

The Correlation of School Environment and Learning Motivation with Social Skills of Grade Three Students of SDN 5 Tilamuta of Boalemo Regency

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Abstract:- This study was aimed at investigating the correlation between school environments and learning motivation with social skills of the grade three students in SDN 5 Tilamuta of Boalemo Regency. The correlational method was used in this study. The sample in this study is 33 students of the total 187 students taken using the purposive sampling method. The output of this study was that there is a correlation between school environment and students' social skills; the degree of the correlation was 42.9%. This study also revealed that there is a correlation between learning motivation with students' social skill, the degree of correlation was 19.17%. There was a simultaneous correlation of school environment, and learning motivation with the social skills of the grade three students at SDN 5 Tilamuta of Boalemo Regency with the degree of correlation was 68%.

Keywords:- School environment, learning motivation, social skills.

I. BACKGROUND

In Law (Henceforth will be called as UU or Undang Undang) No. 20 of 2003 on National Education System in Article 17 (1) it was stated that compulsory education is a level of education that becomes the foundation for secondary education. Implementation of compulsory education shall refer to the objective above. Learning activities in elementary school shall put in place the basis for intellectuality, knowledge, personality, good morals, and skills to be independent and prepare them for further education.

Within the classroom learning, students receive and learn various skills. One of them is social skills. Social skills are a set of skill, basic skill needed by a human being to adapt and to build a relationship with others. It is necessary for each student to have them. This is mentioned in the general objectives of education, where it is necessary for people to have these social skills. Matson and Ollendick (in Widyanti, 2008: 48) interpreted social skills as one's ability to properly adapt to their environment and avoid conflict in communication, either physical or conflicts. Therefore, through education, students can adapt to their social environment and able to become good community members. Hence, it is expected that teachers should be able to develop and to equip students with skills that are useful for their lives among the community. In other words, students should be taught to master skills that are beneficial for their lives in the community.

Social skills learned by students in schools are abilities to read, write, propose ideas and state opinions, to care for others, respect for others, obedience to their teachers, ability to work in teams, helping others in need, and respecting those who have different opinions and ideas. These abilities need to be mastered by a student as early as possible for them to be successful in their social activities among the community, the school, and among their family; to enable them to adapt to changes in that happened over time in their environments. In principle, students will always play with their peers, either in or outside the school. Therefore, in order for them to be able to build a relationship with others, they need to be taught to be open toward things that are happening in their surroundings and build communication with others.

There are indicators of students who have good social skills according to Caldarella and Merell (in Subqi, 2015). Those are: 1) relationship with peers, which was shown through positive behavior toward peers, such as giving praise or advising others, offering helps to others, 2) self-management, which is a reflection of good emotional, able to control his or her emotion, obedience toward the rules and their boundaries, and accept critics from others, 3) academic ability, which is shown through tasks accomplishment independently, accomplishing home-works, and obeying the teacher's instruction, 4) obedience shows that students are able to follow the rule and expectation appropriately as well as managing their time properly, 5) assertive behavior, which dominated by abilities that made students able to show appropriate behavior in an appropriate time.

Social skills are beneficial for students such as, enabling them to have courage to talk, state their feelings and opinion or problems that they are currently facing, able to find solutions to their problems, have high responsibilities, and have ability to make informed decision, able to reject or state their disagreement toward negative influences from the environment. Thus, social skills are skills that have to be mastered by the students through learning activities to be able to adapt to their environments.

Based on observation result in grade three students of SDN 5 Tilamuta of Boalemo Regency, it was found that only small proportions out of 32 students who have social skills. A large proportion of these students are showing a lack of social skills. This was evident in group activities where students are unwilling to cooperate within the group distributed by the teachers; they preferred to work with groups that they used to interact with. This was due to the lack of their social skills and the habits carried over from

their initial environment. Hence, it influenced their social development. In addition, when students are yet able to interact or socialize with others, they played only with students who come from the same neighborhood. There were also students who are yet able to present in front of others, even they appeared to be shy in stating their opinions, and lack of ability work together in building a relationship with others.

Social skills are essential for students in supporting their achievements and level of closeness within the class. Students with a lack of social skills will tend to be introvert and often hard to communicate with others. Teachers are often able to remind those who disobey school rules from information that the teacher receives from students. There are students who only listen to the teachers, and when other students remind the person who disobeys the rule, conflict tends to disregard this reminder or warning.

To be able to overcome the negative impact of having a lack of social skills, factors that influence students to have lack of social skill needs to be understood. One of the factors that caused students to have low social skill is unsupportive school environment. This was found by Nartawidjaya in Setiasih (2006: 13-14) where he stated that factors that influence a student's social skill are internal and external factors; internal factors such as, intelligence, special talents, gender, motives, and personality. Whereas external factors that influence one's social skills are environments such as family, school, peers, and community environment. These internal-external factors are the integration of external and internal factors that consist of attitude, habits, emotion, and personality.

Elementary school time is often called as intellectual time or best time for schooling. In this period, students are relatively easier to be educated than in the previous or later periods. School is one of a place for students to learn knowledge to change their behavior, enriching their knowledge, and increase their skills, and shape their attitude to suit the norms. Therefore, the teachers' role in school is important. In a school environment, a student tends to learn together with friends who always help him/her in accomplishing the tasks given by the teacher. In addition, a positive school environment will also yield a positive impact on student's social skills. According to the National Discipline Movement (GDN) (in Tulus Tu'u, 2004:11), it was stated that school environment is an environment where students are habituated with values and rules, and the values of learning activities in various topics are expected to be internalized. Therefore, a good school environment will have implication on good learning result. Good school environment consists of supportive learning resources, and relevant learning materials, as well as competent teachers, and good relationship among students. Therefore, an environment that is relevant to the learning objectives is crucial for learning activities in supporting the establishment of a student's social skills.

In addition to the school environment, another factor that influences social skill is learning motivation. Willingness or desire of the students due to the internal or

external motivation to do learning activities in order to achieve the expected learning objectives. Motivation will cause a change of energy within a student, hence, its related to mental symptoms, feelings, and emotion of a person to act or do something. Motivation is related to one's intention to do, act, or make a decision on something based on his/her willingness. Therefore, in a learning activity, student's motivation to learn is highly expected, as a student who has learning motivation will be able to adapt with peers, environment, and able to achieve his/her objectives. Thus, it has an impact on good learning achievement. Learning motivation is influenced by internal and external factors. Those external factors such as parents, school, teacher's teaching method, reward and punishment system, environment, etc. Whereas the internal factor is the student's personal motive to learn, such as dreams, expectation, talents, intelligence, etc.

Based on this description, the author would like to investigate this phenomenon through research entitled, "Correlation of school environment and learning motivation with the social skills of grade three students of SDN 5 Tilamuta of Boalemo Regency".

II. LITERATURE REVIEW

A. Social skill

In Indonesian dictionary (KBBI 2016) the word skill is defined as aptitude in accomplishing tasks, able, and skillful. Therefore, skill is an aptitude in accomplishing tasks. Nadler ((2000: 73) mentioned that skill is an activity that needs practice or it can also be said that skill is the implication of practices. According to Dunnette (2002: 33) skill is the capacity needed to implement several tasks as the result of training and gained experience.

According to Robbins (2002: 494-495) that basically skills can be categorized into 4 types: a) basic literacy skill, skill to read, write and listen; b) technical skills, skill needed in developing the techniques that he/she owned; precise counting, operating computer; c) interpersonal skill, one's ability to efficiently interact with others and work colleagues; d) problem-solving skill is an activity to solve problems and ability to understand the roots of the problem, finding solutions, and analyzing and selecting the best solution for the problem.

B. School environment

School environment consists of the physical and nonphysical environment of the school (social environment). Physical environment consists of the school building, classrooms, laboratories, and libraries, etc. whereas non-physical environment (social environment) consists of school community like teachers, students, school staffs in their interaction to support the learning activities in school in order to achieve the learning objectives. School is an institution with important role in a student's life, as it is the second place in addition to the family that shapes the student's character and personality. According to Hasbullah (2006:34-35) school environment serves the following seven functions in our lives: a) develop mind intellectuality and provide knowledge; b) develop student's personality

holistically delivering knowledge and implement intellectual education; c) specialization, specialization, as diversity of jobs among the community and other social institutions also made school a social institution specialized its service in education and teaching; d) efficiency, school as a social institution who specialized in education and teaching, hence implementation of teaching and learning within the community become more efficient; e) socialization, school assists individual development into a social being that can well adapt within the community; f) cultural conservation and transmission, when a child is within the family environment that child is dependent upon his/her parents, when they come into school she/he gains opportunity to train himself/herself to be responsible as preparation before entering the life in community.

C. Learning motivation

Mc. Donald in Hamalik (2003:158) wrote: “*motivation is an energy change within the person characterized by affective arousal and anticipatory goal reactions.*” It means that motivation is a complex thing.

Fajar (2008:575) proposed that motivation is an intention that arises from a person, both consciously and unconsciously to act for certain purposes. This statement is also backed up by Eyesenck (in Slameto, 2010:170) who argued that motivation is formulated as a process that determines the level of activity, intensity, consistency, and general direction of human behavior as a complex concept and related to other concepts such as interest, self-concept, etc.

In addition, Purwanto (2011:71) who proposed that motivation is a motor, a conscious effort to influence one’s behavior in order for that person to act on to achieve certain objectives. Mc Donald (in Sardiman, 2008:73) asserted that motivation is a change of energy within a person which characterized by the emergence of feeling and reaction to achieve certain objectives. Winardi (2002:1) described motivation as a word derived from Latin, *movere*, which means to move. It was absorbed into English and becomes motivation which means to provide a motive, things that create an urge or situation that creates an urge. This is in line with Uno (2011:4) who argued that motivation is a thing that strengthens or power to push or encourage someone to achieve certain result and objective.

III. METHOD

This study was carried out in Public Elementary school (SDN) 5 Tilamuta of Boalemo Regency. It was carried out for three months from January to March 2017. This study used the descriptive quantitative method with correlational type of research. In this study there were three variables used, school motivation (X1), learning motivation (X2) and Social skill (Y).

The population of this study is all characteristics related to the school environment, learning motivation, and social skill. The number of population in this school is all students of SDN 5 Tilamuta of Boalemo Regency, with the total of 187 students. The samples are taken based on the

purpose of this study (purposive sampling) hence, the sample in grade 3 were 33 students. The data collection methods consist of 1) observation 2) questionnaire, and 3) interview.

The data were analyzed using inferential descriptive analysis. The descriptive analysis was used to obtain the description of the value range characteristics of each investigated variable. The description of the data from the research score is based on the average (mean), median, and modus of the grouped data. In addition, data variance was also calculated. The distribution of the data based on the frequency distribution table was visualized in the histogram. Inferential analysis was carried out through the statistical test.

A. Results and discussion

The average range score for a school environment was 97.212, therefore compared to the maximum score of 120 and a minimum score of 24, this average shows a positive response toward the school environment. Meanwhile, the median and the modus of the data was 97. This shows that the majority of the students have a positive response to their school environment.

The average of this data was in 73.37, by comparing the maximum score of 100 and a minimum score of 20, this average shows a good response to students’ learning motivation. Meanwhile, the media data was 71.8, and the modus of the data was 69.8. This number shows that the majority of the students have high motivation to participate in the learning process within the class.

The average of this data was 82.5, by comparing the maximum score of 110 and the minimum score of 22, and then this average shows good response related to students’ social skills. Whereas the median of the data was 82 and the modus of the data was 81.5. This shows that the majority of the students have high social skills in school and during the learning process in class.

B. Correlation of school environment (X1) and Social Skills (Y)

To prove the hypothesis of this study, a simple regression model was made where, $\hat{Y} = -1.3765 + 0.8669 X_1$, further, the significance of this regression formula was made, where it was found that $F_{count} = 23.3216$. Next, the F_{table} was looked at with the degree of regression freedom = 1 and the degree of residual freedom = 31; it was obtained that the F_{table} in the significance level of $\alpha = 0.05$ was 4.16. As $F_{count} < F_{table}$ and H_0 are rejected when $F_{count} > 23.3216 > 4.16$ then it was pronounced that H_0 is rejected which means that this regression equivalence is very significant.

Further, the linearity test of the regression was carried out, where it was obtained that $F_{count} = 0.7539$ in $\alpha = 0.05$ and TC degree of freedom = 21 and the Galat degree of freedom = 10, it was obtained that the $F_{table} = 2.76$, with the testing criteria of H_0 is accepted when $F_{count} < F_{table}$ and H_0 is rejected when $F_{count} > F_{table}$, as $F_{count} < F_{table}$ or $0.7539 < 2.76$ in

$\alpha=0.05$ then H_0 is accepted, which means that the regression formula of $\hat{Y} = -1.3765 + 0.8669 X_1$ is linear.

Calculation of correlational coefficient by using the Pearson Product moment formula, it was obtained that $r_{xy} = 0.66$ with the determinant coefficient $r_{xy}^2 = 0.4293$. Thus, it was concluded that the contribution of school environment variable was 42.9% toward the social skill. This influence is considered as a large influence on the students' social skill. In addition, there might be other factors that contributed to the social skill of the students such as, teacher and students' communication pattern in the school as well as other uninvestigated factors. Further, the significance test of the correlational coefficient was carried out using a t-test. Hence, it was obtained that $t_{count} = 4.8292$. Then, the t_{table} was 1.69. As $t_{count} > t_{table}$ or $4.8292 > 1.697$ in $\alpha = 0.05$ then H_0 is rejected, which means that the correlational coefficient of the school environment (X_1) and social skill (Y) is very significant.

Based on the result of this study, it was revealed that the school environment is highly influential in the students' social skill. By refereeing to the school environment indicators and social skill, there were several possible correlations. For instance, the teacher's teaching method is directly and strongly related to the students' ability to listen and propose their opinions and ideas appropriately. A good relationship between teachers and students, and among students can encourage students to work together and help each other. In extracurricular activities, students can be trained to respect their classmates' works. Adjusting to the school conditions and supporting classrooms also influence students' comfort ability in the school environment.

C. Correlation between learning motivation (X_2) and Social Skills (Y)

This test was carried out by testing the simple regression model and the linearity of the model through hypothesis. H_0 : regression model is insignificant, H_1 : the correlation model is not linear. Moreover, the significance coefficient correlation was also carried out.

The obtained simple regression model was $\hat{Y} = 49.8974 + 0.4454 X_2$, further, an analysis was made to test the significance of the regression model where $F_{count} = 7.3507$. Further F_{table} was determined with the degree of freedom of the regression = 1 and residual degree of regression = 31. It was obtained that F_{table} in the significance of $\alpha = 0.05$ was 4.16 as $F_{count} > F_{table}$ or $7.3057 > 4.16$, then it was stated that H_0 was rejected which means that this regression model is highly significant.

Further, a linearity test of the regression was carried out; it was obtained that $F_{count} = 1.3444$ in $\alpha = 0.05$ and TC degree of freedom = 18 and Galat degree of freedom = 13, it was obtained the $F_{table} = 2.485$ using the test criteria: H_0 is accepted when $F_{count} < F_{table}$ and H_0 are rejected when $F_{count} > F_{table}$. Because $F_{count} < F_{table}$ or $1.3444 < 2.485$ in $\alpha = 0.05$ then, H_0 is accepted, which means that this $\hat{Y} = 49.8974 + 0.4454 X_2$ regression model is linear.

The calculation of the correlational coefficient using the Pearson Product Moment revealed $r_{xy} = 0.44$ with determinant coefficient $r_{xy}^2 = 0.1917$. Thus, it can conclude that the contribution of learning motivation was 19.17% toward social skill variable. This influence is a bit weak in influencing the social skill of the students, in addition, it was possible for other factors to influence students' social skills, such as parenting style of the parents, and other uninvestigated factors. Further, the significance test of the correlational coefficient was carried out using the t-test. It was obtained that the $t_{count} = 2.5767$. Next, the t_{table} in $\alpha = 0.05$ was determined by using the partial test with $df = 31$. It was obtained that the t_{table} was 1.69. Because the $t_{count} > t_{table}$ or $2.5767 > 1.697$ in $\alpha = 0.05$, then H_0 is rejected, which means that the correlation of learning motivation (X_2) and social skill (Y) is very significant.

This study reveals that there is a significant influence on students' learning motivation toward the students' social skill in school. This was backed up by several theories on the relationship between learning motivation and social skill. For instance, the existence of desire and willingness are able to encourage students to work together in accomplishing tough tasks; the existence of curiosity in students made them attentive listeners and able to state their opinions. The urge and the need for learning encourage students to respect others and learn from anyone, including their peers. Eagerness to investigate and solve problems made students want to help others who have problems. Therefore, it is clear that there is a correlation between learning motivation and students' social skill.

D. Correlation of school environment (X_1) and learning motivation (X_2) toward social skill (Y)

In multiple regression analysis made to see the significance of the correlation between two X variables against the Y variable. the following regression model was found, $\hat{Y} = 5.0310 + 0.7583 X_1 + 0.1922 X_2$. Further, the F test was carried out to investigate the significance of the multiple regressions. From this test, it was revealed that $F_{count} = 12.69$. this F_{count} value was compared against F_{table} , in $\alpha = 0.05$ where $F_{(0.05)(k)(n-k-1)} = 3.32$. moreover, when compared against F_{count} , it was found that $F_{count} > F_{table}$ or $12.69 > 3.32$, thus, the multiple regression model is very significant.

Next, the multiple correlational coefficient was carried out and it was found that $F_{count} = 12.69$ in $\alpha = 0.05$ and $F_{table} = F_{(0.05)(2)(30)} = 3.32$. It revealed that $F_{count} > F_{table}$ or $12.69 > 3.32$ hence, the multiple correlational coefficients between X_1 and X_2 with Y is very significant. The following is the correlational table of each variable in this study:

Table 1: Summary of Research Data Analysis

Variable	r	r ²	Determinan t	tcount	T _{t(0,05)}
X ₁ Y	0,66	0,429	42,93%	4,8292	2,039
X ₂ Y	0,44	0,1917	19,17%	2,5767	2,039
(X ₁ +X ₂)Y	0,68	0.458	45,8%	12,69	3,32

Source: Research Data Analysis 2017

From the data above, it was clear that t_{count} and F_{count} are larger than the coefficient within the table. Hence the hypotheses were accepted.

Statistical test as carried out in the previous discussion could prove that there was a significant correlation between the variables. The simultaneous correlation of the school environment and the learning motivation with the social skill was also evident. Teacher's teaching method and students' curiosity encourage students to become attentive learners and able to state their opinions appropriately. The good relationship between teacher and students, and among students enables the effective communication that supports the establishment of several social skill components. Teacher's professionalism in teaching which supported by school facilities also encourages students to have high learning motivation. Hence, the conducive social situation can be established in the class.

IV. DISCUSSION

In relation to the school environment and social skill, it was stated that the school is the basis for social skill development, as students interact with many people in this environment. Therefore, the function of school for the students needs to be highlighted again. By referring to Hasbullah (2006), who stated that there were seven functions of the school namely: a) develop mind intellectuality and provide knowledge; b) develop student's personality holistically delivering knowledge and implement intellectual education; c) specialization, specialization, as diversity of jobs among the community and other social institutions also made school a social institution specialized its service in education and teaching; d) efficiency, school as a social institution who specialized in education and teaching, hence implementation of teaching and learning within the community becomes more efficient; e) socialization, school assists individual development into a social being that can well adapt within the community; f) cultural conservation and transmission, when a child is within the family environment that child is dependent upon his/her parents, when they come into school she/he gains opportunity to train himself/herself to be responsible as preparation before entering the life in community. Based on these functions, the social skill is closely related with the school environment where the student learns. Based on this study, it was revealed that a good school environment influences students' social skill in reference to the indicators of school environment and skill. Several possible correlations that can be drawn are; for instance, a good teaching method from a teacher directly and closely related to the students' ability to become attentive listeners and appropriately able to state their ideas and opinions. A good relationship between teacher and students, and among students can influence students to help each other and cooperate with each other. In extracurricular activities, students can be trained to respect their classmates' works. Adjusting to the school conditions and supporting classrooms also influence students' comfortability in the school environment.

Social skill is related to individual aptitude in establishing interaction between oneself and the environments. To measure a learner's skill, the social aspects and indicators of social skill need to be previously defined. This is in order to ease the classification of the individual whether they have the good social skill or not. On the other hand, we also understand learning motivation is an internal and external urge of an individual in relation to his or her willingness to learn to achieve his or her objectives. The objective is the target that made an individual move or urged to act. In relation to a learning activity, it is essential to determine and state the learning objectives that would like to be achieved in the learning process. Thus, learners know what the learning objectives that they would like to achieve are and finding out the benefit of learning the materials taught by the teacher. According to the result of this research, it was found that there was significant influence between learning motivation and students' social skill in school. This was backed up by several theories of correlation between learning motivation and social skill. For instance, the existence of urge and willingness to success encourage students to work together and do tough jobs, while the existence of curiosity encourage students to be attentive listeners and appropriately able to state their ideas and opinions. The urge and needs in learning encourage students always to respect others and learn from anyone, including their peers. Eagerness to explore and solve problems make students willing to help others to solve their problems. It is clear that there is a correlation between learning motivation and students' social skill.

The statistical tests that were carried out above were able to prove the significant simultaneous correlation of school environment and learning motivation with the students' social skill. Appropriate teaching method and supported by students curiosity encourage students to listen and state their opinions appropriately. The good relationship between teacher and students, and among students enables the effective communication process that supports several components of social skill. Teacher's professionalism in teaching which also supported by several facilities in the school encourages students to have a high urgency to learn hence, the good academic condition can be established within the class. During elementary school age, children's social-emotional condition are in a vulnerable stage and need continuous stimulations that suit their development stage and supported by the conducive environment in order to reach their maximum social skill potential such as providing students with opportunities to express their knowledge and experience through useful activities both at home and in school.

V. CONCLUSION

Based on the discussion above, several things can be concluded from this study, such as there was a correlation between the school environment and the students' social skill in SDN 5 Tilamuta of Boalemo Regency. The correlation degree was 42.9 %; there was a correlation between learning motivation and social skill of the students in SDN 5 Tilamuta of Boalemo Regency, with the degree of correlation was 19.17%; there was a simultaneous

correlation between school environment and students' learning motivation with the students' social skill in SDN 5 Tilamuta of Boalemo Regency, with the degree of correlation was 68 %.

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