Jurnal Multidisiplin Sahombu
E-ISSN : 2809-8587

The Influence of Learning Motivation, Parental Support and Facilities and Infrastructure on Student Learning Achievement Mediated by Online Learning Models (Study at SMPN 5 Tanta, Tabalong Regency During the Covid 19 Pandemic)

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ARTICLE INFO

Keywords:
Learning Motivation, Parental Support, Facilities and Infrastructure, Learning Methods and Learning Achievement

ABSTRACT

The success of learning during the Covid-19 period depends on the discipline of all parties. Therefore, the school here needs to create a scheme by compiling good management in fostering the learning system. This is done by creating a systematic, structured schedule and facilitating communication between parents and the school so that their children who study at home can be monitored effectively. Thus, brave learning as an effective solution in learning at home to break the chain of Covid-19, physical distance (maintaining a safe distance) is also a consideration in choosing this learning. Good cooperation between teachers, students, parents of students and the school is a determining factor for more effective learning. This must be supported by good learning methods because without good learning methods, schools will not achieve their goals. For that, of course, students need good learning methods to be able to achieve learning achievements. To achieve good achievement, learning motivation, parental support and infrastructure greatly influence. In addition, the learning method obtained by students is an important aspect, because it can have an impact on better achievement. Therefore, this study aims to determine the effect of learning motivation, parental support, facilities and infrastructure and learning methods on student learning achievement. The population in this study were teachers, parents of students and students at SMP Negeri 5 Tanta, Tabalong Regency, totaling 43 people. The researcher used a saturated sampling technique, meaning that all populations can be used as samples in this study. Data analysis in this study used a path analysis model using software Smart PLS, because of the presence of intervening variables in this research model. The results of this study indicate that learning motivation, parental support, and facilities and infrastructure have been proven to have a significant positive effect on learning methods. Learning motivation, parental support, facilities and infrastructure and learning methods have been proven to have a significant positive effect on learning achievement.

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INTRODUCTION

Education is a long-term human resource investment that has strategic value for the continuity of human civilization in the world. That is why almost all countries place the variable of education as something important and primary in the context of national and state development. The key to implementing this is the availability of quality education as stated in

the contents of the 1945 Constitution, paragraph IV, which emphasizes that one of the national goals of the Indonesian nation is to educate the nation's life (Kusandar, 2013 13).

Education is a series of efforts made by educators to help shape the character, manners, morals, and personality of students, so that they can distinguish between good and bad. (http://masadmasrur.blog.com). This is also emphasized by the objectives of national education in Law number 20 of 2003 which states to educate the nation's life and develop the whole Indonesian person, with the characteristics of faith and piety to God Almighty, noble character, having knowledge and skills, physically and mentally healthy, a steady and independent personality, and being responsible for society and the nation. On the other hand, the function of education is to develop abilities and improve the quality of life and human dignity. While Law number 20 of 2003 students as learning subjects have unique potential and characteristics, greatly determining the success of education. The ability and sincerity of students to respond to knowledge, values and skills have a large role in the success of learning. The success of student learning is influenced by many very complex things, namely students, schools, families and the environment, both the school environment and the community environment outside the school.

During this period of restrictions, teaching and learning activities are also limited and seem to be reduced, all of this is so that the focus can help overcome the Covid-19 pandemic and reduce the risk of transmission in educational institutions. It is undeniable that this situation has a major impact on people's lives, especially the world of education due to the social restrictions that occur in society so that the Indonesian government is trying to find alternatives by gradually relaxing the PSBB to be able to save the world of education. This initiative is better known as the new habit adaptation period. The new habit adaptation period is interpreted as a change in behavior. In relation to the Covid-19 pandemic situation, the new habit adaptation period can be defined as a new order that allows people to live "side by side" with Covid-19, namely people can carry out activities as usual but by following existing health protocols to avoid transmission and spread of the virus. The key indicators are adequate laboratory testing capacity and having a clear testing strategy to identify cases reliably.

In connection with the problem of limiting educational activities, the learning pattern is not allowed to have face-to-face learning activities, but rather focuses more on the online/online learning system. The online learning system (online) is a learning system without direct face-to-face between teachers and students but is carried out online using the internet network. Teachers must ensure that teaching and learning activities continue, even though students are at home. The learning system is implemented through a personal computer or laptop device connected to an internet network connection. Teachers can conduct joint learning at a time using groups on social media such as WhatsApp, Telegram, Instagram, Zoom applications or other media as learning media. Thus, teachers can ensure that students participate in learning at the same time, even though in different places. Starting from learning through video calls served by teachers who pay attention, are asked questions one by one, to taking attendance via Voice Notes available on WhatsApp with the materials also provided in the form of videos or short messages. The Covid-19 pandemic has indirectly had an impact on decreasing students' learning motivation, during the study period at home students play

more than study, students at home also watch more TV than study. For that, strong motivation is needed from students. can increase motivation to study again so that learning achievement can be achieved, because the role of motivation from students themselves is very important in supporting and achieving learning achievement.

The success of learning during the Covid-19 period depends on the discipline of all parties. Therefore, the school here needs to create a scheme by compiling good management in fostering the learning system. This is done by creating a systematic, structured schedule and facilitating communication between parents and the school so that their children who study at home can be monitored effectively. Thus, brave learning as an effective solution in learning at home to break the chain of Covid-19, physical distance (maintaining a safe distance) is also a consideration in choosing this learning. Good cooperation between teachers, students, parents of students and the school is a determining factor for more effective learning. In addition, educational infrastructure factors also have a significant role in supporting student success in achieving achievements at school. During this pandemic, educational infrastructure such as cellphones, laptops and other infrastructure are very helpful for the smooth running of the teaching and learning process. Facilities and infrastructure are a form of complementary facilities to support educational activities at school.

Judging from some of the explanations, it seems that the role of educational elements in supporting the success and achievement of student learning at school is very important. Therefore, based on this explanation, the author is interested in conducting research related to factors that influence student learning achievement with the title The Influence of Learning Motivation, Parental Support and Facilities and Infrastructure on Student Learning Achievement Mediated by Online Learning Models (Study at SMPN 5 Tanta, Tabalong Regency During the Covid 19 Pandemic).

Literature Review

Learning motivation in a broad sense can be interpreted as a process that allows the emergence or change of behavior as a result of the formation of a primary response, with the condition that the change or emergence of new behavior is not caused by maturity or by a temporary change by something (Nasution, et al: 2016: 3).

Another opinion also says that motivation is a condition within a person that drives him to carry out activities to achieve goals. (Soeharto et al., 2013:110). According to Somarno (2010:77) parents are the first and main educational institution in society, because it is in the family (parents) that humans are born and develop into adults. The form and content and methods of education in the family will always influence the growth and development of the character, character and personality of each human being.

According to Kunjtoro (2012:134) explains parental support is all forms of verbal or non-verbal information that is advice, real assistance or behavior given by a group of people close and familiar with the subject in their social environment. Or in other forms it can also be in the form of presence or anything that can provide emotional benefits that affect the behavior of the recipient. In line with this, in educational institutions to achieve student achievement, support is needed from various parties, including support from parents or family. Cooperation between schools and parents is very necessary and has been recognized

by many parties, so that in designing school-based management policies, the role of parents is placed as one of the pillars of its success.

Educational facilities as all kinds of tools used directly in the educational process. While educational infrastructure is all kinds of tools that are not directly used in the educational process.. Komariah (2009:75) educational facilities and infrastructure, in the list of educational terms, are also known as educational aids, namely all kinds of equipment used by teachers to help them facilitate teaching activities. These educational *aids* are appropriate to be called educational facilities. So, educational facilities are all kinds of equipment used by teachers to facilitate the delivery of lesson materials. When viewed from the student's perspective, educational facilities are all kinds of equipment used by students to facilitate learning subjects.

The term learning is closely related to the concept of learning and teaching. Learning, teaching and learning occur together. Learning can occur without a teacher or without other formal teaching and learning activities. While teaching includes everything that teachers do in the classroom. Syafaruddin, (2012:67) learning is an activity designed to support the learning process which is characterized by changes in behavior that are in accordance with learning objectives. Mulyasa, (2014:9) explains that the definition of online learning is an open and well-known learning system that uses pedagogical devices (educational aids) that are made possible through internet media and network-based technology to facilitate the learning and knowledge process through meaningful action and interaction.

A person's success in learning is expressed in the form of learning achievement which is learning itself. The main function of learning is an indicator of the quality and quantity of knowledge that has been mastered by students, a symbol of the concentration of curiosity, an information material in educational innovation, and an indicator of the absorption or intelligence of students. Surachman (2009 :62) student learning achievement is a complete pattern of behavior aimed at all those involved in the actions, reactions and attitudes of students physically and mentally. Along with the main results, various processes occur which also produce additional changes in behavior, so that there is a complete unity.

METHODS

The types of data that the author took in this study are as follows 1) Qualitative data, which is data or information that is not in the form of numbers. The author took the data from the results of interviews with the school, namely data on the history of the institution, organizational structure, operational areas carried out or the teaching and learning process; and 2) Quantitative data, namely data in the form of numbers, which are taken from agency documents in this case regarding data on the number of students, teachers, tabulation data and other data that are directly or indirectly related to the research.

The data sources in this study are as follows: 1) Primary Data, namely data obtained directly from distributing questionnaires to students, teachers and parents of students at SMPN 5 Tanta, Tabalong Regency, South Kalimantan Province; and 2) Secondary Data, namely data and supporting information obtained and processed from internal sources of SMPN 5 Tanta, Tabalong Regency, South Kalimantan Province and supporting literature and books.

Arikunto, (2012:102) population is the entire object being studied. Based on this, the population in this study is grade 3 students, the selection of population in grade 3 is based on the researcher's observation that grade 3 students already have a sufficient mindset to be able to provide statements on the problems that will be submitted later while grades 1 and 2 researchers assume that students have not been able to provide objective statements related to the problems being studied, in addition, grade 3 students are representatives for other students. In addition, the population in this study are teachers and parents of SMPN 5 Tanta, Tabalong Regency, South Kalimantan Province, which consist of:

1. There are 16 students in grade 3
2. There are 11 teachers
3. There are 16 parents of students

The total population in this study was determined to be 43 respondents.

Sugiono, (2010:56) sample is part of the number and characteristics owned by a population and sample is part or representative of the population studied. The reason for taking samples is because the hypothesis used in this study is the hypothesis and type of quantitative research. According to Arikunto, (2012 : 107) if the population is less than 100, then all will be samples, if the population is more than 100, then 5%-10% or 20%-25% of the population will be taken. Based on this, the sample in this study was determined by the saturated sample technique or all populations were sampled.Based on this, the sample in this study was determined to be 43 respondents or the total population used as a sample.

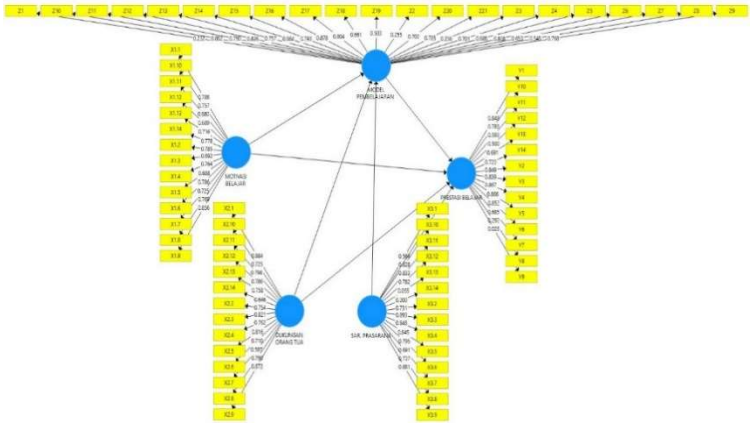
According to Ghozali (2015:98) in accordance with the formulated hypothesis, in this study the inferential statistical data analysis was measured using SmartPLS software starting from model measurement (outer model), model structure (inner model) and hypothesis testing. PLS is an alternative approach that shifts from the covariance-based Structural Equation Modeling (SEM) approach to a variance-based one. Covariance-based SEM generally tests causality/theory while PLS is more of a predictive model. PLS is a powerful analysis method, does not have to meet the requirements of data normality assumptions and the sample size does not have to be large. PLS can be used not only as a confirmation of theory but can also be used to build relationships that do not yet have a theoretical basis or to test propositions. The object of the author's research is SMPN 5 Tanta, Tabalong Regency, which is located at Jalan Desa Padang Panjang RT.04, Tanta District, Tabalong Regency, South Kalimantan Province.

RESULTS AND DISCUSSION

Measurement Model Testing (Outer Model)

Validity Test With Outer Loadings (Introduction)

Jurnal Multidisiplin Sahombu
https://ejournal.seaninstitute.or.id/index.php/JMS
Volume 2, no 02 Year 2023
E-ISSN : 2809-8587



Outer loadings *(measurement model)* or convergent validity of the nindimensionality of each construct. Chin (1998), the value of the *loading factor indicator* which is greater than or equal to 0.7 can be said to be valid.

The results of the validity test are shown in the following table:

Variables	Indicator	Outer Loading	Condition	Information
Motivation to Learn (X1)	X1.1	0.788	>0.7	Valid
	X1.10	0.757	>0.7	Valid
	X1.11	0.680	>0.7	Invalid
	X1.12	0.689	>0.7	Invalid
	X1.13	0.716	>0.7	Valid
	X1.14	0.778	>0.7	Valid
	X1.2	0.785	>0.7	Valid
	X1.3	0.692	>0.7	Invalid
	X1.4	0.764	>0.7	Valid
	X1.5	0.688	>0.7	Invalid
	X1.6	0.786	>0.7	Valid
	X1.7	0.725	>0.7	Valid
	X1.8	0.769	>0.7	Valid
	X1.9	0.856	>0.7	Valid
Parental Support (X2)	X2.1	0.884	>0.7	Valid
	X2.10	0.725	>0.7	Valid
	X2.11	0.798	>0.7	Valid
	X2.12	0.786	>0.7	Valid
	X2.13	0.758	>0.7	Valid
	X2.14	0.646	>0.7	Invalid
	X2.2	0.754	>0.7	Valid
	X2.3	0.821	>0.7	Valid
	X2.4	0.762	>0.7	Valid
	X2.5	0.816	>0.7	Valid
	X2.6	0.710	>0.7	Valid
	X2.7	0.597	>0.7	Invalid
	X2.8	0.790	>0.7	Valid

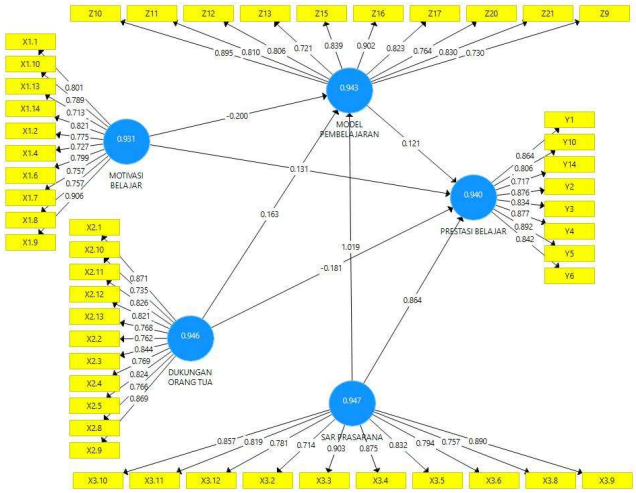
Variables	Indicator	Outer Loading	Condition	Information
	X2.9	0.872	>0.7	Valid
Infrastructure (X3)	X3.1	0.564	>0.7	Invalid
	X3.10	0.828	>0.7	Valid
	X3.11	0.833	>0.7	Valid
	X3.12	0.782	>0.7	Valid
	X3.13	0.055	>0.7	Invalid
	X3.14	0.200	>0.7	Invalid
	X3.2	0.731	>0.7	Valid
	X3.3	0.893	>0.7	Valid
	X3.4	0.848	>0.7	Valid
	X3.5	0.845	>0.7	Valid
	X3.6	0.795	>0.7	Valid
	X3.7	0.691	>0.7	Invalid
	X3.8	0.737	>0.7	Valid
	X3.9	0.881	>0.7	Valid
Online Learning Model (Z)	Z.1	0.232	>0.7	Invalid
	Z.10	0.882	>0.7	Valid
	Z.11	0.790	>0.7	Valid
	Z.12	0.826	>0.7	Valid
	Z.13	0.757	>0.7	Valid
	Z.14	0.664	>0.7	Invalid
	Z.15	0.793	>0.7	Valid
	Z.16	0.878	>0.7	Valid
	Z.17	0.804	>0.7	Valid
	Z.18	0.661	>0.7	Invalid
	Z.19	0.503	>0.7	Invalid
	Z.2	0.255	>0.7	Invalid
	Z.20	0.702	>0.7	Valid
	Z.21	0.785	>0.7	Valid
	Z.3	0.236	>0.7	Invalid
	Z.4	0.701	>0.7	Valid
	Z.5	0.688	>0.7	Invalid
	Z.6	0.808	>0.7	Valid
	Z.7	0.653	>0.7	Invalid
	Z.8	0.545	>0.7	Invalid
	Z.9	0.768	>0.7	Valid
Student Learning Achievement (Y)	Y.1	0.848	>0.7	Valid
	Y.10	0.785	>0.7	Valid
	Y.11	0.593	>0.7	Invalid
	Y.12	0.500	>0.7	Invalid
	Y.13	0.691	>0.7	Invalid
	Y.14	0.723	>0.7	Valid
	Y.2	0.849	>0.7	Valid
	Y.3	0.839	>0.7	Valid
	Y.4	0.867	>0.7	Valid

Variables	Indicator	Outer Loading	Condition	Information
	Y.5	0.866	>0.7	Valid
	Y.6	0.852	>0.7	Valid
	Y.7	0.685	>0.7	Invalid
	Y.8	0.292	>0.7	Invalid
	Y.9	0.023	>0.7	Invalid

Source: Smart PLS Data Processing Results

The results of the validity test through the preliminary outer model test showed that there were several variables whose indicators were below the standard outer loading value of 0.70, so these were discarded and not included in the recalculation. Furthermore, the outer model recalculation was carried out as presented below.

Validity Test With *Modified Outer Loadings*



Outer loadings *(measurement model)* or convergent validity is used to test the unidimensionality of each construct. Chin (1998), the value of the *loading factor indicator* that is greater than or equal to 0.7 can be said to be valid. The results of the modified validity test are shown in the following table:

Variables	Indicator	Outer Loading	Condition	Information
Motivation to Learn (X1)	X1.1	0.801	>0.7	Valid
	X1.10	0.789	>0.7	Valid
	X1.13	0.713	>0.7	Valid
	X1.14	0.821	>0.7	Valid
	X1.2	0.775	>0.7	Valid
	X1.4	0.727	>0.7	Valid
	X1.6	0.799	>0.7	Valid
	X1.7	0.757	>0.7	Valid
	X1.8	0.757	>0.7	Valid
	X1.9	0.906	>0.7	Valid
Parental Support (X2)	X2.1	0.871	>0.7	Valid
	X2.10	0.735	>0.7	Valid
	X2.11	0.826	>0.7	Valid
	X2.12	0.821	>0.7	Valid

Variables	Indicator	Outer Loading	Condition	Information
	X2.13	0.768	>0.7	Valid
	X2.2	0.762	>0.7	Valid
	X2.3	0.844	>0.7	Valid
	X2.4	0.769	>0.7	Valid
	X2.5	0.824	>0.7	Valid
	X2.8	0.766	>0.7	Valid
	X2.9	0.869	>0.7	Valid
Infrastructure (X3)	X3.10	0.857	>0.7	Valid
	X3.11	0.819	>0.7	Valid
	X3.12	0.781	>0.7	Valid
	X3.2	0.714	>0.7	Valid
	X3.3	0.903	>0.7	Valid
	X3.4	0.875	>0.7	Valid
	X3.5	0.832	>0.7	Valid
	X3.6	0.794	>0.7	Valid
	X3.8	0.757	>0.7	Valid
	X3.9	0.890	>0.7	Valid
Online Learning Model (Z)	Z.10	0.895	>0.7	Valid
	Z.11	0.810	>0.7	Valid
	Z.12	0.806	>0.7	Valid
	Z.13	0.721	>0.7	Valid
	Z.15	0.839	>0.7	Valid
	Z.16	0.902	>0.7	Valid
	Z.17	0.823	>0.7	Valid
	Z.20	0.764	>0.7	Valid
	Z.21	0.830	>0.7	Valid
	Z.9	0.730	>0.7	Valid
Student Learning Achievement (Y)	Y.1	0.864	>0.7	Valid
	Y.10	0.806	>0.7	Valid
	Y.14	0.717	>0.7	Valid
	Y.2	0.876	>0.7	Valid
	Y.3	0.834	>0.7	Valid
	Y.4	0.877	>0.7	Valid
	Y.5	0.892	>0.7	Valid
	Y.6	0.842	>0.7	Valid

Loading factor indicator values for all variables > 0.7 means that all variable indicators are valid. Then the next test will be carried out, namely the Reliability test.

Reliability Test

Table 5.16 *AVE Result Values*

AVE Average Exacted (AVE) value			
No	Variables	AVE	Status
1	Motivation to learn	0.650	reliable
3	Parental Support	0.663	reliable
4	Infrastructure	0.618	reliable
5	Learning model	0.706	reliable

AVE Average Exacted (AVE) value			
No	Variables	AVE	Status
6	Learning achievement	0.679	reliable

Data Sources Processed by Researchers Using Smart PLS

Based on the table data above, all statement items have a value of ≥ 0.50 And stated valid. Parameter other Which can used to measure validity is *the Average Variance Extracted* (AVE).

Table 5.17 Cronchbach's alpha

Cronchbach's alpha			
No	Variables	Criteria	Status
1	Parental Support	0.946	reliable
2	Learning model	0.943	reliable
3	Motivation to learn	0.931	reliable
4	Learning achievement	0.940	reliable
5	Infrastructure	0.947	reliable

Data Sources Processed by Researchers Using Smart PLS

From the data above, it can be concluded that all proven variables reliable Because own mark *Cronsbach's Alpha* ≥ 0.70

The following is the *Composite Reliability data.*

Table 5.18 *Composite Reliability*

Composite Reliability			
No	Variables	Criteria	Status
1	Parental Support	0.953	reliable
2	Learning model	0.951	reliable
3	Motivation to learn	0.942	reliable
4	Learning achievement	0.950	reliable
5	Infrastructure	0.955	reliable

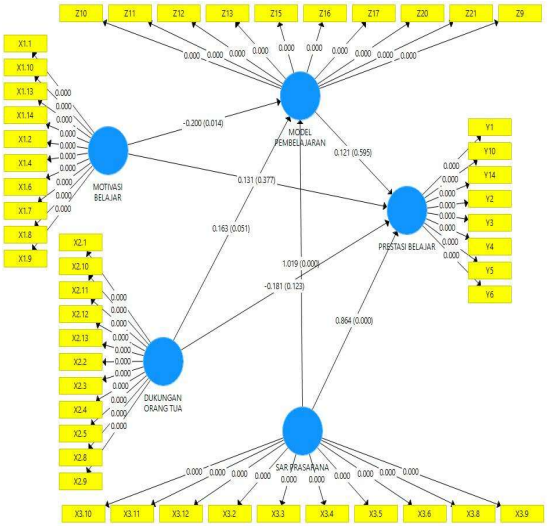
Data Sources Processed by Researchers Using Smart PLS

From the data above, it can be concluded that all proven variables reliable Because own mark *Composite Reliability* ≥ 0.70.

Testing the Inner Model

The inner model can be evaluated bysee the r-square (reliability of the indicator) for the dependent construct and the t-statistic value of the path coefficient test. The higher the r-square value means the better the prediction model of the proposed research model. The path coefficients value indicates the level of significance in the test hypothesis.

Jurnal Multidisiplin Sahombu
https://ejournal.seaninstitute.or.id/index.php/JMS
Volume 2, no 02 Year 2023
E-ISSN : 2809-8587



Results of Calculation of the Coefficient of Determination (R)

Variance Analysis (R2) or Determination Test is to determine the extent of the influence of the independent variable on the dependent variable, the value of the determination coefficient can be shown in Table 5.15:

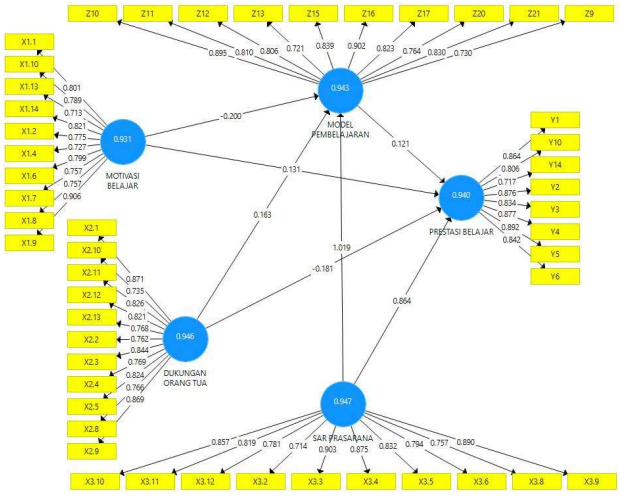
Table 5.19. R-square value

Variables	R Square
Learning model	0.955
Learning achievement	0.908

Source: Processed Primary Data, 2021

Based on the r-square value in Table 5.15, it shows that Learning Motivation, Parental Support, and Facilities and Infrastructure *able to explain the variability of* the Learning Model construct by 95.5 %, and the remaining 4.5 % is explained by other constructs outside those studied in this study. While Learning Motivation, Parental Support, Facilities and Infrastructure and Learning Models are able to explain Learning Achievement by 90.8 %, and the remaining 9.2 % is explained by other constructs outside those studied in this study. Then it will be carried out with a calculation process by testing the following hypothesis:

Hypothesis Testing



The Influence of Learning Motivation on Learning Models at SMPN 5 Tanta, Tabalong Regency

The results of this study indicate that learning motivation has a significant influence on the learning model at SMPN 5 Tanta, Tabalong Regency. This result is proven by the sig value of 0.014 < 0.05 and the path coefficient value of -0.200. Thus, the hypothesis stating that the learning motivation variable has a positive and significant effect on the learning model can be accepted.

The Influence of Parental Support on Learning Models at SMPN 5 Tanta, Tabalong Regency

The results of this study indicate that parental support has a significant influence on the learning model at SMPN 5 Tanta, Tabalong Regency. This result is proven by the sig value of 0.051 < 0.05 and the path coefficient value of 0.163. Thus, the hypothesis stating that the parental support variable has a significant effect on the learning model can be accepted.

The Influence of Facilities and Infrastructure on Learning Models at SMPN 5 Tanta, Tabalong Regency

The results of this study indicate that infrastructure has a significant influence on the learning model at SMPN 5 Tanta, Tabalong Regency. This result is proven by the sig value of 0.000 <0.05 and the path coefficient value of 1.019. Thus, the hypothesis stating that the Infrastructure Variable has a significant effect on the Learning Model can be accepted.

The Influence of Learning Motivation on Student Learning Achievement at SMPN 5 Tanta, Tabalong Regency

The results of this study indicate that Learning Motivation does not have a significant effect on the Learning Achievement of Students of SMPN 5 Tanta, Tabalong Regency. This result is proven by the sig value of 0.377 > 0.05 and the path coefficient value of 0.131. Thus, the hypothesis stating that the Learning Motivation Variable does not have a significant effect on Student Learning Achievement cannot be accepted.

The Influence of Parental Support on Student Learning Achievement at SMPN 5 Tanta, Tabalong Regency

The results of this study indicate that parental support does not have a significant effect on learning achievement at SMPN 5 Tanta, Tabalong Regency. This result is proven by the sig value of 0.123 > 0.05 and the path coefficient value of - 0.181. Thus, the Hypothesis stating that the Parental Support Variable does not have a significant effect on Learning Achievement cannot be accepted.

The Influence of Facilities and Infrastructure on Student Learning Achievement at SMPN 5 Tanta, Tabalong Regency

The results of this study indicate that infrastructure has a significant effect on the learning achievement of students at SMPN 5 Tanta, Tabalong Regency. This result is proven by the sig value of 0.000 > 0.05 and the path coefficient value of 0.864. Thus, the hypothesis stating that the Infrastructure Variable has a significant effect on Student Learning Achievement can be accepted.

The Influence of Learning Models on Student Learning Achievement at SMPN 5 Tanta,

Tabalong Regency

The results of this study indicate that the Learning Model does not have a significant effect on Learning Achievement at SMPN 5 Tanta, Tabalong Regency. This result is proven by the sig value of 0.595 > 0.05 and the path coefficient value of 0.121. Thus, the hypothesis stating that the Learning Model Variable does not have a significant effect on Learning Achievement cannot be accepted.

Mediation Test of the Influence of Learning Motivation on Student Learning Achievement through Learning Models

The direct effect of learning motivation on student learning achievement is 0.131. The indirect effect of learning motivation on learning achievement through learning models is -0.200 x 0.121 = - 0.024. The results show that the direct effect of the learning motivation variable on student learning achievement is smaller than the indirect effect of the learning motivation variable on student learning achievement through learning models (0.774 < 0.415) then it can be concluded that the learning model variable is able to mediate the influence of the learning motivation variable on student learning achievement.

Mediation Test of the Influence of Parental Support on Learning Achievement through Learning Models

The direct effect of parental support on learning achievement is -0.181. The indirect effect of parental support on learning achievement through learning models is 0.163 x 121 = 0.019. The results show that the direct influence of the parental support variable on learning achievement is smaller than the indirect influence of the parental support variable on learning achievement through the learning model, which is -0.181 < 0.019, so it can be concluded that the learning model variable is able to mediate the influence of the parental support variable on learning achievement or in other words that parental support has a significant influence through the learning model.

Mediation Test of the Influence of Facilities and Infrastructure on Learning Achievement through Learning Models

The direct effect of infrastructure on learning achievement is 0.864. The indirect effect of infrastructure on learning achievement through the learning model is 1.019 x 0.121 = 0.123. The results show that the direct effect of infrastructure variables on learning achievement is greater than the indirect effect of infrastructure variables on learning achievement through the learning model is 0.864> 0.123, so it can be concluded that the learning model variable is not able to mediate the effect of infrastructure variables on learning achievement or in other words that infrastructure does not have a significant effect through the learning model.

Discussion

The Influence of Learning Motivation on Learning Models at SMPN 5 Tanta, Tabalong Regency

Learning motivation values can provide an increase in learning model values.

The Influence of Parental Support on Learning Models SMPN 5 Tanta, Tabalong Regency

The results of this study indicate that parental support has a significant effect on the learning model at SMPN 5 Tanta, Tabalong Regency. This statement is proven by the sig

value of 0.051 <0.05 and the path coefficient value of 0.400, meaning that an increase in parental support values can provide an increase in the values of the learning model.

The Influence of Facilities and Infrastructure on Learning Models at SMPN 5 Tanta, Tabalong Regency.

The results of this study indicate that infrastructure has a significant effect on the learning model at SMPN 5 Tanta, Tabalong Regency. This statement is proven by the sig value of 0.000 <0.05 and the path coefficient value of 0.774, meaning that an increase in the values of infrastructure can provide an increase in the values of the learning model.

The Influence of Learning Motivation on Student Learning Achievement at SMPN 5 Tanta, Tabalong Regency

The results of this study indicate that learning motivation does not have a significant effect on student learning achievement at SMPN 5 Tanta, Tabalong Regency. This statement is proven by the sig value of 0.377> 0.05 and the path coefficient value of 0.131, meaning that an increase in learning motivation values is not able to provide an increase in learning achievement values.

The Influence of Parental Support on Student Learning Achievement at SMPN 5 Tanta, Tabalong Regency

The results of this study indicate that parental support does not have a significant effect on student learning achievement at SMPN 5 Tanta, Tabalong Regency. This statement is proven by the sig value of 0.123> 0.05 and the path coefficient value of -0.181, meaning that an increase in parental support values is not able to provide an increase in learning achievement values.

The Influence of Facilities and Infrastructure on Student Learning Achievement at SMPN 5 Tanta, Tabalong Regency

The results of this study indicate that infrastructure has a significant effect on student learning achievement at SMPN 5 Tanta, Tabalong Regency. This statement is proven by a sig value of 0.000> 0.05 and a path coefficient value of 0.864, meaning that an increase in the values of infrastructure can provide an increase in learning achievement values.

The Influence of Learning Models on Learning Achievement at SMPN 5 Tanta, Tabalong Regency.

The results of this study indicate that the learning model does not have a significant effect on student learning achievement at SMPN 5 Tanta, Tabalong Regency. This statement is proven by the sig value of 0.595> 0.05 and the path coefficient value of 0.121, meaning that an increase in learning achievement values can provide an increase in learning achievement values.

Mediation Test of the Influence of Learning Motivation on Student Learning Achievement through Learning Models

The direct effect of learning motivation on student learning achievement is 0.131. The indirect effect of learning motivation on learning achievement through learning models is - 0.200 x 0.121 = - 0.024. The results show that the direct effect of the learning motivation variable on student learning achievement is smaller than the indirect effect of the learning motivation variable on student learning achievement through learning models (0.774 < 0.415

) then it can be concluded that the learning model variable is able to mediate the influence of the learning motivation variable on student learning achievement.

Mediation Test of the Influence of Parental Support on Learning Achievement through Learning Models

The direct effect of parental support on learning achievement is -0.181. The indirect effect of parental support on learning achievement through learning models is 0.163 x 121 = 0.019. The results show that the direct influence of the parental support variable on learning achievement is smaller than the indirect influence of the parental support variable on learning achievement through the learning model, which is -0.181 < 0.019, so it can be concluded that the learning model variable is able to mediate the influence of the parental support variable on learning achievement or in other words that parental support has a significant influence through the learning model.

Mediation Test of the Influence of Facilities and Infrastructure on Learning Achievement through Learning Models

The direct effect of infrastructure on learning achievement is 0.864. The indirect effect of infrastructure on learning achievement through the learning model is 1.019 x 0.121 = 0.123. The results show that the direct effect of infrastructure variables on learning achievement is greater than the indirect effect of infrastructure variables on learning achievement through the learning model is 0.864> 0.123, so it can be concluded that the learning model variable is not able to mediate the effect of infrastructure variables on learning achievement or in other words that infrastructure does not have a significant effect through the learning model.

CONCLUSION

Based on the results of the calculations and discussions carried out in the previous chapter, the conclusions in this study can be summarized as follows: The learning motivation variable has a significant influence on the learning model at SMPN 5 Tanta, Tabalong Regency. The variable of parental support has a significant influence on the learning model at SMPN 5 Tanta, Tabalong Regency. The infrastructure variables have a significant influence on the learning model at SMPN 5 Tanta, Tabalong Regency. The variable of learning motivation has a significant influence on student learning achievement at SMPN 5 Tanta, Tabalong Regency. The variable of parental support has a significant influence on student learning achievement at SMPN 5 Tanta, Tabalong Regency. Variable facilities and infrastructure have a significant influence on student learning achievement at SMPN 5 Tanta, Tabalong Regency. The learning model variable is able to mediate the influence of the learning motivation variable on the learning achievement of students at SMPN 5 Tanta, Tabalong Regency. The learning model variable is able to mediate the influence of parental support variables on the learning achievement of students at SMPN 5 Tanta, Tabalong Regency. The learning model variable is not able to mediate the influence of the infrastructure variable on the learning achievement of students at SMPN 5 Tanta, Tabalong Regency.

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