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The Influence of Facilities and Infrastructure on Increasing Student Learning Motivation in the MPI IAIN Curup Study Program

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Abstract

Background of Study: Particularly at higher education institutions, the provision of sufficient infrastructure and learning facilities is crucial for fostering student enthusiasm and academic achievement. Many study programs still have restrictions in this regard, however.
Aims and Scope of Paper: This study aims to determine what facilities and infrastructure are needed in the MPI Study Program to support the learning process and whether these facilities and infrastructure affect the learning motivation of MPI study program students at IAIN Curup.
Method: This research is a type of correlation study with two independent and dependent variables. The population of this study consisted of 94 students, with 25 eighth-semester students serving as a test sample for the questionnaire, while 69 second, fourth, and sixth-semester students comprised the research sample. Data collection techniques included questionnaires and unstructured interviews, using instruments with a modified Likert scale. Simple linear regression was used as part of data analysis methods.
Result: The findings demonstrated that the infrastructure and learning facilities had a favorable and noteworthy impact on the students' motivation to learn in the MPI IAIN Curup study program, expressed by the regression equation $\hat{Y} = 1{,}846 + 1{,}220\ X$. The strength of the influence or causality relationship is indicated by the beta coefficient of 0.955.
Conclusion: Given the significant positive influence of learning facilities and infrastructure on learning motivation, there is a need to enhance the MPI IAIN Curup study program's infrastructure and learning facilities' accessibility and use.

A. Introduction

In the current context of globalization and the industrial Revolution 4.0, the education sector has faced various challenges, especially regarding quality, access, and technological adaptation. Many countries, including Indonesia, continue to strive to improve the quality of education by implementing measures such as curriculum reform, digitizing learning, and providing adequate facilities and infrastructure. In addition,

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the Indonesian government has recognized that significant investment is needed in these areas to address the issues highlighted by low PISA scores, which indicate a lack of resources and teaching quality (Mustafa, 2023). However, many educational institutions, especially in certain regions, still face the problem of limited infrastructure and facilities that affect the quality of the teaching and learning processes (Saputri & Fatmawati, 2024). In higher education institutions, having libraries, laboratories, comfortable classrooms, and access to information technology is essential for creating a good learning environment (Xu, 2023).

Students' motivation to learn is a crucial component that may be understood as a force that propels perseverance and excitement in completing the learning process, originating from both internal (intrinsic motivation) and external (extrinsic) sources. In the context of learning and working, as well as in a variety of other activities, people's motivation will greatly influence the caliber of the conduct they exhibit. The study of motivation has always been important, especially for academics, educators, and teachers, especially when it comes to efforts to improve student performance and learning attainment in a variety of professions.

(Abdallah, 2022) states that there are two types of learning motivation: first, intrinsic motivation, which refers to motives that are active and functional without needing external stimulation because an individual already has an internal drive to do something. When someone has intrinsic motivation, they will consciously engage in learning activities and always want to progress, so they do not need external motivation. This is driven by a positive desire, believing that what is being learned will be useful in the future. Second, extrinsic motivation refers to motives that are activated and function due to external stimuli. Motivation is considered extrinsic when learners place their learning goals outside the factors of the learning situation. Various methods can be employed to motivate students to learn.

(Primawati et al., 2024) states that there are seven principles that can increase learning motivation, namely: first, students will be more enthusiastic if the topic to be studied is interesting and useful to them; second, learning objectives are clearly formulated and communicated to students so that they know the purpose of learning; third, students are always informed about their learning outcomes; fourth, praise and rewards are more effective than punishment, though punishment may occasionally be necessary; fifth, leveraging students' attitudes, aspirations, and curiosity; sixth, paying attention to students' attitudes, such as differences in motivation, background, and attitudes toward school or specific subjects; seventh, striving to meet students' needs by always paying attention to them and organizing good learning experiences so that students feel satisfied and appreciated, and directing their learning experiences toward success, thereby developing self-confidence and confidence in their ability to learn.

(Urhahne & Wijnia, 2023) identifies six motivators for learning, namely: 1) a desire to learn and explore the wider world; 2) a creative nature and a desire to continue progressing; 3) a desire to gain the approval of parents, teachers, and friends; 4) a desire to improve upon past failures through cooperative competition; 5) the desire to achieve comfort by mastering the subject matter; and 6) the presence of rewards or punishments as the outcome of learning activities. (Putri & Marsofiyati, 2024) stated that the factors influencing learning motivation are divided into two categories: intrinsic motivation, which includes 1) the need for recognition and 2) self-actualization. Second, extrinsic motivation includes: 1) the quality of the lecturers, 2) the weight of the course material taught, 3) the teaching methods used by lecturers, 4) the classroom environment, and 5) library facilities available to students.

Regarding the extent to which facilities and infrastructure influence student learning motivation can be summarized as follows: First, regarding extrinsic motivation, as mentioned by (Pandya, 2024) motivation is not only driven by internal factors but also by external factors, which are intrinsic motivations. Second, strive to meet the needs of students by always paying attention to them and organizing good learning experiences so that students feel satisfied and appreciated, and direct their learning experiences toward success, there by building self-confidence and achieving academic achievement one of the seven principles that can enhance learning motivation, as proposed by (Gahramanli, 2024). Third, one of the six motivators for learning is the desire to gain the approval of parents, teachers, and peers, as noted by (Apaza et al., 2024).

(Wijono & Riyadi, 2023) explains that all furnishings, supplies, and equipment used directly in the teaching process at school are considered facilities. (Frameilia et al., 2023) defines facilities as all the necessary resources in the learning process, which may include movable or immovable items to achieve educational

objectives. (Dayanti et al., 2021) defines facilities or tools as everything needed in physical education, sports, and health education that is easy to carry and can be moved by the practitioner or student.

The definitions mentioned above can be summarized as follows: facilities are everything used as tools in achieving educational goals and objectives that utilize physical activities to produce physical, mental, and emotional changes. Furthermore, (Smith, 2016) defines infrastructure etymologically as indirect tools for achieving goals. Educational infrastructure includes locations/places, school buildings, sports fields, and so on. (Singh, 2024) states that infrastructure or equipment refers to anything required for physical education learning, which can be moved (semi-permanent) but is heavy and difficult to handle. Examples include mats, vaulting boxes, parallel bars, horizontal bars, uneven bars, table tennis tables, and trampolines. These tools should ideally not be moved around to prevent damage unless the space is limited and they must be disassembled and reassembled. (Apriawan et al., 2021) defines educational infrastructure as facilities that support educational activities, such as buildings and other immovable objects. According to the aforementioned experts' opinions, educational infrastructure in physical education refers to everything that is necessary for the learning process and is either permanent or semi-permanent in nature; this is known as equipment, whereas permanent infrastructure is known as facilities.

Humans are evolving beings, active beings. Human actions or behaviors are determined not only by external factors but also by internal factors. Their actions or behaviors are driven by forces within themselves, or what are called motives. Motives are defined as the driving forces within humans that are directed toward specific goals. From the moment humans are born, they possess certain motives, and with these motives, individuals strive to fulfill their needs, particularly those essential for survival. This means there are natural motives that exist from birth. As individuals develop further, they fulfill these needs. Their manifestation is limited or influenced by environmental conditions; therefore, there are learned motives. Thus, individuals possess both natural and learned motives. Motivation is viewed as the desires and goals that drive behavior. Motivation involves the study of two distinct questions regarding individual behavior: Why do individuals choose certain behaviors and reject others? And why do individuals feel confident and persistent in maintaining the behaviors they have chosen, even though it often requires a long time and involves obstacles and difficulties? (Abdullah, 2019).

According to (Abdullah, 2019), a shift in energy within a person or individual, marked by the appearance of emotions and behaviors to accomplish a goal, is called motivation. According to (Abdullah, 2019), motivation is a change in energy within a person, characterized by the emergence of feelings and preceded by a response to the existence of a goal. According to (Schunk, 2023), motivation is the result of a desired outcome that an individual seeks to achieve and an expectation that their actions will lead to the desired outcome. According to (Farantika et al., 2024), Motivation is a shift in an individual's energy that is preceded by a reaction to the existence of a goal and is characterized by the presence of feelings. According to another opinion, motivation is an internal force that drives, directs, or leads behavior toward a goal. Essentially, this formulation, when examined carefully, is a general term that encompasses the meanings of drive, desire, need, and will. The relationship between needs, desires, and satisfaction is depicted as a chain according to Barelson and Steiner (Mukba, 2023). According to the definitions given above, learning motivation is the sum of an individual's internal driving forces, or motivations, which initiate learning activities, guarantee the learning process's continuity, and help them reach their desired outcomes.

The theory of achievement needs developed by McClelland to accomplish a goal or According to Need for Achievement (N. Ach), a person's level of motivation fluctuates based on how strong their need for achievement is. According to (Siljob et al., 2020), the drive to: "Perform a challenging task or job" is the definition of the urge for achievement. To complete these duties as fast and autonomously as possible under the circumstances, master, manipulate, or arrange actual objects, people, or concepts. overcoming challenges, achieving high standards, performing at one's best, winning competitions, and developing oneself by effective skill application.

1) A tendency to perform tasks of moderate difficulty; 2) A preference for situations in which their performance is the result of their own efforts, rather than other factors such as luck; 3) A desire to receive feedback on their successes and failures, compared to those who are less successful," are three characteristics of high achievers (Jia et al., 2022). The fundamental tenet of motivation theory is that humans have five levels of hierarchical needs: 1) physiological needs, which include needs for food, drink, rest, and sex; 2) safety needs, which include mental, psychological, and intellectual needs in addition to

physical ones; 3) love needs; 4) esteem needs, which are typically represented by different status symbols; and 5) self-actualization, which refers to the availability of opportunities for a person to transform their potential into actual abilities (Teodorescu et al., 2017).

There are several previous studies that are relevant to the researcher's study, including the following: First, (Amna, 2017) "Laboratories as a Means of Learning Chemistry to Improve Scientific Knowledge and Skills" is the title of the journal. According to the studies published in the aforementioned publication and others, laboratory infrastructure and facilities are crucial to the scientific learning process in science education, particularly chemistry. Regarding the relevance of the research conducted by Amna Emda in the above journal to the researcher's study, both discuss how facilities and infrastructure are urgent needs. The difference is that while the journal emphasizes laboratory facilities and infrastructure as an absolute necessity, the researcher's study aims to explore the extent to which these facilities and infrastructure influence students' learning motivation. Second, (Oktavia et al., 2016) Journal Title: "The Influence of the School Environment on Motivation to Study Sociology in High School." The conclusion of the research in the above journal is that the influence of the school environment on students' motivation to study sociology is 97%. Regarding the relevance of the research conducted by Dita Oktavia in the above journal, it is similar to the researcher's study in that both discuss learning motivation. The difference is that the above journal discusses the school environment as an object that influences student learning motivation, while the researcher's study examines the extent to which facilities and infrastructure influence student learning motivation. Third, (Joenita, 2017) The impact of learning motivation and learning style on high school students' academic performance in Tuban City is the title of the journal. According to the findings of the study published in the aforementioned magazine, academic achievement is significantly impacted by both learning motivation and learning style. Regarding the relevance of the research conducted by Joenita Darmawati in the above journal to the researcher's study, both discuss learning motivation; however, the difference is that the above journal reveals that learning motivation and learning style can improve students' academic achievement, while the researcher's study explores the extent to which facilities and infrastructure influence students' learning motivation. Fourth, (Riswanto, 2016) "The Impact of the Team-Assisted Individualization Cooperative Learning Model on Student Learning Motivation" is the title of the journal. One of the learning methods that can boost students' willingness to learn is the TAI (Team Assisted Individualization) cooperative learning model, according to the study's findings. Regarding the relevance of Ari Riswanto's research in the above journal to the researcher's study, both discuss learning motivation. However, the difference is that Ari Riswanto conducted research and found that the TAI model is one of the learning models that can enhance students' learning motivation. Meanwhile, the researcher's study explores the extent to which facilities and infrastructure influence student learning motivation. Sixth, (Anggraini, 2016) Journal Title: "Learning Motivation and Influencing Factors: A Study on Student Learning Interaction." The conclusions in the above journal include the following intrinsic factors that influence student learning motivation: 1) the quality of the lecturers; 2) the weight of the course material taught; 3) the teaching methods used by lecturers; 4) the conditions and atmosphere of the lecture room; and 5) library facilities that can be utilized by students. The relevance and connection between the results of the aforementioned study and the researcher's study is that both discuss student learning motivation, while the difference is that Irmalia Susi Anggraini's study discusses the factors that can influence student learning motivation. In the meantime, the researcher's research looks at how much infrastructure and facilities might affect students' willingness to learn. This study use a quantitative methodology to conduct a correlational analysis, testing hypotheses to explain how independent variables affect dependent variables. A quantitative approach was used because the data obtained were related to numbers that allowed the use of statistical analysis techniques. The research subjects were students in the Islamic Education Management Study Program at IAIN Curup. Data collection in this study was conducted using questionnaires to reveal information on the effectiveness of learning facilities and infrastructure, as well as student learning motivation. To gather data on learning facilities and infrastructure and learning motivation in this study, a modified Likert scale instrument was used.

Based on the above description, the problems in this study are: (1) What facilities and infrastructure are needed to support the learning process in the MPI Program at IAIN Curup? (2) Do the available facilities and infrastructure influence the learning motivation of students in the MPI Program at IAIN Curup? Therefore, a study was conducted titled "The Influence of Facilities and Infrastructure on Increasing Student Learning Motivation in the MPI IAIN Curup Study Program."

B. Research Methods

This study use a quantitative methodology to conduct a correlational analysis, testing hypotheses to explain how independent variables affect dependent variables. A quantitative approach was used because the data obtained were related to numbers that allowed for the use of statistical analysis techniques. The research subjects were students in the Islamic Education Management Study Program at IAIN Curup. Data collection in this study was conducted using questionnaires to reveal information on the effectiveness of learning facilities and infrastructure, as well as student learning motivation. To gather data on learning facilities and infrastructure and learning motivation in this study, a modified Likert scale instrument was used. The alternative answers have four gradations, as shown in the following **Table 1**:

Table 1. Alternative Scores for Questionnaire Answers

Positive Statement		Negative Statements	
Alternative Answers	**Score**	**Alternative Answers**	**Score**
Strongly agree	4	Strongly agree	1
Agree	3	Agree	2
Disagree	2	Disagree	3
Strongly Disagree	1	Strongly Disagree	4

The learning motivation questionnaire used in this study is based on (Taluke et al., 2019), who argues that learning motivation is an internal and external encouragement within a person who is learning to make behavioral changes, generally with several supporting indicators or elements. This plays a significant role in an individual's success in learning. The following categories can be used to group learning motivation indicators: A person can learn effectively if they have the following: a) the drive and ambition to succeed; b) the need and desire to learn; c) the hopes and aspirations for the future; d) rewards for learning; e) engaging activities for learning; and f) a supportive learning environment.

The indicators above are tailored to the needs of this study. The indicator consists of 17 statements that assess motivation and need to learn, ambition for the future, appreciation for learning, interesting learning activities, a conducive learning environment, and the desire to succeed. The Learning Motivation Questionnaire grids are listed in Table 2 below:

Table 2. Learning Motivation Questionnaire Grid

No	Indicator	Item Number		Sum
		Positive	**Negative**	
1	Desire and desire to succeed.	1,2,3,5	4,6	6
2	Encouragement and need for learning.	7	8,	2
3	Hopes and aspirations for the future.	9,10,11	12	4
4	Rewards in learning	13,14	-	2
5	Interesting activities in learning.	15,16	17,18	4
6	Conducive learning environment.	19,21	20,22	4
	SUM	**14**	**8**	**22**

The Learning Facilities Questionnaire consists of 12 statements from two measured aspects, namely the availability of learning facilities and the effectiveness of the use of learning facilities. These two components are intended to determine the extent to which facilities help students learn effectively, as shown in **Table 3.**

Table 3. Questionnaire Grid Learning Facilities

No	Indicator	Item Number	Sum
1	Availability of learning facilities in the classroom	1,13,14,15,16	5
2	Availability of learning facilities at home.	2	1
3	The quality of the learning facilities on campus.	12	1
4	The Effectiveness of Learning Tools Student enthusiasm for learning.	3,4	2

5	The effectiveness of the means for learning independence.	6,7,8,9,10	5
6	The effectiveness of the means on achievement.	11,5	2
	SUM		**16**

Meanwhile, interviews were conducted with the managers of the Study Program, starting with the Head of the Study Program, the staff of the MPI Study Program, the Head of the General Subdivision of the Faculty of Tarbiyah, the Head of UAK of the Faculty of Tarbiyah, and the lecturers who teach courses in the MPI Study Program. As a sampling method, this study used purposive sampling. (Bell et al., 2023) explained that purposive sampling is a non-probability sampling method in which researchers select group members based on certain characteristics related to the research objectives. A total of 69 students from the IAIN Curup MPI Study Program in semesters II, IV, and VI were selected as the main sample, and 25 students from semester VIII were selected to test the validity and reliability of the instrument. Data for this study were also collected over a period of about two months, from February to March 2025. This included distributing questionnaires and conducting unstructured interviews with various parties involved in the study program. Systematically, the following steps were taken in the research procedure: (1) preliminary study and literature review; (2) making and testing research instruments; (3) determining the sample using the purposive sampling technique; (4) collecting data through questionnaires and interviews; (5) analyzing data using descriptive statistics and simple linear regression; and (6) drawing conclusions based on the findings of the analysis.

This study was also limited to students of IAIN Curup's Islamic Education Management (MPI) Study Program who studied in the even semester of the 2023/2024 academic year. No direct or longitudinal observation approach was used in this study. Instead, this study only examined how learning facilities and infrastructure affect students' learning motivation. The instruments used included a modified Likert scale questionnaire and an unstructured interview guide.

In order to evaluate if the instrument used to collect research data is practical, instrument testing is done to ascertain the validity and reliability of the instrument. Valid and reliable instruments are essential for obtaining valid and reliable research results, ensuring the instrument yields dependable outcomes. Testing of research instruments is performed outside of research samples that share similar characteristics. The validity test focuses on the accuracy of the measuring instrument concerning the concept being measured, ensuring it genuinely measures what it is intended to measure. An invalid statement or question indicates that it lacks the ability to measure what it should; such items should be dropped. The Pearson Product Moment correlation calculation is used to assess the validity of the research tool. To accept or reject each analyzed item in the statement, an analysis criterion is necessary, encompassing both criteria related to validity testing and reliability calculations. Reliability calculations are conducted to establish the level of accuracy (reliability or consistency) of the data collection tools (instruments) used. To determine the reliability of the instrument, the Cronbach's Alpha formula is applied.

After testing the Learning Facilities instrument, the next step is to conduct a validity test using the formula set above, namely the Product Moment correlation formula, with a significance level $\alpha = 0{,}05$. Of the 12 statements that were tested for validity, no items were found that did not meet the requirements. All question items are declared valid. Meanwhile, from the results of the reliability calculation of the learning instrument, the reliability value of the Cronbach's Alpha was obtained $y = 0{,}703$ (high correlation rate). Thus, the reliability of the instrument, when referring to the criteria from Guilford, can be concluded to indicate that the Learning Facilities instrument that has been tested is reliable. Therefore, the instrument can be used in this study.

After testing the instrument, the next step is to test the validity by using the formula determined above, namely the Product Moment correlation formula, with a significance level $\alpha = 0{,}05$. Of the 17 statement items tested, and after analyzing the item validity test, it was found that two items did not meet the requirements: statement items number 4 and number 17, which were declared dropped because r_{count} is smaller than r_{table}. While fifteen other questions were declared valid. Meanwhile, from the results of the instrument reliability calculation, the reliability value of the Alpha Cronbach instrument $y = 0{,}785$ (high correlation level) was obtained. Thus, the reliability of the instrument, when referring to the criteria from Guillford, can be concluded that the learning motivation instrument that has been tested has reliability. So that the instrument can be used in this study.

The amount that one independent variable (X) influenced the dependent variable (Y) was measured through data analysis using basic linear regression. The following criteria must be fulfilled in order to be eligible: 1) the number of samples used must be equal; 2) the independent variable (X) must add up to one; 3) the residual values must be normally distributed; 4) the independent variable (X) and the dependent variable (Y) must have a linear relationship; 5) there must be no signs of heteroscedasticity; and 6) there must be no signs of autocorrelation (for time series data). Before the simple regression analysis test is carried out, the data must first pass the feasibility requirements of the simple linear regression model, namely the normality test, the linearity test, and the heteroscedasticity test. In the meantime, since this study's data does not contain time series data, the autocorrelation test is not required. To ascertain if the data utilized in this study is regularly distributed, the normality test is employed. A good correlation should show a linear relationship between the independent and dependent variables. The linearity test is used to determine whether two variables have a significant linear relationship. In the meanwhile, a basic regression model's residual values are examined for variance differences between observations using the heteroscedasticity test.

C. Results and Discussion

The description of the research data obtained from this field is intended to provide an overview of the data dissemination or data distribution in the form of central symptom size, location size, and frequency distribution. The figures presented, after being processed from raw data using descriptive statistics, describe the mean values, medians, standard deviations, variances, and frequency distributions, accompanied by graphs in the form of bar charts. Based on the number of variables and referring to the research problem, it can be grouped into two parts, namely Learning Facilities (X) and Learning Motivation (Y). From the data obtained, the distribution of each variable can be described. Data grouping, frequency distribution, mean, median, mode, standard deviation, variance, range, minimum, maximum, and sum are included. The results of the description can be seen in the following **Table 4**:

Table 4. Summary of Statistical Analysis of Each Variable

		Learning Facilities	Learning Motivation
N	Valid	69	69
	Missing	0	0
Mean		31,2319	39,9565
Median		32,0000	42,0000
Mode		31,00	45,00
Std. Deviation		8,54081	10,91469
Variance		72,945	119,130
Range		31,00	40,00
Minimum		14,00	18,00
Maximum		45,00	58,00
Sum		2155,00	2757,00

According to statistical calculations, students at IAIN Curup's Islamic Education Management Study Program gave learning facilities scores ranging from 14 to 45, with a range of 31 below and above. Twelve questions were used to get the final score. The minimum and maximum theoretical scores that can occur are 12 and 48. The calculation of the score distribution resulted in a mean value of 31.2319, a median of 32.00, a mode of 31.00, a standard deviation of 8.54081, and a variance of 72.945. The distribution of Learning Facilities data according to students in the MPI IAIN Curup Study Program in the form of score frequency distribution is presented in **Table 5**, while the bar diagram of the score frequency distribution is shown in **Figure 1**.

Table 5. Frequency Distribution of Learning Facilities Score

No	Interval	Frequency Absolute	Frequency Relative %	Frequency Cumulative %
1	14 – 18	6	8,70	8,70
2	19 – 23	7	10,14	18,84
3	24 – 28	9	13,04	31,88
4	29 – 33	10	14,49	46,38
5	34 – 38	17	24,64	71,01
6	39 – 43	12	17,39	88,41
7	44 – 48	8	11,59	100,00
	Sum	**69**	**100**	

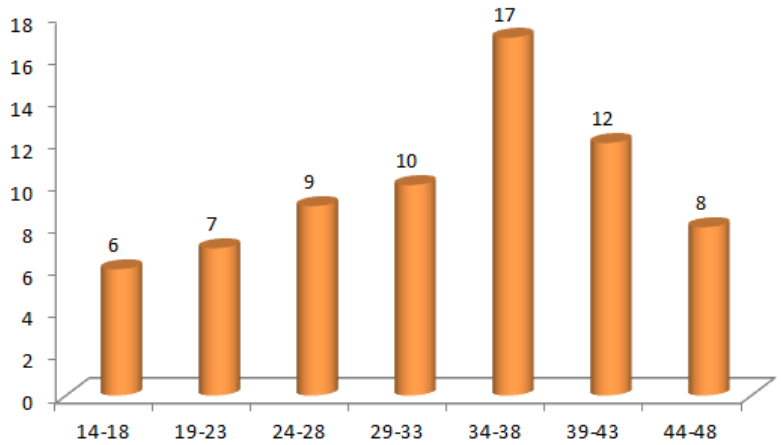

Figure 1. *Learning Facilities Score Bar Chart*

From the results of the calculation of average scores and standard deviations, the distribution of Learning Facilities data scores according to students in the MPI Study Program at IAIN Curup can be classified into high, medium, and low. The number of respondents who fall into the high category have a total score higher than the average score plus the standard deviation, the medium category has a total score higher than the SAMPI's standard deviation and the average score lower than the standard deviation, and the low category has a total score lower than the average value minus the standard deviation. **Table 6** displays the complete results of the classification calculation for these respondents.

Table 6. Classification of Learning Facilities Score (X)

Variable data of learning facilities			
Category	**Interval**	**Sum**	**Percentage**
Low	> 23	13	18,84
Medium	23 – 40	44	63,77
High	< 40	12	17,39
	Sum	69	100

Based on table 6 above, we can see that the dominant score of Learning Facilities is in the medium category, which is 44 students or 63.77%, while for the low and high categories respectively there are 13 students or 18.84% and 12 students or 17.39%. Based on the results of statistical calculations on the student Learning Motivation score in the Islamic Education Management Study Program at IAIN Curup, the lowest score was 18 and the highest score was 58 with a range of 40. The total score was obtained from 12 questions. The minimum and maximum theoretical scores that can occur are 15 and 60. The calculation of the score distribution resulted in a mean value = 39.9565, median = 42.00, mode = 45.00, standard deviation = 10.91469 and variant = 119.130, the distribution of student Learning Motivation data in the MPI IAIN

Curup Study Program in the form of score frequency distribution is presented in **Table 7**, while the bar chart of the score frequency distribution is shown in **Figure 2.**

Table 7. Frequency Distribution of Learning Motivation Score

No	Interval	Frequency Absolute	Frequency Relative %	Frequency Cumulative %
1	18 – 23	5	7,25	7,25
2	24 – 29	7	10,14	17,39
3	30 – 35	9	13,04	30,43
4	36 – 41	11	15,94	46,38
5	42 – 47	16	23,19	69,57
6	48 – 53	12	17,39	86,96
7	54 – 59	9	13,04	100,00
	Sum	**69**	**100**	

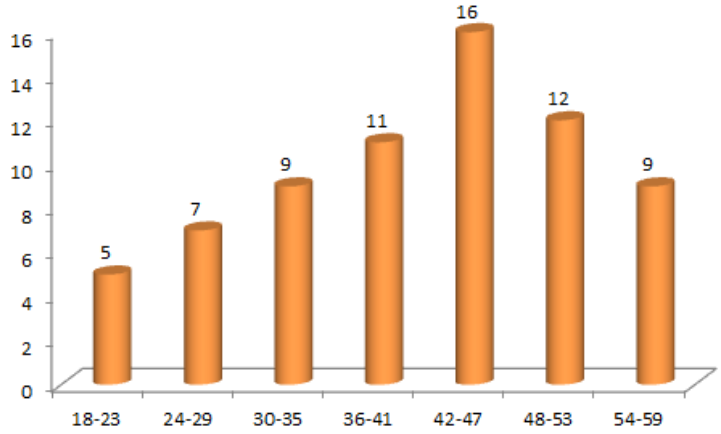

Figure 2. *Learning Motivation Score Bar Chart*

The number of respondents who fall into the high category have a total score higher than the average score plus the standard deviation, the medium category has a total score higher than the SAMPI's standard deviation and the average score lower than the standard deviation, and the low category has a total score lower than the average score lower than the standard deviation. **Table 8** displays the complete results of the classification computation of the respondents.

Table 8. Classification of Learning Motivation Score (Y)

Variable data of learning motivation			
Category	**Interval**	**Sum**	**Percentage**
Low	< 29	13	18,84
Medium	29 – 51	44	63,77
High	> 51	12	17,39
	Sum	69	100

Based on table 8 above, we can see that the dominant Learning Motivation score is in the medium category, which is 44 students or 63.77%, while for the low and high categories there are 13 students or 18.84% and 12 students or 17.39%. As indicated by this contribution, most students of IAIN Curup's MPI Study Program have moderate motivation to learn. This result suggests that there is still room to improve motivation to learn, especially by enhancing facilities, the learning environment, and academic support.

Data analysis to test the research hypothesis was carried out using parametric system analysis, namely simple and multiple regression and correlation analysis. In this regression analysis technique, normality testing of estimation errors and linearity of variance is carried out so that the regression results can be used to draw conclusions. The analysis requirements test is to test the data normality requirements of Learning Facilities and Learning Motivation.

Data normality testing is carried out with the Lifiefors test. The normality test was carried out on data on learning facilities and learning motivation. To determine whether or not the population data for the two variables is regularly distributed, data normality testing is utilized. The normality test was also carried out using the One-Sample Kolmogorov-Smirnov Test Technique, which is by comparing the results of the KS test with a certain level of significance. The results of the calculation of the normality test of the two variables can be seen in the following **Table 9**.

Table 9. Normality Test Output

One-Sample Kolmogorov-Smirnov Test

		LEARNING FACILITIES	LEARNING MOTIVATION
N		69	69
Normal Parameters[a, b]	Mean	31,2319	39,9565
	Std. Deviation	8,54081	10,91469
Most Extreme Differences	Absolute	0,083	0,103
	Positive	0,054	0,073
	Negative	-0,083	-0,103
Kolmogorov-Smirnov Z		0,693	0,856
Asymp. Sig. (2-tailed)		0,724	0,453

a. Test distribution is Normal
b. Calculate from data

The following are the findings of the data normalcy test for the three research variables, which are based on the computation results in the above table: 1) The Learning Facilities variable's score (sig.KS = 0,724) > 0.05 is the outcome of the data normalcy test computation. These findings demonstrate that the MPI IAIN Curup study program students' evaluation of the learning facilities is based on a normally distributed population; 2) The variable score of Learning Motivation (Y) was determined by the data normality test (sig.KS=0.453)>0.05. These results show that students of the MPI IAIN Curup study program come from a normally distributed population. In addition to using the Kolmogorov Smirnov test, the normality analysis of this data is also supported by the Normal Q-Q Plot, with the results of the data normality test below in **Figure 3.**

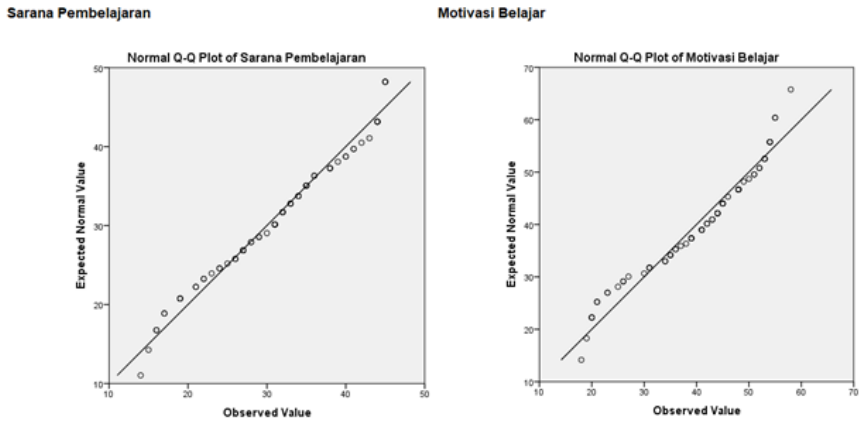

Figure 3. *Normal Q-Q Plot*

As can be seen in the Normal Q-Q Plot figure above, the data for the variables Means of Learning (X) and Learning Motivation (Y) are distributed along the diagonal line. to assert the normal distribution of the two variable score data. The following is anova table in **Table 10** for linearity test based on the calculation results using SPSS 18.00 for Windows:

Table 10. Results of the Linearity Test

			Sum of squares	df	Mean Square	F	Sig.
Learning motivation* Learning Facilities	Between Groups	(Combined)	7736,636	28	276,308	30,344	0,000
		Linearity	7385,682	1	7385,682	811,094	0,000
		Deviation from Linearity	350,954	27	12,998	1,427	0,150
	Within Groups		364,233	40	9,106		
	Sum		8100,870	68			

The results of the linearity test calculation can be seen from the output of Anova above the value F_{hitung} deviation from lineierity for the test pair of the Learning Motivation (Y) variable over the Learning Means variable (X) of 1.427 with a value of $[\text{sig} = 0{,}150] > [\alpha = 0{,}05]$. Thus, it can be said that the results of the hypothesis test about the linearity of the score of the Learning Motivation (Y) pair over the variable of Learning Means (X) reject H_0. So, it can be concluded that the distribution of the test pairs of the Learning Motivation variable (Y) over the variable of Learning Facilities (X) distribution has a linear pattern.

The Heteroscedasticity test is a situation of non-constant variance. To detect the presence or absence of heteroscedasticity, a test was carried out using the Glejser method, which was then compared between the values Sig with 0,05. Heteroscedasticity will arise if the Sig value is less than 0.05, and vice versa. There won't be any heteroscedasticity if Sig > 0.05. Heteroskedasity symptoms shouldn't be present in a suitable regression model. The Glejser test results are displayed in the **Table 11** below:

Table 11. Heteroscedasticity Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,543	1,264		2,012	0,048
	LEARNING FACILITIES	-0,026	0,039	-0,082	-0,672	0,504

a. Depedent Variable: ABS_RES

From the results of heteroscedasticity on the variable of learning facilities as independent variables, it is obtained $(\text{Sig} = 0{,}504) > 0{,}05$, So it can be concluded that there is no heteroscedasticity in independent variables.

To determine if the hypotheses presented in this study can be accepted or rejected, hypothesis testing is done. It turns out that hypothesis testing is feasible based on the requirements test results, as several needs for hypothesis testing have been satisfied by the data collected. Learning facilities significantly affect students' motivation to learn in the MPI IAIN Curup study program, per the proposed research hypothesis. The results of the regression test calculation using SPSS 18.00 for Windows are as follows in **Tables 12 to 15:**

Table 12. Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	LEARNING FACILITIES[a]	.	Enter

a. All requested variables entered.
b. Dependent Variable: LEARNING MOTIVATION

Table 13. Model Summary

Model	R	R Square	Adjusted R Square	Std. Errror of The Estimate
1	0,955[a]	0,912	0,910	3,26718

a. Predictors: (Constant), LEARNING FACILITIES

Table 14. ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7385,682	1	7385,682	691,904	0,000[a]
	Residual	715,187	67	10,674		
	Sum	8100,870	68			

a. Predictors: (Constant), LEARNING FACILITIES
b. Dependent Variable: LEARNING MOTIVATION

Table 15. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,846	1,501		1,230	0,223
	LEARNING FACILITIES	1,220	0,046	0,955	26,304	0,000

a. Dependent Variable: LEARNING MOTIATION

Based on the results of simple linear regression analysis, a constant value was obtained = 1.846 and coefficient b = 1.220. Thus, a simple linear regression equation of the influence of learning facilities (X) on the learning motivation (Y) of students of the MPI IAIN Curup study program can be formulated with the equation $\hat{Y} = 1{,}846 + 1{,}220X$. Before the equation is used to draw conclusions, the significance test is first carried out, with the following steps: With the test criteria at a significant level ($\acute{\alpha} = 0{,}05$) is minus H_0 if the value $Sig < 0{,}05$, and if otherwise H_0 is accepted. Based on the results of the value analysis ($\text{sig} = 0.000$) $< 0{,}05$ Thus H_0 is rejected or it can be concluded that the regression equation is significant. The results of the test make the regression equation expressed by $\hat{Y} = 1{,}846 + 1{,}220X$ can be used to conclude the influence of learning facilities (X) on the learning motivation (Y) of students of the MPI IAIN Curup study program.

This study not only shows that facilities and infrastructure affect student learning motivation, but also determines which categories of facilities are most needed by students in IAIN Curup's MPI Study Program. These categories were identified based on indicators and questionnaire responses that were analyzed using descriptive statistics.

First, students emphasized that classroom learning facilities are very important, including comfortable chairs and tables, adequate lighting, ventilation or cooling, and presentation aids such as projectors and whiteboards. These elements directly support effective face-to-face learning. Secondly, reliable internet access and access to educational resources (both digital and physical) are considered important for home education, especially to support independent tasks and self-study. Third, students emphasized that campus-based academic resources should be improved. These include laboratories for practicum-based courses, well-stocked and easily accessible libraries, and dedicated areas for academic discussions or group study.

In addition, it has been found that resources that support independent learning, such as online learning platforms (LMS), digital resources, and structured self-assessment tools, play a significant role in encouraging students to learn. Furthermore, resources that support achievement, such as academic advising, mentorship, and consistent academic feedback, were also mentioned. This detailed list helps program administrators and policymakers choose which facilities should be built or upgraded to meet the learning needs and encourage students.

Based on the regression equation above, it can be explained that the increase in the score of learning facilities tends to be followed by an increase in the learning motivation of students of the MPI IAIN Curup study program. Quantitatively, learning facilities contribute to student learning motivation by 1,220 units in a positive direction with a constant of 1,846. Furthermore, the influence of learning facilities on the learning motivation of students of the MPI IAIN Curup study program was 0.955. This means that if the use of learning facilities and infrastructure is improved, students' learning motivation can also increase.

D. Conclusion

The regression equation shows that the infrastructure and learning resources of the MPI IAIN Curup study program positively and significantly affect students' motivation to learn. The degree of effect or causality is indicated by the beta coefficient of 0.955. Since learning facilities and infrastructure have a direct impact on students' willingness to learn in the MPI IAIN Curup study program, efforts must be made to expand their availability and use. The results also show that, in line with the objectives of this study, several types of facilities are needed to support the learning process and increase student motivation in the MPI Study Program. Some of the most important facilities include comfortable and well-equipped classrooms with ergonomic seating, adequate lighting, whiteboards, and multimedia devices such as projectors. Reliable internet access and digital learning resources at home are also important to support independent learning. Campuses have academic facilities such as laboratories, libraries, and group discussion rooms that encourage deeper engagement in learning. Furthermore, to keep students motivated, digital platforms for customizable learning and prompt academic feedback systems, including consultation and guidance services, should be available. Therefore, improving and optimizing institutional facilities is essential for enhancing the quality of education and encouraging students to learn.

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F. Author Contribution Statement

SB: Formulated the initial idea, conducted the literature review, designed the research methodology, wrote the initial draft of the manuscript, and conducted the research.
AS and MY: Contributed to the literature review, assisted in refining the methodology, and supported the writing and revision of the manuscript.

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