



DOI: <https://doi.org/10.38035/gijtm.v2i3>

Received: August 28th, 2024, Revised: October 04th, 2024, Published: October 13rd, 2024

<https://creativecommons.org/licenses/by/4.0/>

The Influence of Dormitory Environment and Character Development on Student Learning Motivation at Bumi Kartika Asri Jatinangor

Aris Sukmawan Permana¹, Deden Komar Priatna², Winna Roswinna³

¹Faculty of Economics and Business, Winaya Mukti University, Bandung, Indonesia, email: febunwim@gmail.com

²Faculty of Economics and Business, Winaya Mukti University, Bandung, Indonesia, email: dedenkomar@yahoo.com

³Faculty of Economics and Business, Winaya Mukti University, Bandung, Indonesia, email: winnaroswinna71@gmail.com

Corresponding Author: dedenkomar@yahoo.com²

Abstract: The dormitory environment from the field questionnaire results is very conducive, starting from all the facilities and infrastructure in the student learning process, this is in accordance with the results of the responses from the respondents. Character development is a management program. From the field results data, all respondents gave very positive responses and the respondents, namely students, were very appreciative of all development programs that could help students develop their religious and social potential. Student learning motivation at the Bumi Kartika Asri dormitory in Jatinangor is an encouragement for students to always be tenacious in completing their assignments, be persistent, be able to show their interests and talents, and always pay attention to their enthusiasm and desire to succeed. The influence of the dormitory environment and the character development program on student learning motivation at Bumi Kartika Asri Jatinangor from the results of field data stated that there was a significant influence because it could be proven by the results of data analysis using the SPSS for Windows program.

Keywords: dormitory environment, character development, student learning motivation

INTRODUCTION

Students as intellectuals or educated scholars in the world of education are the successors of the nation who are believed to be able to compete and continue the nation's ideals to become a progressive, superior nation and can be considered as a developed country and have a strong identity. A nation's high expectations for students are to become the nation's next generation who have high loyalty to the progress of the nation, especially in the world of education.

Students must color the social changes that are and will occur with the color of the society that will be targeted by these changes, namely a just and prosperous society, which is an agent of empowerment and an agent of change who is able to play an active role in various developments, both physical and non-physical development, which is supported by the function of students as social control, cultural control, community control, and individual control that is able to close the gaps in inequality. Students are also required not only as observers but as actors who play a role in society, because it is undeniable that students are part of society. Ideally, students become role models in society, based on their knowledge, with their level of education, their mindset and social status that has become their color as the elite that most determines the fate of the nation.

Students as iron stock are candidates for future leaders and coaches of the nation who are always challenged to show their abilities and be able to play all roles in society. They replace existing generations or past generations and carry on the baton of development and change to come. They must always cultivate themselves, knowledge and soft skills so that they can have leadership attitudes, self-positioning skills, cross-generational interactions, and have high sensitivity.

The concern of today's students is in the fact that they forget about their surroundings, they are more hedonistic. The phenomenon of rah-rah oriented is often encountered on campus, academic conversations are rarely heard in the student environment. They prefer to give appreciation to glamorous life activities, living in free sex, drug abuse and many other negative behaviors of students that often occur due to the influence of the surrounding environment on the educational community.

As a result of the shift in the lifestyle of students as the younger generation, they often begin to put aside their spirit to continue to be able to work and improve the quality of themselves and their lives as a generation that will later be responsible for the nation and state. Hedonism makes students have a character crisis, so they are unable to carry out their predicates as agents of social change and agents of control. All of these problems are suspected to be due to environmental factors that are not conducive and also suspected to be weak in character development in an integrated manner with the environment outside the campus, so that it has an impact on decreased learning motivation which leads to poor learning outcomes or learning achievements.

Student learning achievement is the learning outcome achieved by students when participating in and doing assignments and learning activities at school (Tu'u, 2004:75). The learning achievement achieved by students can be influenced by several factors, both from the student himself (internal factors) and from outside the student (external factors). Internal factors include interest, talent, motivation, and intelligence level. Meanwhile, external factors include learning methods and environmental factors.

One of the factors for the success of students as students is in the students themselves, namely learning motivation. In learning activities, motivation is the overall driving force in students that causes learning activities and can ensure the continuity of learning activities (Sardiman, 2006:75). Learning motivation is a psychological factor that is non-intellectual. A student who has a fairly high intelligence, can fail because of a lack of motivation in his studies.

Motivation has an important role in the teaching and learning process for both lecturers and students. Students in carrying out their learning activities must be encouraged with a sense of pleasure and that is what we call motivation. Motivation must be without coercion and the emergence of a sense of pleasure because you feel free from pressure. The motivation that arises must not be left unattended but must always be monitored and supported by other aspects so that its implementation can be maximized. One of the supporting facilities for the formation of motivation is the conduciveness of the environment and supporting infrastructure.

Learning environment facilities both on campus and outside the campus must be able to support all lecture activities of students, in addition to that infrastructure facilities must also be able to provide facilities that make it easier for students to carry out their learning process.

A good student environment must actually continue to be created, especially an environment that is able to foster students' character to improve their quality of life and self. An environment that is conducive to the supervision process can minimize various student hedonism activities so that it is expected to be able to make students have good character and be useful for their heterogeneous environment.

Jatinangor, which has been attached as a higher education area that is visited by various types of heterogeneous students, encourages the campus to meet their needs both in terms of facilities and infrastructure or the learning environment. Several campuses that compete provide better facilities to attract students to study on the campus, the availability of dormitories or huts where students live is one of the attractions. So that students are made more comfortable not far from the environment and campus location. However, the existence of huts or dormitories must continue to be improved, especially huts and dormitories must be able to be created as an integrated area and environment as a place for them to rest and be able to become a second place of study after campus. The dormitory or cottage environment must also be able to create programs that are able to make students comfortable, safe, and fun to be able to live in the environment.

The dormitory concept in question is a boarding house that not only provides a place to live but also prepares a comfortable, safe environment and provides the facilities needed by students in carrying out their duties, besides that more parents of students are looking for a dormitory concept that has supervision (controlling) from the boarding house manager through discipline and character development while living in the dormitory.

Bumi Kartika Asri (Bukari) in this case tries to answer the need for the hut, judging from her experience in managing dormitories on the Unpad campus. Cottages with a dormitory concept that is integrated with several strategic supporting facilities are located in the area. Students who live in Bukari apart from the UNPAD campus are also from the ITB campus, local students and foreign students.

Bumi kartika Asri (Bukari) stands on an area of 9000 square meters which has two buildings, the eka puspa building (intended for male students) and the Dwi puspa building (intended for female students), has 100 rooms in each building with a residential capacity of 200 to 250 people and has been established since 2012, has a study area on each floor, has a joint meeting area on each ground floor. Other supporting facilities are also available, such as food courts, study rooms, meeting rooms, and recreational areas and other places for activities. All existing facilities are expected to make students feel at home living in the Bumi Kartika Asri dormitory environment, while other facilities such as fully furnished rooms are minimalist and elegant, 24-hour internet access and security and assistance from the dormitory mother as a manager can improve the quality of student learning by serving the daily needs of all students while they focus on their learning activities.

A conducive dormitory environment will support the teaching and learning process. The Bumi Kartika Asri Dormitory environment, which is located quite far from the highway, makes the environment not noisy, making the environmental conditions suitable for learning activities. The environment is more conducive to the existence of dormitory activities in the form of a process of character development activities.

The activities are as follows; 1) Sundanese and Indonesian language classes as language education so that students, especially outside the region, can learn to communicate with the local language, 2) socialization of dormitory rules in the context of fostering discipline and responsibility of students living in dormitories, 3) Routine Recitation, as a forum for moral and religious development, 4) cultural sharing as an introduction to culture from various regions of students living in dormitories. Assistance while in the dormitory is also carried out by the dormitory manager with a dormitory companion who facilitates the complaints of students living in the dormitory both in terms of facilities and dormitory rules.

The above activities are expected to be imprinted with mutual respect and respect in the dormitory environment, as well as students will try to think about solving problems, issuing

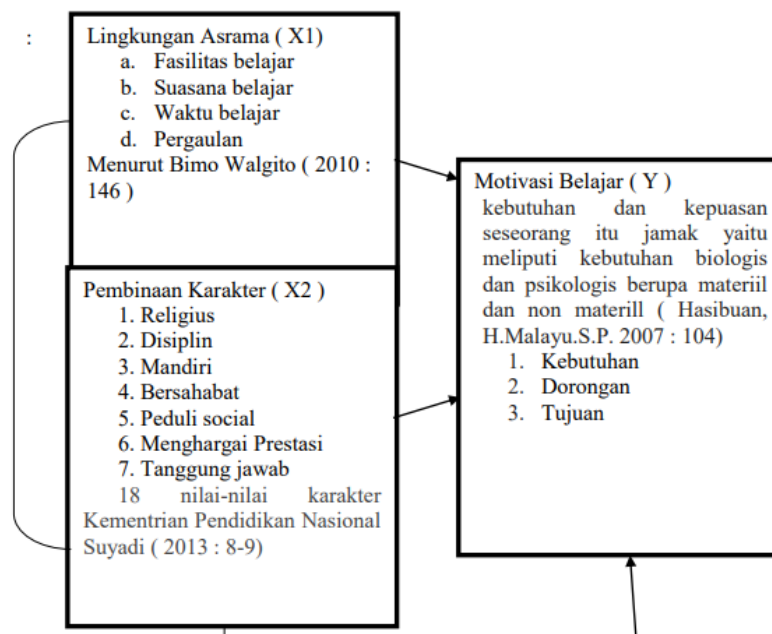
ideas, and making wise decisions in facing various possibilities and challenges. In addition, character development activities held in the dormitory can support the creation of learning motivation and the existence of students in changing their lifestyles and behaviors. In the future, students will be able to become the generation expected by their parents, religion, nation and country.

The above explanation is the basis for the researcher's interest to be able to study further about "The Influence of Dormitory Environment and Character Development on Student Learning Motivation in Bumi Kartika Asri Jatinangor".

METHOD

This research is also called causal research, namely research that aims to determine the influence between the variables studied (Sugiyono, 2013). The variables in this research include 3 variables, namely Dormitory Environment (X1) and Character Development (X2) as independent variables (Independent Variable) and Student Learning Motivation (Y) as dependent variable (Dependent Variable).

Picture 1.1 Structure Diagram of The Influence of Dormitory Environment and Character Development on Student Learning Motivation



Research Instrument Test

1) Validity test

Validity test measures whether the data obtained from data collection through the questionnaire method is reliable or not and whether it can represent what is to be studied. A questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that is measured by the questionnaire.

According to Sugiyono (2008) validity testing can be done using Pearson Product Moment correlation. Measurement in item analysis is by means of existing scores which are then correlated using the product moment correlation formula proposed by Pearson in Arikunto, (2002: 146) as follows:

$$r_{xy} = \frac{\sum xy - \{\sum x\}\{\sum y\}}{\sqrt{\left\{ \frac{\sum x^2 - (\sum x)^2}{N} \right\} \left\{ \frac{\sum y^2 - (\sum y)^2}{N} \right\}}}$$

Information:

rx_y : correlation coefficient between x and y

- N : Number of Subjects
 - X : Item score
 - Y : Total score
 - $\sum X$: Total score of items
 - $\sum Y$: Total score amount
 - $\sum X^2$: Sum of squares of item scores
 - $\sum Y^2$: Sum of squares of total scores
- (Suharsimi Arikunto, 2002: 146)

2) Reliability test

Reliability test measures the level of stability of a measuring instrument in measuring a symptom or event. The higher the reliability of a measuring instrument, the more stable the measuring instrument is in measuring a symptom and vice versa if the reliability is low then the instrument is unstable in measuring a symptom. A measuring instrument is said to have high reliability or can be trusted if the measuring instrument is stable so that it can be relied on (dependability) and can be used to predict (predictability).

In this study, the reliability test was conducted using the Cronbach Alpha Formula technique and using the SPSS for Windows program. Formula:

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum S^2_j}{S^2_x} \right)$$

Information :

α = alpha reliability coefficient

k = number of items

S_j = respondent variance for item I

S_x = sum of total score variances

Hypothesis

The hypothesis put forward previously can be explained as follows:

H0: There is no influence of the dormitory environment and character building on students' learning motivation at the Bumi Kartika Asri Jatinangor Dormitory.

Ha: There is an influence of the dormitory environment and character building on students' learning motivation at the Bumi Kartika Asri Jatinangor dormitory.

The pair of hypotheses are then tested to determine whether the hypothesis is accepted or rejected. To conduct the test, a multiple coefficient significance test is used, with a significance level of 5% with the following formula:

$$F_{hitung} = \frac{JK_{regres} / k}{JK_{residu} / (n - k - 1)}$$

Where :

JK regression = Sum of Squares

JK residual = Total correlated sum of squares minus sum of squares

K = Number of independent variables

n = Number of sample members. Then we will obtain an F distribution with numerator (K) and denominator (nk-1) with the following provisions:

- Reject H0 if F count > F table → Ha accepted (significant)

- Accept H0 if F count < F table → Ha rejected (not significant)

RESULTS AND DISCUSSION

Validity and Reliability Test

Proportionally, the results of the validity and reliability tests are as follows;

a. Validity Test

Used to determine the validity of the questionnaire in collecting data. Validity test is carried out with the bivariate correlation formula with SPSS Version 19 tools. Questionnaire items in the validity test are said to be valid if $r \text{ count} > r \text{ table}$ at a significance value of 5%, conversely, items are said to be invalid if the price of $r \text{ count} < r \text{ table}$ at a significance value of 5%. The summary of the results of the validity test is as in the following table;

Table 1.1

Results of the validity test of the Dormitory Environment instrument questionnaire (X1)

No Item	<i>Rxy</i>	<i>r tabel</i> 5% (50)	Keterangan
1	0.665	0.279	Valid
2	0.627	0.279	Valid
3	0.394	0.279	Valid
4	0.723	0.279	Valid
5	0.685	0.279	Valid
6	0.538	0.279	Valid
7	0.639	0.279	Valid
8	0.550	0.279	Valid
9	0.508	0.279	Valid
10	0.566	0.279	Valid
11	0.387	0.279	Valid
12	0.511	0.279	Valid
13	0.472	0.279	Valid
14	0.729	0.279	Valid
15	0.535	0.279	Valid
16	0.585	0.279	Valid

Table 1.2

Results of the validity test of the character building questionnaire (X2)

No Item	<i>Rxy</i>	<i>r tabel</i> 5% (50)	Keterangan
1	0.731	0.279	Valid
2	0.701	0.279	Valid
3	0.720	0.279	Valid
4	0.619	0.279	Valid
5	0.438	0.279	Valid
6	0.532	0.279	Valid
7	0.637	0.279	Valid
8	0.395	0.279	Valid
9	0.556	0.279	Valid
10	0.710	0.279	Valid
11	0.651	0.279	Valid
12	0.565	0.279	Valid
13	0.701	0.279	Valid
14	0.637	0.279	Valid
15	0.633	0.279	Valid
16	0.785	0.279	Valid

Table 1.3

Results of the validity test of learning motivation (Y)

No Item	<i>Rxy</i>	<i>r tabel 5% (50)</i>	Keterangan
1	0.825	0.279	Valid
2	0.747	0.279	Valid
3	0.849	0.279	Valid
4	0.704	0.279	Valid
5	0.812	0.279	Valid
6	0.813	0.279	Valid
7	0.623	0.279	Valid
8	0.739	0.279	Valid

Based on the results of the validity test calculations as in the tables above, it shows that all *r* counts > *r* table at a significance value of 5%, therefore it can be used as a research instrument (full calculations in Appendix 2).

b. Reliability Test

Reliability testing is carried out using the alpha formula, the significance test is carried out at the $\alpha = 0.05$ level, the instrument can be said to be reliable if the alpha value is greater than the *r* table (0.279).

Table 1.3
Reliability test results

Variabel	<i>Rxy</i>	<i>r tabel 5% (50)</i>	Keterangan
X1	0.841	0.279	Reliabel
X2	0.879	0.279	Reliabel
Y	0.892	0.279	Reliabel

The results of the reliability test obtained the reliability coefficient value of the X1 questionnaire of 0.841, the X2 questionnaire of 0.879 and the Y questionnaire of 0.892. Based on the reliability coefficient value, it can be concluded that all questionnaires in this study are reliable or consistent so that they can be used as instruments.

In addition to validity and reliability tests, multiple regression tests were also carried out with the aim of;

1. Knowing whether or not there is an influence of the independent variable (X) on the dependent variable (Y)
2. The t-test aims to determine whether or not there is a partial (own) influence given by the independent variable (X) on the dependent variable (Y).
3. The f test aims to determine whether or not there is a simultaneous (joint) influence given by the independent variable (X) on the dependent variable (Y).
4. The determination coefficient is used to determine what percentage of influence variable X has simultaneously on variable Y.

Hypothesis Testing H1 and H2 with t-Test

1. First Hypothesis Testing (H1)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.626	3.095		3.110	.003
	Lingkungan Asrama (X1)	.089	.049	.212	1.823	.075
	Pembinaan Karakter (X2)	.291	.054	.626	5.387	.000

It is known that the sig. value for the influence of the dormitory environment (X1) on learning motivation (Y) is $0.75 > 0.05$ and the t-value is $1.823 < 2.012$, so it can be concluded that H1 is accepted, which means that there is an influence of the dormitory environment (X1) on learning motivation (Y).

2. Testing the second hypothesis (H2)

It is known that the sig. value for the influence of Character Development (X2) on Learning Motivation (Y) is $0.000 < 0.05$ and the t-value is $5.387 > 2.011$, so it can be concluded that H2 is accepted, which means that there is an influence of Character Development (X2) on Learning Motivation (Y).

3. Testing the third hypothesis (H3)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	352.610	2	176.305	34.894	.000 ^a
	Residual	237.470	47	5.053		
	Total	590.080	49			

- a. Predictors: (Constant), Pembinaan Karakter (X2) , Lingkungan Asrama (X1)
- b. Dependent Variable: Motivasi Belajar (Y)

Based on the output above, it is known that the significance value for the influence of the dormitory environment (X1) and Character Development (X2) simultaneously on Learning Motivation (Y) is $0.000 < 0.05$ and the calculated f value is $34.894 > f$ table 3.19, so it can be concluded that H3 is accepted, which means that there is a simultaneous influence of X1 and X2 on Learning Motivation (Y).

4. Coefficient of determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.773 ^a	.598	.580	2.24779

- a. Predictors: (Constant), Pembinaan Karakter (X2) , Lingkungan Asrama (X1)

Based on the output above, the R square value is known to be 0.598, which means that the influence of the dormitory environment variables (X1) and character development (X2) simultaneously on the learning motivation variable (Y) is 59.8%.

The conclusion is that the initial hypothesis can be proven by data analysis using SPSS in this case, there is an influence of the dormitory environment and character building on student learning motivation at Bumi Kartika Asri Jatinangor.

CONCLUSION

The dormitory environment from the field questionnaire results is very conducive, starting from all the facilities and infrastructure in the student learning process, this is in accordance with the results of the responses from the respondents. Character development is a management program.

From the field results data, all respondents gave very positive responses and the respondents, namely students, were very appreciative of all development programs that could help students develop their religious and social potential. Student learning motivation at the Bumi Kartika Asri dormitory in Jatinangor is an encouragement for students to always be tenacious in completing their assignments, be persistent, be able to show their interests and talents, and always pay attention to their enthusiasm and desire to succeed.

The influence of the dormitory environment and the character development program on student learning motivation at Bumi Kartika Asri Jatinangor from the results of field data stated that there was a significant influence because it could be proven by the results of data analysis using the SPSS for Windows program.

REFERENCE

- Baharudin & Esa Nur Wahyuni, 2007. Learning and Teaching Theory. Ar-Ruzz Media. Yogyakarta
- Bimo Wargito, 2005. Introduction to General Psychology, Publisher CV. Andi Offset, Yogyakarta
- Dalyono, 2005. Educational Psychology. Rineka Cipta. Jakarta
- Daulay, Haidar Putra, 2001. The historicity and existence of Islamic boarding schools, schools and madrasas, Tiara Wacana Publisher, Yogyakarta
- Ministry of Health of the Republic of Indonesia, 2010. Guidelines for Curriculum Development, Learning Process Standards, Management Standards, Education Assessment Standards, Health Workers, Indonesian Health Workers Education Center, Jakarta
- Dimiyanti and Mudjiono, 2009. Learning and Teaching, PT. Rineka Cipta. Jakarta
- Fathul Muin, 2011. Character Education Design, Concept and its application in Educational Institutions. Jakarta: Kencana
- Hasbullah, 2012. Basics of Educational Science, Publisher PT. Raga Grafindo Persada, Jakarta
- Isjoni and Mohd. Arif, 2008. Latest Learning Models (Indonesian-Malaysian Fusion), Pustaka Pelajar. Yogyakarta
- Koontz, Harold, 2001. Management, Erlangga Publisher. Jakarta
- Lickona, Thomas. 2012. Character Matters. Jakarta: Bumi Aksara
- Mansyur Misleck, 2010. Character Education, Answering the Challenges of the Multinational Crisis. Bumi Aksara. Jakarta
- Marlina Gazali, 1998. Basics of Education, Mizan Publisher, Bandung
- Moh.Nazir 2003, Research Methods, Ghalia Indonesia. Jakarta
- Nini Sabini, 2012. Psychology of Learning, Mentari Pustaka Publisher, Yogyakarta
- Oemar Hamalik, 2000. Curriculum Evaluation, Publisher PT. Remaja Rosdakarya. Bandung
- Oemar Hamalik, 2005. Curriculum and Learning, Bumi Aksara Publisher, Jakarta
- Pasaribu and Simanjutak, 2003. Teaching and Learning Process, Tarsito Publisher. Bandung
- Robbins, P. Stephen and Timothy A Judge, 2009, Organizational Behavior, 13th edition, Pearson education, inc, uoer Saddle River, New Jersey. PP.209- 586 Sardiman, Arief

- s et al., 2003. Educational Media, Definition, Development and Utilization, Publisher Raja Grafindo Persada. Jakarta
- Slamento, 1995, Learning and Influencing Factors, Rineka Cipta Revised Edition. Jakarta
- Sugiyono, 2001, Assessment Methodology. Alfabeta. Bandung
- Sutrisno, Edy, 2001. Human Resource Management, 3rd Edition, Publisher Kencana Prenada Media Group. Jakarta
- Syah, Muhibbin, 2006. Educational Psychology, PT. Rosdakarya Youth. Bandung
- Syaiful Bahri Djamarah, 2002. Psychology of Learning, Publisher PT. Rineka Cipta, Jakarta
- Syarbini, Amirullah. 2012. Smart Materials for Character Education. Jakarta
- Tulus, Tu'u, 2004, The Role of Discipline in Student Behavior and Achievement, Genesindo, Jakarta
- Law of the Republic of Indonesia, No. 20 of 2003, Concerning the National Education System (sisdiknas), Citra Umbara, Bandung.
- Uzer Usman, 2001. Becoming a Professional Teacher, Publisher Mentari Pustaka, Yogyakarta
www.academia.edu/9180920/Character_Education Accessed September 20, 2018
- AM Sardiman, 2006. Interaction and Motivation of Teaching and Learning, PT. Raja Grafindo Persada. Jakarta
- Abu Ahmadi and Joko Tri Prasetyo, 2005. Teaching and Learning Strategies, Publisher CV Pustaka Setia, Bandung
- Ari Kunto, Suharsimi, 2009. Research Management, PT.
- Baharudin & Esa Nur Wahyuni, 2007. Learning and Teaching Theory. Ar-Ruzz Media. Yogyakarta
- Bimo Wargito, 2005. Introduction to General Psychology, Publisher CV. Andi Offset, Yogyakarta
- Dalyono, 2005. Educational Psychology. Rineka Cipta. Jakarta
- Daulay, Haidar Putra, 2001. The historicity and existence of Islamic boarding schools, schools and madrasas, Tiara Wacana Publisher, Yogyakarta
- Ministry of Health of the Republic of Indonesia, 2010. Guidelines for Curriculum Development, Learning Process Standards, Management Standards, Education
- Abu Ahmadi and Joko Tri Prasetyo, 2005. Teaching and Learning Strategies, Publisher CV Pustaka Setia, Bandung
- Ari Kunto, Suharsimi, 2009. Research Management, PT.