



The Effect of Learning Methods, Extracurricular Activities, and Perceptions in the Campus Environment on Character Motivation of Student

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Abstract: Many cadets still cannot manage their sleep time properly, thus affecting their study patterns and time. The schedule for extracurricular activities is quite tight, so the rest time for cadets is reduced. This results in decreased motivation to learn. This study aims to analyze the influence of learning methods, extracurricular activities, and perceptions in the campus environment on the character motivation of cadets of the Politeknik Ilmu Pelayaran (PIP). This study uses a quantitative approach and the population of this study was all cadets totaling 450. The sampling technique used was the Slovin formula, so the number of samples used in this study was 229 cadets. Data collection techniques using a questionnaire through Google form. The data analysis technique uses the SPSS version 21 programs. The results of this study indicate that learning methods, extracurricular activities, and perceptions of the campus environment significantly affect the basis of the Cadets' character. Motivation with the character of Cadets can increase when learning goes well, and extracurricular activities can also be carried out well. The perception of the campus environment is good. Learning methods, extracurricular activities, and perceptions of the campus environment significantly affect the motivation of the Cadets' character. This means that reason with the nature of Cadets can increase when learning goes well, and extracurricular activities can also be carried out well. The perception of the campus environment is good too.

Keywords: Character motivation; Extracurricular activities; Learning method; Perceptions of the campus environment

Introduction

Politeknik Ilmu Pelayaran (PIP) Semarang is a Vocational Higher Education under the Ministry of Transportation's Human Resources Development Agency (BPSDM). PIP Semarang organizes Education in 3 Study Programs, namely Marine Engineering Department, Shipping, and Port Management Department (TALK). Based on the results of interviews with several lecturers and cadets held on Wednesday, January 22, 2020, at the Head of Study Program room, the following information was obtained: The sleep pattern of cadets in the dormitory is still irregular. Many

cadets still cannot manage their sleep time properly, thus affecting their study patterns and time. The schedule for extracurricular activities is quite tight, so the rest time for cadets is reduced. This results in decreased motivation to learn. The campus environment is based on boarding schools and semi-military, so all activities or daily activities are regulated in Pertibtar (Cadets Rules and Regulations).

The study was to analyze the influence of learning methods on the character motivation of Cadets PIP Semarang. The result of extracurricular activities is based on the Cadets PIP Semarang character. To analyze

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the effect of perceptions of the campus environment on the motivation of the Semarang PIP Cadets' character.

Several previous studies that can support the studies in this study include Research from (Edgerton & McKechnie, 2023), with the research title "The relationship between student's perceptions of the state of the school's physical environment and learning motivation. "The physical environment of the school. Perceptions of the UNP Padang Laboratory Development Middle School students about the condition of their school's physical environment, namely 45.88%, are in the fairly good category, related to the learning motivation of UNP Padang Laboratory Development Middle School students, namely 47.05% are in the fairly good category.

There is a significant relationship between students' perceptions of the state of the school's physical environment and learning motivation at UNP Laboratory Development Middle School with a correlation coefficient between X and Y, namely 0.380 with a significance level of 0.01 which has a total of 85 respondents. Likewise, the research results by Rima Dhamayanti, with the research title "The level of prestige and students' perceptions of school image and its influence on student learning motivation."

The variables used are prestige, perception, school image, and learning – the study is as follows. First, the level of importance measured through a questionnaire was not proven to the learning motivation of students majoring in accounting at SMK Ardjuna 1 Malang. This is because the prestige of students towards the school's image is classified as low, so it is not partially significant to students. Therefore, this study's results of not the prestige level affect students' learning motivation. Second, Student. Students have better perceptions of their environment (school image). Third, the level of prestige and students' perceptions of school image simultaneously have a significant effect on learning motivation. These external factors in the form of school image will affect student motivation.

Motivation is a change in energy characterized by the appearance of "feeling" and is preceded by a response to a goal (Parker et al., 2021). Motivation is a conscious effort to move, direct and maintain a person's behavior so that he is encouraged (Hardcastle et al., 2015). Motivation is an internal process that activates, guides, and maintains a person's behavior on an ongoing basis (Cook & Artino, 2016). To act to do something to achieve certain results or goals (Khudayberganov et al., 2020). Motivation is very important to arouse students' enthusiasm for learning activities at school (Badaruddin & Untung, 2020). With the above understanding, it can be concluded that motivation is all the factors that exist in a person who encourages him to do an action, whereas, in the world

of education, motivation is the strength or encouragement that exists in students to carry out learning activities to achieve educational goals. Motivation is a psychological factor that influences the process and learning outcomes (Aprielieva et al., 2021). Therefore, students must have high learning motivation.

Learning is the path that must be followed to gain knowledge, attitudes, skills, and skills (Lotulung et al., 2018). An efficient way of learning is to concentrate before and during the study, immediately review the material that has been received, read carefully both the material being studied and try to master it as well as possible, and try to solve and practice doing the questions (Simbolon & Simbolon, 2022).

Based on the Decree of the Minister of Education and Culture No.060/U/1993 and Number 080/U/1993, extracurricular activities are held outside of class hours listed in the program composition per the circumstances and needs of the school. They are specifically designed to suit the interest and talent factors of students. Extracurricular or extracurricular activities are activities carried out outside of school hours that are carried out either at school or outside of school to gain additional knowledge, skills, and insights and help to shape the character of students according to their interests and talents (Jamaluddin et al., 2021).

Argued that the school environment is the second environment for children and is a formal educational environment that assists parents in carrying out academic responsibilities (Addi-Raccah et al., 2018). Education received at school is in the form of forming values, knowledge, skills, and attitudes toward subjects or fields of study (Gamage et al., 2021).

Method learning, extracurricular activities, and the campus environment can affect the learning motivation of Semarang PIP cadets, so if the learning motivation is low, then the learning outcomes will not be optimal. The learning outcomes achieved will be satisfactory or maximal. Learning methods are external factors that can affect learning outcomes, and there are several other factors that can be expected to affect them. These factors are internal factors within the student (Rusli et al., 2023). Based on this description, it can be described methods (X1), extracurricular activities (X2), and perceptions of the campus environment (X3) on character motivation (Y) for Cadets of the Semarang Maritime Polytechnic, as follows:

The hypothesis that can be conveyed in this study is (1) How to learn cadets has a significant effect on the character motivation of PIP Semarang cadets. (2) Cadets' extracurricular activities significantly affect the basis of Semarang PIP cadets' character. (3) Perceptions affect the motivation of the Semarang PIP cadets' character. This study aims to analyze the influence of learning methods,

extracurricular activities, and perceptions in the campus environment on the character motivation of cadets.

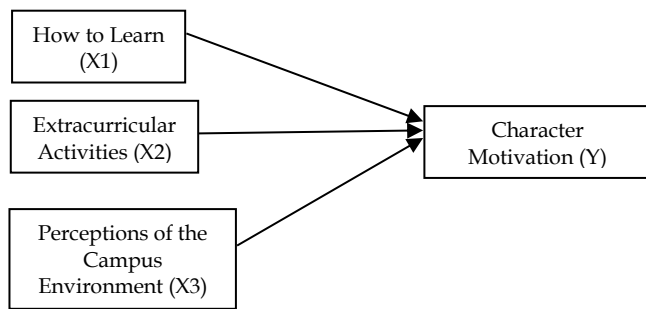


Figure 1. Research Framework

Method

The research method used in this research is quantitative. the quantitative method can be interpreted as a research method based on the philosophy of positivism (Park et al., 2020). This method is used to examine certain populations or samples, collect data using research instruments, and analyze quantitative or statistical data, aiming to test the hypotheses set. The people employed in this study were all cadets or students of the Nautical, Engineering, and Management of Sea and Port Transportation (TALK) study programs, totaling 450 cadets or students. Using the Slovin Formula, a minimum sample size of 212 cadets or students is obtained (Susanti et al., 2019).

The sample used for the Nautical Study Program was 84, the Engineering Study Program 95, and the TALK Study Program 50, so the total number of respondents in the study were 229. The sampling technique used a questionnaire via a google form, with a Likert scale of 1 to 7. From the test results in terms of validity, it was found that the Learning Method variable (X1) had 1 statement which was declared invalid, while for the extracurricular activities variable (X2), perception variables in the campus environment (X3) and character motivation (Y) were all declared valid. At the same time, the reliability test results stated that the variables X1, X2, X3, and Y were announced as reliable.

Result and Discussion

Variable Description

Learning Method Variable (X1) consists of 5 indicators, namely (1) Scheduling and implementing it, (2) Reading and taking notes, (3) Repeating lecture material, (4) Concentration, and (5) Doing assignments. From these five indicators, it was reduced to 19 questions. Variable Extracurricular Activities (X2) consist of 4 hands, namely: (1) Youth Activeness, (2) Youth Engagement, (3) Youth Interests, (4) Benefits for

Youth. From these four indicators, it was reduced to 17 questions. The Variable Perception of the Environment consists of 6 hands, namely: (1) Teaching Methods, (2) Curriculum, (3) Relations between Lecturers and Cadets, (4) Relations between Cadets, (5) Campus Discipline, and (6) Campus Facilities.

From the six indicators, it was reduced to 19 questions. The character motivation variable consists of 8 needles, namely: (1) Korsia Spirit, (2) Professional and ethical, (3) Spirit of Leadership, (4) Piety to God Almighty, (5) Responsive to the community's need for services that are orderly, regular, timely, clean and comfortable, (6) Resilient in dealing with challenges, (7) Skilled and agile, friendly, polite and straightforward, (8) Responsible for the safety and security of transportation services. From the eight indicators, it was reduced to 25 questions.

Prerequisite Test Results

The results of the data normality test using SPSS ver. 21 states that the Kolmogorov-Smirnov residual data value shows a value of 0.116. If the probability or significance is greater than 0.05, then the research data is normally distributed. Thus, the research data is normally distributed because the likelihood of a significant value is greater than 0.05.

The results of the data linearity test using SPSS ver. 21 states that the value of Sig. Linearity is 1,000. A dependent and independent variable is said to have linearity if the Sig. Linearity > 0.05, whereas if the Sig. Linearity < 0.05 can be stated that the dependent and independent variables do not have linearity.

Problem Discussion

Based on the results of data processing using SPSS ver. 21, The following results were obtained

Table 1. Regression results of variables X1, X2 and X3 against Y

Model	R	R Square	Adjuste R Square	Std. Error of the Estimates
1	0.863 ^a	0.745	0.741	12.098

a. Predictors: (Constant), Environmental Perceptions, How to Learn, Extracurricular Activities

Tabel 2. Residu regresi

Model	Some of Squares	df	Mean Square	F	Sig.
Regression	96113.830	3	32037.943	218.902	.000 ^b
residual			14.358		
Total	32930.475	225			
	129044,306	228			

a. Dependent Variable: character motivation

b. Predictors: (Constant), Perceptions of Environment, Learning Activities, Extracurricular Activities Coefficient

Tabel 3. Environmental Perseption

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std. Error	Betas		
1 (Constant)	-9.342	7.288	.508	-1.282	.201
How To Learn Activities	.880	.173	.282	5.100	.000
Extracurricular	-.528	.232	.660	-2,277	.024
Environmental Perceptions	1.042	.132		7.870	.000

a. Dependent Variable: Character Motivation

$$\text{Regression Models: } Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon \quad (1)$$

The form of a linear model test hypothesis:

$H_0: \beta = (\beta_1, \beta_2, \beta_3) = 0$ (non-linear equation or no relationship between

X_1, X_2, X_3 and Y)

$H_1: \beta = (\beta_1, \beta_2, \beta_3) \neq 0$ (the equation is linear or there is a relation X_1, X_2, X_3 , and Y)

Analysis design formulation: linear model estimator $y = a + bx_1 + cx_2 + dx_3$, with the two-party test, 5% significance level.

The regression equation based on the sample is read on the output coefficients: on Unstandardized coefficient B: constant, Learning Method (X_1), Extracurricular Activities (X_2), and Perceptions of the environment (X_3). Obtained value = 9.342, $c = -0.528$, $b = 0.88$, $d = 1.042$, so the regression equation: $y = 9.342 + (0.88) X_1 + (-0.528) X_2 + (1.042) X_3$.

We will test the values of a, b, c, and d. To accept or reject the hypothesis, read the F distribution calculation table or the output of the ANOVA table: obtained value $F = 218.902$, $\text{sig} = 0.000$. It does not need to be matched with table F because SPSS already facilitates it with significant values.

Analysis results

$\text{Sig} = 0.000 = 0\% < 5\%$ means reject H_0 and accept H_1 . So, the equation is linear, or X_1, X_2 , and X_3 together have a linear relationship to Y , or X_1, X_2 , and X_3 together have a positive effect on Y . Therefore, the analysis can proceed to the process of looking at the influence by looking at the value of the coefficient of determination R^2 .

Interpretation of Results

The value of the coefficient of determination can be read on the importance of R square, namely in the summary model output. The value of R square or $R^2 = 0.745 = 74.5\%$ is obtained. This value indicates that the variation of the Y character motivation variable can be explained by the variable way of learning (X_1), extracurricular activities (X_2), and perceptions of the environment (X_3) of 74.5%. In other words, the variables X_1, X_2 , and X_3 together affect the Y variable by 74.5%. There is still 25.5% of the Y variable that is influenced or

explained by other variables besides learning methods, extracurricular activities, and perceptions of the environment. By accepting its regression equation, $Y = -9.342 + (0.88) X_1 + (-0.528) X_2 + (1.042) X_3$, this equation can be used to predict the dependent variable Y if the values of the independent variables X_1, X_2 , and X_3 are known. For example, the score on How to Learn is 70, the score on extracurricular activities is 75, and the perception score on the environment is 70, so the results of the character-based superior motivation can be estimated to have a motivation of $-9.342 + (0.88)70 + (-0.528)75 + (1.042)70 = 85.598$.

The Effect of Extracurricular Activities (X_2) on Character Motivation (Y) Cadets PIP Semarang

Based on the calculation of the regression analysis in Table 1, X_2 extracurricular activities on character motivation, a significance value of 0.024 is obtained. Because the significance value of extracurricular activities is less than 0.05 (5%), there is a significance of extracurricular activities' character motivation. This means that the better the Cadet's Extracurricular Activities, the better the motivation.

The research results (Gorski, 2021), state that there can be a significant influence between school organizational activities (extracurricular) and student motivation in sociology subjects at SMA Negeri 5 Makassar. Student participation in school corporate activities (extracurricular) can increase student enthusiasm or reason for learning, and this is because students who participate in organizational activities have the experiences and mentality to face anything. After all, they have a leadership spirit and a sense of responsibility and always want to try things, which made him feel challenged (Wang et al., 2019).

Extracurricular activities have student learning motivation or, in other words, can't increase students learning motivation (Nasrullah et al., 2022). The same results were also obtained from the study, that extracurricular activities significantly affected Character Motivation (Febrianti et al., 2022). Lots of extracurricular activities are carried out at PIP Semarang, starting from academic extracurriculars and extracurriculars in sports and arts. The activities carried out can have a positive effect and increase the motivation of Cadets to study more actively in achieving their goal of becoming an

International Standard Transportation Officer.

The Influence of Perceptions on the Campus Environment (X3) on Character Motivation (Y) Cadets PIP Semarang

Based on the calculation of the regression analysis in Table 1 above, Perceptions of the X3 Environment on Character Motivation obtained a significance value of 0.000. Because the significance value of Perceptions of the Environment is less than 0.05 (5%), it can be said that Perceptions of the Environment significantly affect Character Motivation. This means that the better the Perception Cadets' Environment, the better the Character Motivation.

There is a significant relationship between student's perceptions of the state of the school's physical environment and learning motivation at SMP Development Laboratory UNP with a correlation coefficient between X and Y, namely 0.380 with a significance level of 0.01 which has a total of 85 respondents. Thus, students' perception of the school environment influences learning motivation (Bakhshialiabad et al., 2015).

Environmental perceptions can influence student learning motivation and that perceptions of the environment significantly affect character motivation (Hardcastle et al., 2015). PIP Semarang is an official tertiary institution under the Ministry of Transportation that implements the Boarding School system. This resulted in the cadets' perception of the environment being very different from students at other tertiary institutions. With all the regulations set by PIP Semarang, all cadets must obey and carry out properly and correctly. All activities on campus are inseparable from the applicable rules, for example, laws related to how to dress (Kumara & Azman, 2022), morning or evening assembly activities (Mauliya et al., 2020), teaching and learning activities (Nuryasana & Desiningrum, 2020), life in the hostel (Dhaneswara, 2017), and others. The better the perception of cadets or cadets in the campus environment, the more motivation to learn.

The influence of learning methods (X1) on character motivation (Y) Semarang PIP cadets

Based on the calculation of the regression analysis in Table 1. above, the effect of the X1 Learning Method on Character Motivation, a significance value of 0.000, is obtained. Because the significance value of the Learning Method is less than 0.05 (5%), it can be said that a significant effect of the learning method on character motivation. This means that the better the Cadet's Learning Method, the better the Character Motivation.

The effect of learning methods, family environment, school environment, and motivation on

learning outcomes in Accounting Subject for Class XI Social Studies students at SMA 8 Purworejo, states that there is an indirect effect between learning methods and family environment on Accounting Learning Outcomes through motivation learning as an Intervening variable (Fransisca Dyah, 2019). Thus, learning methods can increase student motivation to get maximum learning results (Syahrozi et al., 2019).

The results of previous research by (Pangestuti et al., 2022) stated that learning methods. The same results were produced from this study, namely how learning influences character motivation with a significance value of 0.000 < 0.05. The way of learning for cadets and cadets of PIP Semarang differs from other international students. Because the education system at PIP Semarang uses Boarding Schools and Semi-Military methods, all activities are inseparable from the rules that apply at the PIP Semarang Campus. Various ways and strategies are carried out by Cadets so that the time provided can be used as much as possible for learning. Thus, the way of learning the character of Cadets PIP Semarang.

Conclusion

Based on the results of the research and discussion presented in the previous chapter, it can be concluded that learning has a significant effect on the motivation of the Semarang PIP Cadets' character. In other words, if the Learning Method used by the PIP Cadets is good and appropriate, the higher or better the Semarang PIP Cadets' Motivation. Extracurricular activities have a significant effect on the motivation of the Semarang PIP Cadets' character. In other words, extracurricular activities that Cadets attend can increase the motivation of Semarang PIP Cadets. Reception on the campus is the motivation of Semarang PIP Cadets' character. In other words, perceiving a good campus environment can increase the motivation of Semarang PIP Cadets.

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