

The Combined Effects of Perception on Moving Class, Learning Motivation and School Services toward Social Studies Learning Achievement

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This research aims to identify the effects of perception on moving class, learning motivation and school services collectively towards Social Studies learning achievement. The population consists of 326 Grade VIII students at SMPN (State Junior High School) 8 Yogyakarta during the 2017/2018 school year. There were 175 sample students as samples recruited by using quota sampling technique. Questionnaires and documentation were regression analysis. The research concludes that 1) there is a positive and significant effect of perception of moving Social Studies classes on learning achievement confirmed by t test value = 2.701, $p = 0.000$; 2) there is a significant and positive effect on learning motivation of Social Studies learning achievement evidenced by t test value = 3.144, $p = 0.002$; 3) there is a positive and significant effect of school services on Social Studies learning achievement indicated by t test value = 2.711, $p = 0.007$; 4) there are positive and significant effects of perception on moving class, learning motivation and school services toward Social Studies learning achievement indicated by t test value = 9.212, $p = 0.000$.

Keywords: *Moving class, learning motivation, school services, learning achievement*

Introduction

Education Law No. 20/2003 states that education is a conscious and deliberate effort to create a learning atmosphere and process to enable learners actively develop their self-potential in creating spiritual religious power, self-control, personality, intelligence, decent character, and

skills . In order to achieve these objectives, learning is completed at various levels of education. Learning activities basically include two synergetic activities, teachers conducting teaching and students learning; meanwhile students learn they should learn through various learning experiences resulting in a change in changes in cognitive, affective and psychomotor skills (Marno, 2009; Castro & Andres, 2018).

Moving class is a teaching-learning system characterised by the condition in which students may come to their teacher/ instructor in a classroom. The concept of moving class refers to student-centered classroom learning to provide a dynamic environment in accordance with the lessons learned (Anim 2008). Through such a system students are able to create a conducive learning atmosphere in each available class . Moving class is in itself an attempt to develop a non-interesting learning process due to its monotony and dullness since no change or modification is undertaken in learning facilities (classrooms),and simultaneously it facilitates the learning process through ideal learning media (Rosyid, 2006: 111).

The perceptual activity of learners in a moving class system changes based on the subjects learned. When learners enter the classroom, they will be able to focus on their chosen subjects immediately . A learner may choose a suitable class for his or her schedule. Moving class aims to enable learners to feel comfortable in the learning process. Besides, it will not make them bored and enable them to be responsible for what they learn. Hence, learners will be more motivated to learn. During the learning activity, motivation becomes the drive for the learner to create a learning activity and to ensure the sustainability of learning activities (Sardiman, 2014: 74).

From time to time, SMPN (State Junior High School) 8 Yogyakarta struggles to provide the best learning , i.e. learning that is supported by an effective, efficient and joyful learning process for learners. The main factors of success in learning involve teachers' and stakeholder' creativity in the learning process. Therefore, during Semester 2 of the 2013/2014 school year, SMPN 8 Yogyakarta adopted moving class-based learning. Students' perception on moving class vary. Those who like moving class say that it is joyful since it is entertaining, and relieves boredom due to the physical motion involved .

Based on at-a-glance observation, it is identified that the motivation of SMP 8 learners was still lower. It is indicated by the fact that learners even play outside the classroom during the moving class process. It potentially disrupts smooth learning . On the other hand, not all students showed satisfying learning achievement in Social Studies yet. Of the 312 students who completed a Final Semester Test, 27 students did not achieve learning mastery. Based on this fact, , this research investigates the effects of the perception on moving class, learning motivation, and school services towards Social Studies learning achievement of grade VII students during the 2013/2014 school year. Research was conducted, in Grade VIII during the

2014/2015 school year. The present research aims to identify the effects of perception on moving class, learning motivation and school services, collectively towards Social Studies learning achievement of grade VIII students at SMPN 8 Yogyakarta during the 2014/2015 school year.

Research Method

The research was conducted at State Junior High School 8 Yogyakarta, from February to March 2015. The Population involved grade VIII students of SMPN 8 Yogyakarta. The population consisted of 10 classes. The total population was 326 students. Samples were taken by quota sampling technique, i.e. a technique adopted to recruit samples of the population by identifying population members with certain characteristics until the number (quota) desired is met (Sugiyono, 2000: 60). The research samples consisted of 175 students. There were four variables, consisting of three independent and one dependent variable. The independent variables involved: Perception on Moving Class (X1), Motivation (X2), School Services (X3) while the dependent variable was Social Studies Learning Achievement of class VIII students at SMP Negeri 8 Yogyakarta (Y). Data was collected by using questionnaires and documentation. Analysis prerequisite test involved normality test, linearity test and multicollinearity test. Data was analysed through the use of multiple regression analysis technique.

Results and Discussion

Results

A. Description of Data

1. The Description of Data on Perception on Moving class collected from the lowest and the highest scores of 68 93. The scores of mean, median, modus, standard deviation obtained were 84.96, 85, 86, and 5.02, respectively.

Based on the ideal mean and ideal standard deviation, the data on perception on moving class can be categorised as follows :

Table 1: The Category of Data on Perception on Moving Class

No	Criteria	Score	F	%
1	Very poor	< 38	0	0
2	Poor	38 – 50	0	0
3	Moderate	51 – 63	0	0
4	Good	64 – 76	4	2.29%
5	Very good	> 76	171	97.71%
Total			175	100%

Based on the table above, moving class categorised as good and very good were identified amongst 4 (2.29%) and 171 (97.71%) students respectively. The data shows that the trend of perception on moving class of grade VIII students at SMP N 8 Yogyakarta was categorised as very good.

2. Description of Data on Learning Motivation

The data on learning motivation was obtained from closed questionnaires directly distributed to students. There were 20 items in the variable learning motivation. Based on the number of items, the ideal minimum and maximum scores were 20 and 100 respectively. Based on the analysis of frequencies through the use of SPSS program, the data on learning motivation was as follows: the lowest and highest scores were 68 and 95 respectively. The mean, median, modus and standard deviation were 86.48, 86, 86, and 5.12 respectively.

Based on the ideal mean and ideal standard deviation, the data on learning motivation can be categorised as follows:

Table 2: The Category of Data on Learning Motivation

No	Criteria	Score	F	%
1	Very poor	< 40	0	0
2	Poor	40 – 53	0	0
3	Moderate	54 – 66	0	0
4	Good	67 – 80	26	14.86%
5	Very good	> 80	149	85.14%
Total			175	100%

Based on the table above, students' learning motivation categorised as good and very good were identified amongst 26 (14.86%) and 149 (85.14%) students respectively. The data shows that the learning motivation trend of grade VIII students at SMP N 8 Yogyakarta was categorised as very good.

3. Description of Data on School Services

The data on school services was gathered from closed questionnaires directly distributed to students. There were 19 items in the variable learning motivation. Based on the number of items, the ideal minimum and maximum scores were 19 and 95 respectively. According to the analysis of frequencies through the use of SPSS program, the data on learning motivation was as follows: the lowest and highest scores were 65 and 94 respectively. Mean, median, modus and standard deviation were 83.39, 84, 84, and 5.47 respectively.

Based on the ideal mean and ideal standard deviation, the data on school services can be categorised as follows :

No	Criteria	Score	F	%
1	Very poor	< 38	0	0
2	Poor	38 – 50	0	0
3	Moderate	51 – 63	0	0
4	Good	64 – 76	17	9.71%
5	Very good	> 76	158	90.29%
Total			175	100%

Based on the table above, students' school services categorised as good and very good were identified amongst 17 (9.71%) and 158 (90.29%) students respectively. The data shows that the school services trend of grade VIII students at SMP N 8 Yogyakarta was categorised as very good.

4. Description of Data on Learning Achievement

The data on learning achievement gathered from Semester I report scores show the lowest and highest scores of 68 and 97 respectively. The mean, median, modus and standard deviation are 85.58, 86, 86, and 5.82 respectively. Based on the ideal mean and ideal standard deviation, the data on learning achievement can be categorised as follows:

Table 4: Description of Data on Learning Achievement

No	Criteria	Score	F	%
1	Very poor	80 – 100	153	87.43
2	Poor	70 – 79	19	10.86
3	Moderate	60 – 69	3	1.71
4	Good	50 – 59	0	0
5	Very good	0 – 49	0	0
Total			175	100%

Based on the table above, learning achievement categorised as good and very good were identified amongst 153 (87.43%) and 19 (10.86%) students respectively. The data shows that the learning achievement trend of grade VIII students at SMP N 8 Yogyakarta was categorised as very good.

B. Analysis Prerequisite Test and Hypothesis Testing

1. Analysis Prerequisite Test

a. Normality Test

Table 5: Summary of Data Normality Test

No.	Variable	Z	P	Remark
1	Perception on Moving class	1.450	0.130	Normal
2	Learning Motivation	1.248	0.089	Normal
3	School Services	1.718	0.085	Normal

Source: Data Analysis, 2018

The above table shows that all variables were normally distributed because the p value was > 0.05. The result can be seen in the attachment.

b. Linearity Test

Table 6: Linearity Test Results

Source	F	P	Conclusion
Perception on Moving class towards Learning Achievement	1.236	0.230	Linear
Learning Motivation towards Learning Achievement	1.735	0.131	Linear
School Services towards Learning Achievement	0.979	0.493	Linear

Source: Data analysis, 2018

The above table shows that all regression models have p value of > 0.05; hence, it can be concluded that the effect of all independent variables on the dependent variable is linear. The results can be seen in the attachment.

c. Test multi-collinearity

Multi-collinearity test results are described in the following table:

Table 6: Multi-collinearity Test Results

Variable	VIF	Remark
Perception on Moving class	1.010	No multicollinearity was detected
Learning Motivation	1.005	No multicollinearity was detected
School Services	1.008	No multicollinearity was detected

Source: Data Analysis, 2014

The above table shows that all variables have VIF value of less than 10. As a result, it can be concluded that no multi-collinearity was detected in the regression model

2. Hypothesis Testing

The hypotheses tested in the research was an alternative hypothesis (H_a). The first, second and third hypotheses in this research were performed by using t-test and the third hypothesis was tested through the use of F test. The hypotheses proposed in this research are as follows:

- a. There is a positive and significant effect of the perception on moving class toward Social Studies learning achievement of grade VIII students at SMPN 8 Yogyakarta during the 2014/2015 school year. Based on the data analysis, it is shown that $t_{test}=2.701$ with $p=0.000$. This indicates that H_a is accepted and H_o is rejected.
- b. There is a positive and significant effect of learning motivation toward Social Studies learning achievement of grade VIII students at SMPN 8 Yogyakarta during the 2017/2018 school year. Based on the data analysis, it is shown that $t_{test}=3.144$ with $p=0.002$. This indicates that H_a is accepted and H_o is rejected.
- c. There is a positive and significant effect of school services toward Social Studies learning achievement of grade VIII students at SMPN 8 Yogyakarta during the 2017/2018 school year. Based on the data analysis, it is shown that $t_{test}=2.711$ with $p=0.007$. This indicates that H_a is accepted and H_o is rejected.
- d. There is a positive and significant effect of perception on moving class, learning motivation, school services on Social Studies learning achievement of grade VIII students at SMPN 8 Yogyakarta during the 2017/2018 school year. Based on the data analysis, it is shown that $F_{test}=9.212$ with $p=0.000$. This indicates that H_a is accepted and H_o is rejected.

Discussion

There is a positive and significant effect of the perception on moving class towards Social Studies learning achievement of grade VIII students at SMPN 8 Yogyakarta during the 2017/2018 school year. This has shown that the perception on moving class provides a positive and significant effect on students' learning achievement. The positive and significant effect indicates that the higher the students' perception on moving class, the higher the students' learning achievement ; on the contrary, the lower the perception on moving class, the lower the students' learning achievement .

There is a positive and significant effect of learning motivation towards Social Studies learning achievement of grade VIII students at SMPN 8 Yogyakarta during 2017/2018 school year. Based on the data analysis, it is shows that there is a positive and significant effect of learning motivation towards Social Studies learning achievement. This indicates that the higher the students' learning motivation , the higher the students' learning achievement ; while the lower the learning motivation, the lower the students' learning motivation .

There is a positive and significant effect of school services towards Social Studies learning achievement of grade VIII students at SMPN 8 Yogyakarta during the 2017/2018 school year. Based on the data analysis, it is shown that there is a positive and significant effect of school services towards Social Studies learning achievement. This indicates that the higher the school

services provided, the higher the students' learning achievement ; at the same time , the lower the school services provided, the lower the students' learning motivation .

There are positive and significant effects of perception on moving class, learning motivation, school services toward Social Studies learning achievement of grade VIII students at SMPN 8 Yogyakarta during the 2017/2018 school year. Based on the data analysis, there are positive and significant effects of perception on moving class, learning motivation, school services toward Social Studies learning achievement of grade VIII students at SMPN 8 Yogyakarta during the 2017/2018 school year. This shows that the higher perception on moving class, learning motivation on the school services provided, the higher the students' learning achievement ; in contrast, , the lower the perception on moving class on learning motivation , and the lower the school services is provided, the lower the students' learning motivation .

Conclusion, Implication and Recommendation

Conclusion

1. There is a positive and significant effect of the perception on moving class towards Social Studies learning achievement of grade VIII students at SMPN 8 Yogyakarta during the 2017/2018 school year. Based on the data analysis, it is shown that $t_{test}=2.701$ with $p=0.000$.
2. There is a positive and significant effect of learning motivation towards Social Studies learning achievement of grade VIII students at SMPN 8 Yogyakarta during the 2017/2018 school year. Based on the data analysis, it is shown that $t_{test}=3.144$ with $p=0.002$.
3. There is a positive and significant effect of school services toward Social Studies learning achievement of grade VIII students at SMPN 8 Yogyakarta during the 2017/2018 school year. Based on the data analysis, it is shown that $t_{test}=2.711$ with $p=0.007$.
4. There are positive and significant effects of perception on moving class, learning motivation and school services towards Social Studies learning achievement on grade VIII students at SMPN 8 Yogyakarta during the 2017/2018 school year. Based on the data analysis, it is shown that $F_{test}=9.212$ with $p=0.000$. This indicates that the higher the perception on moving class, learning motivation , and school services provided, the higher the students' learning achievement .

Implication

Based on the above conclusion, the implication of this research is that moving class is a learning system characterised by the condition in which students come to their teacher/ instructor in a classroom. When students perceive that moving class can make them more eager to learn, the drive to make them study harder needs to be improved. The teacher is required to identify students' motivation. The identification of students' learning motivation may be used as a



reference in deciding future steps . It is expected that increase of motivation improves students' learning achievement. In addition, teachers are expected to be able to create a conducive learning environment in the classroom, and to adopt interesting and stimulating learning activities. Students will be eager to attend classes, hence their learning achievement will improve.

Suggestion

Schools are expected to provide students and parents with maximum services; therefore the better the service can improve student achievement. Teachers are expected to identify students with lower levels of learning motivation, and attempt to improve the students' learning motivation. They are also expected to create a conducive learning environment, which is expected to improve students' motivation to learn .



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