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The Influence of Learning Facilities and Infrastructure on Students' Learning Motivation

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Abstract: The purpose of this study was to determine the effect of learning facilities and infrastructure on students' learning motivation. This study was conducted at SD Islam Terpadu Persis, Palu City. The approach used in this study was quantitative research with an associative design. In this study, the data collection methods used were questionnaires, observation, and documentation. The research sample consisted of 48 students selected through stratified random sampling techniques. The results of the hypothesis test showed that the significance value <0.05 H_0 was rejected and H_a was accepted. Based on the hypothesis test, it can be concluded that there is an influence between learning facilities and infrastructure on students' learning motivation. Hypothesis proof was carried out using a T-test. This is shown in the t-table value, t count = 5.420 > t table = 2.012 so it can be said to be significant. Furthermore, the results of the determination coefficient test = 0.390 indicate that learning facilities and infrastructure contribute 39% to students' learning motivation, while the remaining 61% is influenced by other factors. The conclusion of this study states that there is a significant relationship between the influence of learning facilities and infrastructure on students' learning motivation at Persis Integrated Islamic Elementary School, Palu City.
Keyword: Learning facilities and infrastructure, learning motivation

Abstrak: *Tujuan dari penelitian ini adalah untuk mengetahui pengaruh sarana dan prasarana belajar terhadap motivasi belajar peserta didik. Penelitian ini dilakukan di SD Islam Terpadu Persis Kota Palu. Pendekatan yang dilakukan pada penelitian ini adalah penelitian kuantitatif dengan desain asosiatif. Dalam penelitian ini metode pengumpulan data yang digunakan adalah metode angket (kuesioner), observasi, dan dokumentasi. Sampel penelitian berjumlah 48 peserta didik yang dipilih melalui teknik stratified random sampling. Hasil uji hipotesis menunjukkan bahwa nilai signifikansi < 0,05 H_0 ditolak dan H_a Diterima. Berdasarkan uji hipotesis tersebut dapat disimpulkan bahwa ada pengaruh antara sarana dan prasarana belajar terhadap motivasi belajar peserta didik. Pembuktian hipotesis dilakukan menggunakan uji-T, Hal ini ditunjukkan pada nilai t tabel, t_{hitung} = 5,420 > t_{tabel} = 2,012 sehingga dapat dikatakan signifikan. Selanjutnya, hasil uji koefisien determinasi = 0.390 menunjukkan bahwa sarana dan prasarana belajar memberikan kontribusi sebesar 39% terhadap motivasi belajar peserta didik, sedangkan sisanya sebesar 61% dipengaruhi oleh faktor lain. Kesimpulan dari penelitian ini menyatakan bahwa terdapat hubungan yang signifikan antara pengaruh sarana dan prasarana belajar terhadap motivasi belajar peserta didik di SD Islam Terpadu Persis Kota Palu.*
Kata Kunci: Sarana dan prasarana belajar, motivasi belajar

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Introduction

Education is a conscious effort to realize a cultural heritage from one generation to another. Education makes this generation a role model for the teachings of previous generations (Bp et al., n.d.). Education is a key factor in developing high-quality human resources. In the contemporary educational context, the availability of adequate educational facilities and infrastructure is as crucial as the quality of the curriculum and teachers for a successful learning process (Riyana et al., 2022; Alfikri et al., 2025; Azizah et al., 2024). Learning facilities and infrastructure serve as external variables that can help achieve learning objectives optimally and create a conducive learning environment. Numerous studies have shown a strong correlation between increased student motivation and comprehensive, high-quality educational facilities, which in turn impact learning outcomes (Yogi Fernando et al., 2024). Therefore, developing learning facilities and infrastructure is crucial for creating an education system that prioritizes excellence.

Facilities and infrastructure are crucial for supporting learning. Without them, the learning process cannot run optimally (Ainiyah & Rahayu, 2023; Hasan & Aziz, 2023). Therefore, they are essential for effective learningn (Ine Rahayu Purnamaningsih & Tedi Purbangkara, 2022). However, the reality on the ground shows a gap between ideal standards and the actual condition of educational facilities. Based on initial observations at the Persis Integrated Islamic Elementary School in Palu City, it was found that learning facilities were not fully adequate, particularly the lack of a sports field on the school grounds. This situation forces sports activities to be held outside of school, thus creating various obstacles such as reduced learning time and increased safety risks.

(Masdar et al., 2025) revealed that limited facilities can actually reduce student interest in learning and engagement in the learning process. Therefore, the existence of adequate facilities and infrastructure is a crucial factor in improving the quality of learning and student motivation. This is in line with the findings of (Simanjuntak & Siburian, 2024) who stated that the availability of complete learning facilities can significantly increase student interest, attention, and enthusiasm for learning. In other words, the better the quality of educational facilities, the higher the learning motivation of students. (Shela & Mustika, 2023) emphasized that infrastructure supported by appropriate learning media and methods can increase student engagement in learning. (Pawitra et al., 2024) also added that limited facilities, especially those related to technology and learning support tools, can impact low student learning motivation in the modern era. In the context of physical education learning, (Kufuwan & Abdullah Efendi, 2025) found that the availability of sports facilities greatly influences students' learning motivation, because learning activities are highly dependent on the available physical facilities.

Previous research consistently shows a positive relationship between infrastructure and learning motivation. Meliasari found that infrastructure contributed 37.33% to learning motivation (Meliasari, 2018), while Anggraini's study showed a larger contribution of 61.6% (Anggraini, 2024). Wandikbo's research also corroborates these findings with a strong

correlation of 0.750 between the two variables (Wandikbo, 2021). This study differs from previous studies in terms of context and location. This study was conducted at SD Islam Terpadu Persis in Palu City, amidst the real-world conditions of limited facilities and infrastructure, particularly the lack of sports fields within the school environment. This situation provides a more specific empirical picture of how limited facilities directly impact student learning motivation. Meanwhile, previous studies such as those by (Anggraini, 2024), and (Wandikbo, 2021) were generally conducted in schools with relatively general facility conditions and did not specifically highlight the limitations of certain facilities as the main contextual variable.

This research offers scientific novelty that is not only contextual, but also conceptual and empirical in the study of the relationship between learning facilities and infrastructure and student learning motivation. Unlike previous research that generally places facilities and infrastructure as a single variable measured generally, this study specifies the construct more operationally and contextually by emphasizing the dimension of critical facility limitations, particularly the lack of sports facilities as part of the student learning experience.

Theoretically, this study broadens the perspective of learning motivation theory (Sardiman, 2011) by demonstrating that the influence of external factors is not homogeneous, but rather depends on the type, function, and relevance of facilities to specific learning activities. The methodological novelty of this study lies in the integration of facility and infrastructure indicators that measure not only availability and quality but also the effectiveness of their use in real-world learning contexts, a practice rarely addressed explicitly in previous research. This approach allows for a more comprehensive analysis of how educational facilities actually function in practice, beyond simply their administrative existence.

This study aims to determine how learning facilities and infrastructure affect student learning motivation at Persis Integrated Islamic Elementary School in Palu City. It is hoped that this study will theoretically improve research in the field of education, especially regarding the role of Learning Facilities and Infrastructure as an external element that influences learning motivation. It is hoped that the practical findings of this study will help schools improve the quality of their educational facilities. The hypotheses of this study are H_0: Learning facilities and infrastructure do not have a significant effect on student learning motivation, and H_a: Learning facilities and infrastructure have a positive and significant effect on student learning motivation.

Method

This study examines how learning facilities and infrastructure influence student motivation using quantitative methodology and an associative design. Associative analysis is a form of research data analysis that tests the existence or absence of a relationship between variables in two or more data sets (Siregar, 2017). To test the developed hypothesis, a quantitative approach was chosen because the data collection is numerical and can be analyzed statistically.

Population is a general group including objects or individuals with certain characteristics selected by researchers to be studied and concluded (Sugiyono, 2013). The population of this study consists of students in grades four, five, and six. Grade four

numbered 60, grade five numbered 44, and grade six numbered 56 so that the total population in this study was 160 students at the Persis Integrated Islamic Elementary School in Palu City. The sampling technique in this study was stratified random sampling, and to determine the number of sample members in this study, the researcher will use the following guidelines, if the population size is above 1,000 then a sample of around 10% is sufficient, but if the population size is around 100, then the sample is at least 30%, and if the population size is 30 then the sample must be 100% (Darmawan, 2013). Referring to the description above from a population of 160 students, the researcher took a sample of 30%, so that the number of sample members to be studied was 160 x 30% = 48 students.

The independent and dependent variables are the two main variables in this study. In this study, student learning motivation (Y) is the dependent variable, and learning facilities and infrastructure (X) is the independent variable. To ensure representation at each grade level, stratified random sampling was used. A Likert scale with five response categories, ranging from strongly agree to strongly disagree, was used as the main instrument in this study. Respondents' opinions on the variables studied were measured using this scale. In this study, questionnaires, observation, and documentation were used as data collection methods.

A Likert scale created based on indicators for each variable was used to collect data. The Learning Facilities and Infrastructure Scale and the learning motivation scale were some of the tools used. The availability of facilities, their quality and adequacy, and how well they support the learning process are all indicators of Learning Facilities and Infrastructure measured based on the theory (Ibrahim Bafadal, 2014) . The theory (Hamzah B. Uno, 2023) was applied to measure students' Learning Motivation, which includes the drive to learn, the desire to succeed, future aspirations, rewards, interesting activities, and a supportive learning environment. The data analysis method in this study was simple linear regression using SPSS 26 for Windows. The choice of simple linear regression analysis in this study was based on the research objective, which was to determine the effect of the independent variable (learning facilities and infrastructure) on the dependent variable (student learning motivation).

Result And Discussion

Result

Based on the results of the analysis using SPSS version 26 for Windows, regarding the influence of learning facilities and infrastructure on students' learning motivation, with a sample consisting of 48 student respondents, the following results were obtained:

Table 1. Validity Test

Variable	Item	r_{hitung}	r_{tabel}	Notes
Learning Facilities and Infrastructure (X)	1	0.763	0.284	Valid
	2	0.383	0.284	Valid
	3	0.483	0.284	Valid
	4	0.641	0.284	Valid
	5	0.729	0.284	Valid
	6	0.680	0.284	Valid
	7	0.575	0.284	Valid
	8	0.744	0.284	Valid

	9	0.422	0.284	Valid
Learning Motivation (Y)	1	0.429	0.284	Valid
	2	0.321	0.284	Valid
	3	0.463	0.284	Valid
	4	0.429	0.284	Valid
	5	0.325	0.284	Valid
	6	0.448	0.284	Valid
	7	0.304	0.284	Valid
	8	0.357	0.284	Valid
	9	0.329	0.284	Valid

Table 2. Summary of Validity Test Result

Variable	Item	Item Valid	Percentage Valid
Learning Facilities and Infrastructure (X)	9	9	100%
Learning Motivation (Y)	9	9	100%

Based on Tables 1 and 2, it can be seen that all items in the variables Learning Facilities and Infrastructure (X) and Learning Motivation (Y) are valid. This is indicated by the item-total correlation value which is higher than the r table (0.284). Each variable consists of 9 statements, all of which are valid, so the validity percentage reaches 100% for both variables. Thus, this research instrument is suitable for use in data collection because it can accurately measure the intended constructs according to the theoretical indicators of each variable.

Table 3. Reliability Test

Variable	Cronbach's Alpha	Reliability (%)	Category	N of Items
Learning Facilities and Infrastructure (X)	0.790	79%	High	9
Learning Motivation (Y)	0.750	75%	High	9

Based on the data processing results in Table 3, the Cronbach Alpha value for the Learning Facilities and Infrastructure variable (X) is 0.790 (79%), and for the Learning Motivation variable (Y) is 0.750 (75%). All of these values exceed the minimum threshold of 0.6, indicating that both instruments are in the high reliability category. Therefore, it can be concluded that all of these instruments are reliable, consistent, and suitable for further analysis because they meet the internal consistency requirements.

Table 4. Data Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		48
Normal Parameters[a,b]	Mean	0,0000000
	Std. Deviation	1,68811529

Most Extreme Differences	Absolute	0,101
	Positive	0,101
	Negative	-0,093
Test Statistic		0,101
Asymp. Sig. (2-tailed)		.200[c,d]

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

The normality test is the first step in regression testing to determine whether the residual data in the model is normally distributed. The normal distribution of residuals is a key assumption in classical linear regression analysis (Dardick & Weiss, 2020).

Referring to the results of the normality test calculation using the one-sample Kolmogorov-Smirnov test method, the significance value was 0.200. This indicates that the significance value is >0.05. From these results, it can be concluded that the residuals in the study are normally distributed.

Table 5. Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Learning Motivation * Learning Facilities and Infrastructure	Between Groups	(Combined)	119,963	14	8,569	2,841	0,007
		Linearity	85,542	1	85,542	28,366	0,000
		Deviation from Linearity	34,421	13	2,648	0,878	0,582
	Within Groups		99,517	33	3,016		
	Total		219,479	47			

According to Table 5, the linearity coefficient of the data is located in the Sig. column in the deviation from linearity row; a Sig. value > 0.05 indicates that the data is linear. The data does not show a linear relationship if the Sig. value is less than 0.05. The sig. value is known. The independent and dependent variables have a linear relationship, as indicated by the deviation from linearity value of 0.582 > 0.05. This indicates that there is a linear relationship between student learning motivation and learning facilities and infrastructure.

Table 6. Autocorrelation Test

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.624[a]	0,390	0,376	1,706	1,743

a. Predictors: (Constant),
Sarana dan Prasarana Belajar
b. Dependent Variable:
Motivasi Belajar

An autocorrelation test is conducted to determine whether there is a correlation between residuals from observations close together in time (serial correlation). This test typically uses the Durbin-Watson (DW) test. A DW value within the range dU < dW < 4-dU indicates no autocorrelation (Sugiyono, 2013).

Based on Table 6, the Durbin-Watson value is 1.743. The lower limit (dU) for a sample size of 48 is approximately 1.5776, with 4-dW = 2.257, and 4-dU = 2.4224. Since the DW value lies between these two limits, it can be concluded that there is no autocorrelation in the regression model used.

Table 7. T-Test

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	23,653	1,670		14,167	0,000
	Sarana dan Prasarana Belajar	0,319	0,059	0,624	5,420	0,000

a. Dependent Variable: Motivasi Belajar

The partial t-test aims to evaluate the effect of each independent variable on the dependent variable separately, to determine whether their contribution is statistically significant in the regression model (Dardick & Weiss, 2020).

Based on Table 7, it is known that: The variable "Learning Facilities and Infrastructure" has a significance value of 0.000 (<0.05) with a calculated t value of 5.420 > t table = 2.012, indicating a positive and significant effect on Learning Motivation. This means that improving the quality of learning facilities and infrastructure will significantly boost Learning Motivation. Thus, learning facilities and infrastructure influence student learning motivation at Persis Integrated Islamic Elementary School in Palu City.

Table 8. Coefficient of Determination Test

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.624[a]	0,390	0,376	1,706

a. Predictors: (Constant), Sarana dan Prasarana Belajar
b. Dependent Variable: Motivasi Belajar

Based on Table 8, the determination value (R Square) is 0.390. This value means that the learning facilities and infrastructure variable influences student learning motivation by 39%. The remaining 61% is influenced by other factors, both internal and external. Internal factors such as learning interest, self-efficacy, psychological conditions, and student learning goals likely have a significant contribution. Meanwhile, other external factors such as the quality of teacher interactions, learning methods, parental support, and the school's social and cultural environment also have the potential to influence learning motivation.

Discussion

Research findings indicate that learning facilities and infrastructure have an impact on students' motivation to learn. This result is consistent with the concept of learning motivation, which states that students' external motivation is significantly shaped by environmental elements, such as learning facilities and infrastructure. According to the idea put forward by (Sardiman, 2011) , learning motivation is influenced by external and internal elements, such as a supportive learning environment as well as interests and skills. A pleasant learning environment can be created with complete and comfortable facilities and infrastructure, which will encourage students' motivation to be more actively involved during the learning process.

Observations revealed a specific limitation in facilities, namely the lack of sports fields within the school environment. This situation is not simply a general lack of facilities, but rather a limitation in facilities directly relevant to a specific type of learning, namely physical education. Therefore, the influence of infrastructure on learning motivation in this study tends to be situational, with the impact being more pronounced in the context of learning activities that depend on the availability of physical facilities. Many urban schools lack fields for students to exercise, due to limited or already dense land in urban areas. This poses a significant obstacle to the smooth running of the physical education learning process. In contrast, schools in villages or suburbs often have empty, open land that allows students to exercise. However, the most common obstacle for schools in villages or suburbs is the lack of complete sports facilities. However, this is not necessarily the case; it is possible that adequate physical education facilities and infrastructure can be provided in villages or urban areas (H & Riady, 2018).

However, the 39% contribution also indicates that other factors continue to have a 61% impact on students' motivation to learn. In addition to external elements such as the role of teachers, learning strategies, parental support, and the social environment, these factors may also include internal factors such as interests, abilities, and psychological conditions (Hamzah B. Uno, 2023). Therefore, facilities and infrastructure are an important part of the education system that interacts with other elements, not the sole factors determining learning motivation. Based on observations and interviews, several factors are suspected to play a role, such as the role of teachers in managing learning, variations in learning methods, and social support from family and peers. Furthermore, internal student

factors, such as learning interests, attitudes toward learning, and intrinsic motivation, also have the potential to make significant contributions.

These findings indicate that learning motivation is a complex and multidimensional phenomenon. In this context, facilities and infrastructure can be understood as supporting factors that contribute to creating a conducive learning environment, but not as the sole determinants of student learning motivation. This is supported by research (Urhahne & Wijnia, 2023) which shows that motivation does not depend on a single factor but rather is the result of the interaction between various components, such as self-factors, the environment, goals, and the learning context.

Based on field findings, the remaining 61% contribution can be explained by several factors. First, the teacher's role in managing learning has a significant influence on learning motivation. Based on field data, several factors that have the potential to influence student learning motivation include the teacher's role in managing learning, the variety of learning methods used, and social support from both family and peers. Furthermore, interview results also indicate that some students continue to demonstrate good learning motivation despite limited facilities, indicating the influence of internal factors such as interest, attitude, and learning motivation. Research (Hattie, 2009) shows that the quality of teacher-student interactions is one of the most influential factors on motivation and learning outcomes. Second, the variety of learning methods used by teachers also contributes to student engagement in the learning process. Third, social support, both from family and peers, significantly shapes student learning motivation.

Thus, learning facilities and infrastructure play a crucial role in enhancing student motivation, particularly in learning contexts that require direct physical support. However, this influence does not exist in isolation; rather, it interacts with various other factors that collectively shape learning motivation. Therefore, efforts to increase student motivation need to be holistic, not only through the provision of facilities but also through improving the quality of learning, the role of teachers, and supporting the broader learning environment.

Conclusion

Based on the research results, it can be concluded that learning facilities and infrastructure have a positive and significant influence on students' learning motivation at SD Islam Terpadu Persis, Palu City. This is proven through hypothesis testing with a calculated t value = 5.420> t table = 2.012 and a significance of <0.05, so that the alternative hypothesis (H_a) is accepted. In addition, the coefficient of determination (R Square) value of 0.390 indicates that learning facilities and infrastructure contribute 39% to students' learning motivation, while the remaining 61% is influenced by other factors, both internal and external.

This study has several limitations. First, the use of a quantitative approach with an associative design limits the study's ability to explore in-depth other factors influencing learning motivation. Second, the variables studied focused only on facilities and infrastructure, thus excluding other factors such as the role of teachers, learning methods, and student psychological factors, which contribute 61%. Third, the limited sample size and

the study's location, which was only conducted at one school, limit the generalizability of the results.

Therefore, further research is recommended to use a more comprehensive approach, such as mixed methods, and add other variables to provide a more complete picture of the factors that influence students' learning motivation.

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