

Table 3.2 Research Sample

No	Class	Man	Woman	The number of students
1.	XI Social Sciences .1	13	19	32
2.	XI Social Sciences .2	14	18	32
	Amount	27	37	64



Source: 2022/2023 Sampling Results

In this research, two variables were used, namely the independent variable (independent variable) and the dependent variable (dependent variable). As follows:

- a) An independent variable or independent variable is a variable that influences or is the cause of the change or emergence of the independent (dependent) variable. In this research, the independent variable is the study room facilities (X)
- b) The dependent variable or dependent variable is a variable that is influenced or caused by the existence of the independent variable. In this research the dependent variable is learning motivation (Y)

The research instrument uses a closed type questionnaire with 16 questions, namely the answer choices are available on the questionnaire sheet. A questionnaire is a list of questions or statements given to respondents to obtain clear information. To provide more clarity on the answers to question items by providing a score level for each answer as follows:

- 1) The answer strongly agree has a weight of 5
- 2) An affirmative answer has a weight of 4
- 3) The answer is quite agree, has a weight of 3
- 4) Disagree answers have a weight of 2
- 5) The answer strongly disagree has a weight of 1

Data collection technique

Data collection techniques in this research are as follows:

Primary data

Primary data is in the form of student answers regarding student responses in learning, the influence of study room facilities on student learning motivation obtained through distributing questionnaires.

Secondary Data

Data obtained through documentation studies in classes at SMA Negeri 16 Bone. In the form of a general description of the research location.

Data analysis technique

Quantitative data obtained from the questionnaire will be processed using descriptive statistical analysis via frequency tables.

Based on the type of data obtained, data management techniques for data analysis in quantitative research use the Simple Regression Test. The use of a simple regression test is to predict (predict) the dependent variable (Y) if the independent variable (X) is known. Simple regression can be analyzed because it is based on a functional relationship or causal relationship (causal) variable (X) to the dependent variable (Y). Because there are fundamental differences between correlation

tests and regression tests, basically regression tests and correlation tests both have a very strong relationship and are closely related. Every regression test automatically has a correlation test, but on the other hand, a correlation test is not necessarily a regression test or a continuation of the regression test.

3. RESEARCH RESULTS AND DISCUSSION

In this section, the research results are explained and a comprehensive discussion is provided. Results can be presented in forms of pictures, graphs, tables and others that make it easy for readers to understand [2, 5]. Discussion can be carried out in several sub-chapters.

1.1. Research result

The research data consists of the independent variable, namely, Student Study Room Facilities (X) and the dependent variable (Y), namely the Learning Motivation of Class XI IPS Students at SMA Negeri 16 Bone. Even semester of the 2022/2023 academic year. Data on the variables Student Study Room Facilities (X) and learning motivation (Y) were obtained from an instrument in the form of a questionnaire, with a Likert scale answer model with 4 (four) answer options. 30 copies of each instrument were given to students who were the research samples. Respondent results can be seen in the table below:

1. Validation and Reliability Measures

a. Validation Test

According to (Syamsuryadin & Wahyuniati, 2017), the t table value used is adjusted to the significance of the research used. The significance available in the t table includes 0.50; 0.25; 0.20; 0.05; 0.02; 0.01; and 0.0005. However, usually, in educational research, the significance value used is 0.01 or 0.05. Degrees of freedom (dk) are the result of the number of respondents reduced by two ($dk = n - 2$). The significance of the correlation between two instruments is significant if the calculated $t > t$ table ($t > tt$). The validity test was carried out after data was collected from the results of the questionnaire scores of 64 student respondents. To measure the level of validation of statement items, the researcher used a validity test with the help of computer software, namely Microsoft Excel. On the basis of decision making. As shown in the following test results:

Table 4.1 Validation Test Results for Study Room Facilities

Question	r Count	r Table	Information
X.1	0.345	0.254	Valid
X.2	0.354	0.254	Valid
X.3	0.361	0.254	Valid
X.4	0.418	0.254	Valid
X.5	0.552	0.254	Valid
X.6	0.405	0.254	Valid
X.7	0.688	0.254	Valid
X.8	0.677	0.254	Valid

Source: Appendix 3

Based on data from table 4.1 in this study, the significance level used is 0.05% with $N = 64$, then the calculated r value $> r$ table, then the r table in $df (64-2) = 0.254$ so it can be concluded that the statement item in the questionnaire for the Study room is valid. So it can be used for further analysis. To find out the results of validation testing for questions on the student learning motivation variable, you can see the following table:

Table 4.2 Results of the Validity of Learning Motivation test

Question	R Count	r Table	Information
Y.1	0.304	0.254	Valid
Y.2	0.326	0.254	Valid
Y.3	0.734	0.254	Valid
Y.4	0.463	0.254	Valid
Y.5	0.518	0.254	Valid
Y.6	0.339	0.254	Valid

Source: Appendix 3

Based on data from table 4.2 in this study, the significance level used is 0.05% with N= 64, then the calculated r value > r table, then the r table in df (64-2) = 0.254 so it can be concluded that the statement item in questionnaire for student learning motivation is valid.

b. Testreliability

According to (Herlambang, 2021), the validity test shows the extent to which a measuring tool, namely a questionnaire, can measure what is being measured. The author used a questionnaire in collecting research data. Cronbach's Alpha value with the following criteria:

Table 4.3 Reliability Level Based on Alpha Value

Alpha	Reliability Level
0.81 – 1.00	Very Reliable
0.61 – 0.80	Reliable
0.41 – 0.60	Quite Reliable
0.21 – 0.40	Somewhat Reliable
0.00 -0.22	Less Reliable

Source: Arikunto (2006)

In the instrument reliability test, the closer the coefficient is to 1.0, the better it is. In general, if a value is less than 0.5 it is considered bad, a value in the range of 0.6 to 0.7 is acceptable, and if it is more than 0.8 it is good. The following is a table of Cronbach's alpha values for each instrument

Question	Cronbach's Alpha	Information
X. 1	0.636	Reliable
X 2	0.639	Reliable
X. 3	0.630	Reliable
X. 4	0.623	Reliable
X. 5	0.635	Reliable
X. 6	0.650	Reliable
X. 7	0.593	Reliable
X.8	0.563	Reliable
X.9	0.566	Reliable

Source: Appendix 3

Resultscalculating the test above, it can be seen that the calculated alpha value is > 0.50. So it can be stated that the question items in the questionnaire can be said to be reliable data.

Table 4.5 Reliability Test of Learning Motivation

Question	Cronbach's Alpha	Information
1	0.513	Reliable
2	0.522	Reliable
3	0.441	Reliable
4	0.512	Reliable
5	0.459	Reliable
8	0.550	Reliable

Source: Appendix 3

Resultscalculating the test above, it can be seen that the calculated alpha value is > 0.50. So it can be stated that the question items in the questionnaire can be said to be reliable data.

2. Variable Description Analysis

a. Study room facilities

According to Prasetyo (Prasetyo, 2020:33), Student Study Room Facilities are the facilities and infrastructure that must be available to facilitate educational activities at school. Facilities are all equipment, materials and furniture that are directly used for the educational process at school. Meanwhile, infrastructure are facilities that indirectly support the educational process, including school yards, school gardens and roads to school (Popi Sopiatin, 2010: 73). To find out the respondents' assessment of alternative student answers to the study room facilities variable, see the following table:

Table 4.6 Respondents' assessment of the study room facilities variable

N0	Indicator	Answer Frequency (people)				
		STS	T.S	K.S	S	SS
1	I feel happy following lessons in class because the number of seats available corresponds to the number of students.	-	-	5 7.8	40 62.5	19 29.7
2	I feel uncomfortable sitting in a chair because the chair is not stable and does not stand straight	-	-	5 7.8	32 50.0	27 42.2
3	I feel happy taking notes on the table because the height of the table suits my body posture when sitting.	-	-	4 6.3	45 70.3	15 23.4
4	The teacher's chair is not comfortable so the teacher often leaves the classroom.	-	-	8 12.5	43 67.2	13 20.3
5	Having a teacher's desk makes it easier for students to collect assignments.	-	-	7 10.9	39 60.9	18 28.1
6	Due to the lack of stability in the teacher's desk, teachers often tell students to collect assignments in the office.	-	-	4 6.3	41 64.1	19 29.7
7	I feel comfortable following lessons in class because the test books and textbooks are neatly arranged in the cupboard.	-	-	6 9.4	39 60.9	19 29.7
8	I feel proud when my work is displayed on the work shelf.	-	1 1.6	11 17.2	36 56.3	16 25.0

9	The teacher always returns the students' work because there is no work shelf in the classroom.	-	-	8 12.5	37 57.8	19 29.7
10	I am always excited when there is an assignment to create a work because the best work will be displayed on the writing assignment display board	-	-	11 17.2	39 60.9	14 21.9
11	I don't feel embarrassed if my work is displayed on a display board.	-	-	14 21.9	39 60.9	11 17.2
12	I like it when the teacher distributes props to each group so I can try.	-	-	14 21.9	40 62.5	10 15.6

Source: Appendix 4

The first statement is that I feel happy following lessons in class because the number of seats available is in accordance with the number of students, the majority agreed, namely 40 people (62.5%). The second statement was that I feel uncomfortable sitting in a chair because the chair is not stable and does not stand up straight. Most of them agreed, namely 32 people (50.0%). The third statement was that, I feel happy taking notes on the table because the height of the table suits my body posture when sitting. Most of them agreed, namely 45 people (70.3%). The fourth statement is that the teacher's chair is not comfortable enough so that the teacher often leaves the classroom. The majority agreed, namely 43 people (67.2%). Fifth statement: Having a teacher's desk makes it easier for students to collect assignments. The majority agreed, namely 43 people (67.2%). Sixth statement: Due to the lack of stability in the teacher's desk, teachers often tell students to collect assignments in the office. Most of them agreed, namely 39 people (60.9%). The seventh statement that I feel comfortable following lessons in class because the test books and packet books are neatly arranged in the cupboard, most of them agreed, namely 41 people (64.1%). Eighth statement: Teachers always return students' work because there is no shelf of work in the classroom. The majority agreed, namely 39 people (60.9%). Statement nine: The teacher always returns students' work because there is no work shelf in the classroom. is an important medium for learning, the majority agreed, namely 36 people (56.3%). The tenth statement that I am always enthusiastic when there is an assignment to create a work because the best work will be displayed on the writing assignment display board, the majority agreed, namely 37 people (57.8%). The eleventh statement that I am always enthusiastic when there is an assignment to create a work because the best work will be displayed on the writing assignment display board, the majority agreed, namely 39 people (60.9%). The twelfth statement: I would be happy if the teacher distributed props to each group so that I could try, the majority agreed, namely 40 people (62.5%). The eleventh statement that I am always enthusiastic when there is an assignment to create a work because the best work will be displayed on the writing assignment display board, the majority agreed, namely 39 people (60.9%). The twelfth statement: I would be happy if the teacher distributed props to each group so that I could try, the majority agreed, namely 40 people (62.5%). The eleventh statement that I am always enthusiastic when there is an assignment to create a work because the best work will be displayed on the writing assignment display board, the majority agreed, namely 39 people (60.9%). The twelfth statement: I would be happy if the teacher distributed props to each group so that I could try, the majority agreed, namely 40 people (62.5%).

b. Motivation to learn

To find out the respondents' assessment of the indicators in the Learning Motivation variable, it can be seen in the following table:

Table 4.7 Respondents' Assessment of Student Learning Motivation Variables

No	Indicator	Answers (people/%)				
		STS	T.S	K.S	S	SS
1.	I am always able to do test questions within the specified time.	-	-	-	18 28.1	46 71.9
2.	I never objected to the time specified for the exam, because before the exam I always studied.	-	-	4 6.3	43 67.2	17 26.6
3.	I always do every homework the teacher gives me.	-	-	3 4.7	41 64.1	20 31.3
4.	I always study to get good learning results.	-	-	20 31.3	37 57.8	7 10.9
5.	I want to get good grades, but I'm lazy to study.	-	-	2 3.1	22 34.4	40 62.5
6.	I always ask the teacher about material that I don't understand.	-	-	13 20.3	30 46.9	21 32.8
7	Even though I got an unsatisfactory grade, I always try to improve it more diligently	-	-	4 6.3	27 42.2	33 51.6
8.	I spent my time home from school studying rather than playing	-	-	23 35.9	33 51.6	8 12.5

Source: Appendix 4

The first statement was that I was always able to do test questions within the specified time, the majority of whom strongly agreed, namely 46 people (71.9%). The second statement was that I never objected to the time specified for the exam, because before the exam I always studied, the majority agreed, namely 43 people (67.2%). The third statement that I always do every homework given by the teacher, the majority agreed, namely 41 people (64.1%). The fourth statement that I always study to get good learning results, the majority agreed, namely 37 people (57.8%). The fifth statement was that I want to get good grades, but I am lazy about studying. Most of them strongly agreed, namely 40 people (62, 5%). Sixth statement: I always ask the teacher about material that I don't understand. Most of them agreed, namely 30 people (46.9%). The seventh statement that even though I got an unsatisfactory grade, I always try to improve it by being more active in studying, the majority stated that they strongly agreed, namely 33 people (51.6%). The eighth statement that I spend my time after school studying rather than playing, the majority agreed, namely 33 people (51.6%). The seventh statement that even though I got an unsatisfactory grade, I always try to improve it by being more active in studying, the majority stated that they strongly agreed, namely 33 people (51.6%). The eighth statement that I spend my time after school studying rather than playing, the majority agreed, namely 33 people (51.6%).

3. Inferential Statistical Analysis

The t-test is carried out to show how far the influence between the independent variable and the dependent variable is. If the significant value (Sig.) is smaller than 0.05 then a variable is said to have a significant effect on other variables. The criteria for accepting and rejecting the hypothesis are:

- If t count > t table then Ho is rejected and Ha is accepted
- If t count < t table then Ho is accepted and Ha is rejected

As for the t table value with an alpha of 5% and the sample size n minus k the number of variables used, the t table obtained in (64-1) is 2,000.

Table 4.8 T-Test Results

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	Q	Sig.
	B	Std. Error	Beta		
(Constant) 1	28,081	4,302		6,527	,000
Study room facilities	.118	,087	,170	1,361	,179

a. Dependent Variable Learning Motivation

Source: Appendix 5

The table above shows the results that obtain a constant value (a) of 28.081, while the value of Study Room Facilities (b/regression coefficient) is 0.118. From these results it can be entered into the regression equation as follows: Results The results of the equation above can be translated as a constant of 28.081 which means that the consistency value of the student motivation variable is 28.081 and the regression coefficient X (Study Room Facilities) is 0.118. The coefficient value is positive, so it can be said that the direction of influence of study room facilities (variable X) on student learning motivation (variable Y) is positive. based on the significance value obtained from the table above of $0.000 < 0,05$ so it can be concluded that the study room facilities variable (X) influences the student learning motivation variable (Y). As for data analysis and simple regression calculations, Study Room Facilities (X) with student learning motivation (Y), the regression equation $Y = 22.565 + 0.118 X$ is obtained. This shows that the variable has a positive and significant effect on variable Y.

4. DISCUSSION

This research was conducted to determine the effect of study room facilities on learning motivation. Study room facilities are measured by 6 indicators achieved in the learning process, namely positive impact: seeking information to increase knowledge, as a means of infrastructure, a fun learning medium. And negative impacts: addiction to using luxurious facilities, becoming a closed person, imitating bad things. Meanwhile, learning motivation is measured by 4 indicators of feeling happy about a subject, student interest, student attention, student involvement or activeness.

The research was carried out at SMA Negeri 16 Bone in two stages. The first is to hold a meeting with the school and the head of administration to apply for research permission, including with the students who will be used as samples, to explain the research that will be carried out. The second stage is the implementation stage of distributing questionnaires to the sampled students. Based on the results of data analysis and simple linear regression calculations of study room facilities. This can be seen in the sig value. of 0.179. Because the significant value is $0.179 > 0.05$, according to the basis for decision making in testing, the study room facility variable has no effect on student learning motivation. Next, based on the t-test results, the sig value was obtained. namely learning behavior of $0.179 > 0.05$, so that in accordance with the basic decision making t-test it can be concluded that there is no influence of the study room facility variable (X) on learning motivation (Y). It is shown by the calculated t value = < t table with a significance level of $0.717 > 0.05$. This is in line with research conducted by (Poerwati, 2010) which states that study room facilities influence

student learning motivation is rejected. There is no influence of study room facilities on learning motivation. Below are presented the results of respondents' answers to the questionnaire that was distributed.

5. CONCLUSION

Based on the results of the research and discussion, the following research conclusions can be stated: study room facilities have no significant influence on the learning motivation of Class XI students at SMA Negeri 16 Bone. Marked as a significant value of $t_{hitung} > t_{tabel}$

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