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Community Learning Sprit in Pahandut Village (Motivation Analysis for Package C Students)

Elvira Adyaputri¹, Surawan², Endah Mustika Pertiwi³

IAIN Palangka Raya¹²³, Indonesia¹²³

elviraadyaputri01@gmail.com¹, surawan@iain-palangkaraya.ac.id², endahmusp@gmail.com³

ABSTRACT

PKBM Luthfillah Palangkaraya is surrounded by people who think that education is not the most important thing in life, and they even think that a diploma is useless in life. This, of course, makes the teachers feel sad to hear. So that steps to foster enthusiasm and always provide encouragement to continue to learn and pursue education continue to be carried out, so that people there realize that education is very important in life. This study aims to 1) explain the enthusiasm or motivation of learning students at PKBM Luthfillah package C, 2) explain the results that are not appropriate so that the functions of motivation are needed for the development of students. The results showed that 1) Learners who have high motivation in learning at PKBM Luthfillah tend to get good learning outcomes, complete the module and be active in the learning process, compared to learners who have less motivation to learn. 2) appreciation of the liveliness of equality learners at PKBM Luthfillah. but there are still learners who do not care about their learning outcomes at PKBM so that they often accumulate material that has not been and has a huge impact on the pre-requisites for taking the next module.

Keywords: spirit of learning, community, motivation

THEORETICAL STUDIES

SPIRIT OF LEARNING

Spirit is defined as high spirits and is one of the winning factors. According to Naim (2009), one of the important efforts that can be made to raise the spirit of learning is to design learning in a pleasant atmosphere.³¹⁰ With the spirit of learning, students will become more enthusiastic in learning, so that the results of their learning will be satisfactory. Therefore, a tutor must pay attention to how students always have enthusiasm.

COMMUNITY

The community is made up of people with various educational qualities, from the uneducated to the highly educated.

Society is also called a non-formal environment that provides education intentionally and planned to all its members, but not systematically.³¹¹ According to Ralph Linton, society is any group of people who have lived and worked together long enough, so that they can organize themselves as a social unit with clearly formulated boundaries.³¹² The community

³¹⁰ Mustopa, Hisam Ahyani, and Ahmad Hapidin, "Ideologi Dan Sprit Sistem Pendidikan Tinggi Islam Indonesia Era Industri 4.0 Dan Relevansinya Dengan Pecegahan Radikalisme," *Al-Fikru: Jurnal Ilmiah* 15, no. 1 (2021).

³¹¹ Doni Pratiwi, "Administrasi Hubungan Sekolah Dan Masyarakat," *Artikel Padang*, 2019.

³¹² Donny Prasetyo and Irwansyah, "Memahami Masyarakat Dan Perspektifnya" *Jurnal Manajemen Pendidikan Dan Ilmu Sosial* 1, no. 1 (2020): 506–15, <https://doi.org/10.38035/JMPIS>.



(student guardians) who are the object of the education process are not just puppets who are only contributors or only as additional funds for the school.³¹³

MOTIVATION

Learning motivation contains efforts to achieve learning goals, namely understanding material and learning development. In addition, learning motivation is a driver or driver that makes someone interested in learning so that they will learn continuously.³¹⁴ Motivation to learn in the form of appreciation has an important role in fostering passion, feeling happy and enthusiasm for learning. Children who have strong motivation will have a lot of energy to do learning activities.³¹⁵ So that this learning motivation must exist in students so that what is done in the world of education will provide maximum results. This motivation comes from inside and outside the students.

INTRODUCTION

PKBM Luthfillah Palangka Raya has a mission to provide education so that people in Palangkaraya City have creative ideas to develop their economy through entrepreneurship. PKBM Luthfillah has an A performance rating which means it is very good with a B or Good accreditation. The education service program provided by PKBM Luthfillah consists of Early Childhood Education (ECD), Equivalency Education Package A, Package B, to Package C, and skills and entrepreneurship training. PKBM Luthfillah also provides education in the form of academic knowledge and life skills for the community. Learning that was carried out before the Covid-19 pandemic was face-to-face learning. Face-to-face learning is considered quite effective, because learning citizens can get education which is then applied in everyday life.³¹⁶

Equivalency education is now placed in society no longer as a substitute or complement, but equivalency education is now an option for the community to continue higher level education. Compulsory 12-year education is very likely to be completed by people in Indonesia.

One of the non-formal educational institutions, which organizes Equivalency education is the Community Learning Activity Center (PKBM) and in the city of Palangka Raya one of them is PKBM Luthfillah. The program that is held, namely the Package A program equivalent to elementary school, Package B equivalent to junior high school and Package C equivalent to high school which has been accredited B and Performance Assessment A. a quality guarantee that the education program implemented provides recognition of equality in accordance with its level. In accordance with the objectives of equivalency education, namely forming students who are not only in the academic field but also oriented towards work to master entrepreneurial skills. It turns out that the facts on the ground, a number of people still have the mindset that equivalency education is still

³¹³ Fatkhul Mubin, "Telaah Kualitatif Atas Peran Dan Tanggung Jawab Masyarakat Dalam Penyelenggaraan Pendidikan Sistem Otonomi Daerah," *Andragogi: Jurnal Pendidikan Islam Dan Manajemen* 4, no. 1 (2022): 35–47, <https://jurnalptiq.com/index.php/andragogi/article/view/255>.

³¹⁴ Sunarti Rahman, "Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar," in *Prosiding Seminar Nasional Pendidikan Dasar*, 2021, 289–302.

³¹⁵ Mustopa, Ahyani, and Hapidin, "Ideologi Dan Sprit Sistem Pendidikan Tinggi Islam Indonesia Era Industri 4.0 Dan Relevansinya Dengan Pecegahan Radikalisme."

³¹⁶ Maulida, "Motivasi Belajar Peserta Didik Paket C Di PKBM Luthfillah Palangka Raya" (Institut Agama Islam Palangka Raya, 2021).



positioned as only diploma-oriented. Learners enter and learn like learning in formal education with subjects that are tested only. Learners are placed in the position of entering learning, or continuing school and taking exams only. Exactly the activity is like formal education, coming to learn the subjects that are tested only. Finally, equivalency education also produces graduates who are no different from formal school graduates. They only master academic knowledge, and even then with minimal results, which are legalized in the form of a diploma. While graduates who are able to be independent and or work in accordance with their competencies are still very few (limited), it is not surprising that even though they have taken the level up to Package C, there are still many who do not work (unemployed). Furthermore, this gives a negative stigma to education that going back to school also does not guarantee life improvement.

According to Emda (2018: 181), learning motivation is needed to be able to understand a lesson and learning motivation also affects the success of learning. The learning process will achieve success if students have good learning motivation.³¹⁷ According to Surawan (2019) motivation is a driver that changes energy in a person into a form of real activity to achieve certain goals.³¹⁸ The nature of learning according to Hosnan (2014: 6) is a change in behavior that occurs consciously in a positive direction both from the cognitive, affective and psychomotor aspects.³¹⁹ Therefore, learning motivation is very important for every student. This goal is used as the basis for PKBM Luthfillah in developing innovations so that the results of non-formal education through PKBM Luthfillah are different both from academic values, skills and character building.

The various phenomena above encourage researchers to examine mendlam by raising the research title Learning Motivation for Students in Package C.

RESEARCH METHODS

This research aims to obtain objective, factual, accurate and systematic data or images, regarding the problems that will be studied by researchers. Descriptive qualitative research in this study is intended so that the author can find out and describe what is happening in the field more clearly and in detail so that as much data as possible can be collected about the learning motivation of Package C PKBM Luthfillah Palangka Raya students.

DISCUSSION

Learning Motivation of Package C PKBM Luthfillah Learners

Motive can be said to be a driving force from within and within the subject to carry out certain activities in order to achieve a goal. Motives become active at certain times, especially when the need to achieve goals is felt / urgent. (Sardiman, 2014). Motivation can also be said to be a series of efforts to provide certain conditions, so that someone wants and wants to do something, and if he doesn't like it, he will try to negate that feeling of dislike.³²⁰ According to Arden (1957) in Wina Sanjaya (2010: 250) that the strength or enthusiasm of a person's efforts to achieve goals will be determined by the strength or

³¹⁷ Amna Emda, "Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran," *Lantanida Journal* 5, no. 2 (2018): 172, <https://doi.org/10.22373/lj.v5i2.2838>.

³¹⁸ Surawan, "Peningkatkan Motivasi Dan Prestasi Belajar PAI Menggunakan Model Pembelajaran Pakem Pada Siswa Kelas VI SD Muhammadiyah Sumbermulyo Bantul Yogyakarta," *Journal of Classroom Action Research* 1, no. 1 (2019): 29–30, <https://doi.org/10.29303/jcar.v1i1.239>.

³¹⁹ Emda, "Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran."

³²⁰ Siti Fatimah et al., "Reward Penguat Motivasi Anak Untuk Berliterasi," *Suluh Bendang: Jurnal Ilmiah Pengabdian Kepada Masyarakat* 22, no. 2 (2022): 311, <https://doi.org/10.24036/sb.02940>.



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weakness of the motive that the person has.³²¹ There are two types of motivation: intrinsic and extrinsic motivation:

According to Sardiman (2006) intrinsic motivation is motives that become active and function do not need to be stimulated from outside because within each individual there is already an urge to do something.³²² For example, a teacher studies a textbook because he or she is motivated to know the content or even the form of knowledge.³²³

- a. Extrinsic Motivation. Motives that are active and function due to external stimuli. (Hamdanah: 2020). For example, learning methods, teacher-student relations, student-student relations, school discipline, learning tools, school time, learning standards above the size, building conditions, curriculum, homework. (Slameto, 2013).³²⁴

Related to the above, Package C students at PKBM Luthfillah also have both intrinsic and extrinsic learning motivation, among others, the interest of students to enter the package C program at PKBM Luthfillah comes from themselves, namely the desire to take the package C program to PKBM Luthfillah, so that they actively participate in the learning process of both regular students and non-regular students at PKBM Luthfillah. Learning outcomes are the abilities possessed by students after they receive learning experiences.³²⁵

Students who have high motivation in learning at PKBM Luthfillah tend to get good learning outcomes, complete modules and be active in the learning process, compared to students who have less motivation to learn. Extrinsic motivation possessed by package C PKBM Luthfillah students is the value given by tutors not only in the form of assignments, daily tests, and module tests. The opportunity to study independently with an online equivalent application is also an extrinsic motivation for students, for some students who do not attend face-to-face learning due to work constraints, it becomes more enthusiastic to study seriously independently to complete all existing material and do the assignments and module exams well as a stage to take the next module.

Another motivation is also that by reading the material, students have been given an assessment which is actually recorded in the online equivalent application. So great is the appreciation for the activeness of equality students at PKBM Luthfillah. but there are still students who do not care about the results of their learning at PKBM so that they often accumulate material that has not been and has a huge impact on the pre-requisites for taking the next module. The success of a lesson is determined by many factors including the teacher's factor in carrying out the teaching and learning process, because the teacher is directly able to teach the students..³²⁶ In the learning process, it is necessary to pay attention to what can encourage students to learn well, have a motive to think and focus attention,

³²¹ Rahman, "Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar."

³²² Dian Septianti and Melia Frastuti, "Pengaruh Penggunaan Media Berbasis Internet, Motivasi Intrinsik Dan Motivasi Ekstrinsik Terhadap Minat Berwirausaha Online Mahasiswa Universitas Tridianti Palembang," *Jurnal Ilmiah Ekonomi Global Masa Kini* 10, no. 2 (2019): 130–38, <https://doi.org/10.36982/jiegm.v10i2.871>.

³²³ Nur Farida, "Fungsi Dan Aplikasi Motivasi Dalam Pembelajaran," *Education and Learning Journal* 2, no. 2 (2022): 118, <https://doi.org/10.33096/eljour.v2i2.133>.

³²⁴ Ibrahim Musab and Gustimal Witri, "Faktor Ekstrinsik Yang Mempengaruhi Motivasi Belajar Siswa Kelas Iv Sekolah Dasar Se-Gugus 2 Kecamatan Sail Pekanbaru," *Primary: Jurnal Pendidikan Guru Sekolah Dasar* 8, no. 1 (2019): 1, <https://doi.org/10.33578/jpkip.v8i1.7035>.

³²⁵ Evan Romadhoni, Ono Wiharna, and Ibnu Mubarak, "Pengaruh Motivasi Belajar Terhadap Hasil Belajar Peserta Didik Pada Mata Pelajaran Gambar Teknik," *Journal of Mechanical Engineering Education* 6, no. 2 (2019): 228–34.

³²⁶ Surawan, "Peningkatan Motivasi Dan Prestasi Belajar PAI Menggunakan Model Pembelajaran Pakem Pada Siswa Kelas VI SD Muhammadiyah Sumbermulyo Bantul Yogyakarta."



plan and carry out activities related to or supporting learning.³²⁷

Functions of Motivation

According to Sardiman (2018: 85) the functions of motivation in learning are as follows.

1. Encourage humans to do, namely as a driver of every activity that will be done.
2. Determines the direction of action, namely towards the goal to be achieved. Thus motivation can provide direction and activities that are done according to the goal.
3. Selecting or determining the actions that must be done in order to achieve the goal, by setting aside useful actions.³²⁸ In relation to motivation, it is important to know that there are various ways and types of motivation. But for extrinsic motivation it is sometimes appropriate, and sometimes it can also be less appropriate. This is why PKBM heads, package C coordinators and package C tutors are very careful in choosing additional supplements to foster and motivate students' learning activities.

Sardiman (2014) states that there are three functions of motivation, among others:

- A. Encourages humans to do, so as a driver or motor that releases energy. Motivation in this case is the driving force of every activity that will be done.
- B. Determines the direction of action, namely towards the goal to be achieved. Thus motivation can provide direction and activities that must be done in accordance with the formulation of the goal.
- C. Selecting actions, namely determining what actions must be done that are harmonious to achieve goals, by setting aside actions that are not beneficial to these goals.³²⁹

In addition, there are other functions, motivation can function as a driver of effort and achievement. The existence of good motivation in learning will show good results. In other words, with a diligent effort and especially based on motivation, someone who learns will be able to produce good achievements. The intensity of a learner will determine the level of achievement of his learning achievement..

CONCLUSIONS

There are 2 motivations that students have in this package C, namely intrinsic and extrinsic motivation, where intrinsic motivation has a greater impact because it comes from their own will, and is supported by extrinsic motivation, namely motivation that comes from outside such as holding meetings with teachers.

Then the way to increase learning motivation in package C students by giving assignments by providing appropriate values and supported by providing direction for independent learning or with applications.

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³²⁷ Surawan, *Dinamika Dalam Belajar (Sebuah Kajian Psikologi Pendidikan)* (Yogyakarta: Penerbit K-Media, 2020).

³²⁸ Endang Titik Lestari, *Cara Praktis Meningkatkan Motivasi Siswa Sekolah Dasar* (Yogyakarta: Penerbit Deepublish, 2020).

³²⁹ Nurhayati, Arif Rahman, and Asep Iwan Setiawan, "Implementasi Manajemen Riayah Dalam Meningkatkan Kenyamanan Jamaah," *Tadbir: Jurnal Manajemen Dakwah* 6, no. 2 (2021): 137, <https://doi.org/10.15575/tadbir.v6i2.1038>.



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