



The Effect of Family Environment and Internet Usage on Learning Motivation

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Abstract

This research aims to identify the effect of family environment and the internet usage as learning source simultanly or partially on economics learning motivation. Population was Senior High School 5 students (IIS/Social Program) Semarang. 192 students were analyzed as sample. Data collecting method used questionnaire. While data analyzing used descriptive and double equal regression analysis. From the descriptive analysis, it was found that the learning motivation is high (62%), good family environment (61%), good internet usage as learning source (67%). Findings show that family environment and the internet usage as learning source simultanly give positive effect and significant to motivation in learning economics by 39.8%. Partially, family environment gives positive effect and significant to economics learning motivation by 17.2%, the internet usage as learning source gives positive effect and significant to economics learning motivation by 8.6%. It can be concluded that family environment and the internet usage as learning usage give positive effect and significant to economics learning motivation at Senior High School 5 Semarang simultanly and partially. Hence, it is suggested that family environment should be kept in good condition, the internet usage as learning media should be provided more optimal, family hopefully always keeps condusive, calm, comfortable and enjoyable condition, and the last, students should improve the intensity of accessing economics information through the internet.

How to Cite

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INTRODUCTION

Law Number 20 Year 2003 defines learning as a process of interaction between learners with teachers and learning resources in a learning environment. Hence, the learning process is expected to run well. Meanwhile, the existence of interaction between learners and teachers, adequate learning resources, and a conducive learning atmosphere will contribute to the learning process in which can enable learners to succeed in their learning. Teaching and learning process is the main activity in school aiming to create better behavior of the students. To make it happen, there are many factors that influence it. One of them is motivation. A person will succeed in learning if one has desire to learn. This desire or motivation to learn is called motivation (Sardiman, 2012). Further, Hidayati (2012) states that motivation is the driving force coming from the student himself to change his behavior as a result of individual experience as a result of the interaction with the environment.

Motivation exists due to the interaction between individuals and situations resulting in different basic motivations. Robbins (2015) defines motivation as a process that explains one's strength, direction, and perseverance in an effort to achieve certain goals. In that sense there are three main elements of motivation, namely strength, direction, and persistence.

Motivation and learning are two things that affect one another. Learning is a relatively permanent change in behavior and potentially occurs as a result of a practice or strengthening capacity to achieve a particular goal (Uno, 2012). In learning activities, motivation can be said as the driving force for students in learning activities, which ensures the continuity and provides direction to learning activities, so that the expected goal can be achieved (Sardiman, 2012).

Motivation is important to determine how the students can acquire all information during the learning process. As already explained that a person will succeed in learning, if there is a strong desire to learn, and without it, learning will be difficult to succeed can become a problem in the learning process. Mc Donald in Hamalik (2011) formulated that motivation is a change of energy in a person characterized by the emergence of feelings and reactions to achieve goals.

A driving force in a person can be obtained from internal and external factor. Encouragement or motivation coming from within (intrinsic) is an impulse that arises from within a person without any external stimuli. For example, in a

learning activity, a student learns because they want to gain knowledge. While those who have extrinsic motivation or motivation from external factors they learn something because they want to get a gift or praise from others such as teachers, parents, friends, or for obtaining good grades.

The above explanation gives us an insight that the motivation to learn is an impulse that arises in student's internal factor in learning to achieve certain goal. The goal can come from within and from outside the individual. Related to economics subjects, the motivation to learn economics is an impulse that arises in a student to learn economic to understand the material which is expected to improve learning achievement in economics. If students have a high motivation, then it is possible for them to obtain better results and achievement. While in this case, the extrinsic motivation could be to gain praise or reward from the results and achievements.

Based on my personal observation during PPL (Teaching Practice Internship) in SMA Negeri 5 Semarang in August 2014 - September 2014, 75% of the students taking economic subjects are students majoring in Social Sciences. And unfortunately, I found that they have low motivation. This can be seen from several things, the students are lazy and often complain when asked to buy books of Student Worksheets (LKS) of Economy that costs only Rp.7000, -. I assume that it is small amount of money compared to their pocket money. In fact, sadly, this LKS is the only reference handbook. In addition, during the lesson, the students were found to have less focus on the material being taught. Moreover, the LKS that has been distributed was rarely opened during the economic lesson. Then, students were not cooperative when given a task by the teacher, and most are lazy to find answers via LKS or economic books from other sources.

Such phenomena caused the researcher's interest, so the question arises to what extent the students' motivation is low in learning. From those background and previous theories and research related to learning motivation, the researcher assumes that the high motivation of student learning can be influenced by several factors, namely family environment and internet usage as a learning resource. The environment in the family that provides all facilities will improve students' learning motivation. The other factor is the internet facilities available both in the home and school environment will improve student's motivation.

Dimiyati and Mudjiono (2009) revealed that students' learning motivation can be influenced by student's aspiration, ability, condition of

physical and psychic intelligence, environment condition, dynamic elements in learning and learning, and teacher's efforts in teaching them. In addition, Darmawan (2014) adds that the media of learning can generate mentality and motivation for students such as the internet.

One of the factors influencing students' learning motivation according to Dimiyati and Mudjiono (2009) is the condition of student environment. In this study, the focus is the environment in the family. It is an important factor in a child's development. Ahmadi (2007) describes the family environment as the first social environment introduced to the children meaning that family is the first environment a child knows.

Family environment is very influential for the success of student learning. The first factor influencing one's life and his development is family. Suratno (2014) states that a good and conducive family environment will stimulate children to study harder and achieve higher learning outcomes. The existence of support from a good environment will foster motivation to improve learning activities because they often spend their time with family. A good family environment and the continuous attention from parents will give a good impact on the learning and academic achievement. As the study conducted by Whitaker (2012) shows that environmental and family characteristics are important factors in determining the motivation to learn. Then, research conducted by Garliah and Nasution (2005) also mentions there is a positive relationship between family environment and learning motivation. The reason the researchers choose the family environment as an independent variable is because the family environment of students in SMA Negeri 5 Semarang is assumed to be good. Based on the personal data of the students, in average, parents of the student work as entrepreneurs, a member of POLRI and TNI, civil servants, and self-employed with a considerable good income. Therefore, it can be said that the students of SMA Negeri 5 Semarang are from a good family environment and affluent. Therefore, it arises a question why students have low motivation in learning, albeit they have a good family environment. In addition, the selection of family environment variable becomes an independent variable is supported by the theory and some previous studies as previously described.

The other factor that is argued to affect student's learning motivation is the internet. In this global era, the internet has been used widely which means that information plays important role in daily activities and the access to gather

its sources and network becomes very crucial. The internet has been a part of information and communication technology which grows very rapidly and is the largest information network in the world today. It is used by millions of people with various purposes including for educational purposes. In learning activities, the internet is a learning medium can be used as a source of learning in which learners can obtain information or learning materials quickly (Darmawan, 2014).

The use of internet as a source for students in learning is helpful because they can find things related to subjects other than books. Wallington in Sudjana and Rivai (2009) states that "the main role of learning resources is to bring or distribute stimulus and information to students". By using internet, students can find information to find more knowledge, while teachers can search for appropriate and innovative teaching materials other than books. Students can search any related subjects to general knowledge.

Raharjo in Aqib (2013) explains that the internet for education is an access to information resources, resource persons, and as a media cooperation. It provides access to information sources such as on-line library, literature sources, research results, and access to learning materials and lectures. The results of Harandi's research (2015), found that there is a significant relationship between technology-based learning and student motivation. Students will be more motivated to learn if technology is used in the learning process.

Then, the existence of information and communication technology, especially internet among students is very supportive in terms of learning process. Papanis (2014) states that more than 50% of students mention internet to have a special learning role that improve their motivation. While Kwartolo (2010) stated that information and communication technology especially internet gives positive impact for students such as students can learn from anywhere, are more interested to learn, feel happy, and save time to be more efficient. From the previous studies, it can be understood that the use of the internet in learning has a positive effect on students' learning motivation.

The selection of the Internet utilization as the source for learning is set as an independent variable. In addition, students of SMA Negeri 5 Semarang has used quite well the Internet as the source of learning. Students make use of the Internet to do the assignment. Usually students use smartphones and laptops then connected to a wi-fi network at school. By utilizing the internet

as a learning resource, it will facilitate the students in learning economics. The materials that have not been listed in the book / LKS can be obtained through the internet quickly and easily. Therefore, the question is why the use of the Internet as a source of learning is fairly good, but it is not accompanied by high learning motivation.

Based on the background and previous research results, the purpose of this study is to identify the impact of family environments and the use of the Internet as a source of learning on student learning motivation in economic subjects for SMA Negeri 5 Semarang both collectively or individually.

METHODS

This research is a quantitative research. The population is 192 students of SMA Negeri 5 Semarang who took economic subjects (IIS). Samples were obtained using Slovin standard error of 10% and there were 66 students. Proportionate Stratified Random Sampling was used as sampling technique. Data collection method used is closed questionnaire type.

The variables that will be measured in this research are dependent variable (\hat{y}) that is Student Motivation on economic subject in SMA Negeri 5 Semarang with the indicators of determination in facing economic learning difficulties, interest in economic learning, and able to defend the opinion about economics material. The independent variable in this research is Family Environment (x_1) and Utilization of Internet as Learning Resources (x_2). Meanwhile, the method for data analysis is descriptive statistics and multiple linear regression analysis.

RESULT AND DISCUSSION

The Effect of Family Environment and Internet Utilization as a Learning Resource on Student Motivation on Economy Subjects in SMA Negeri 5 Semarang

The learning motivation of the student is influenced by many factors. This research focused on the factors of the environment of the family and the use of the Internet as the learning source for economics subject.

The calculation result using SPSS obtained by regression equation model $\hat{y} = 5.787 + 0.543x_1 + 0.323x_2$. The regression equation model has the following meanings: Constant = 5.787 which means that if the family environment variable (x_1) and the use of internet as learning source (x_2), its value is 0, then, the learning motivation to learn

economics (\hat{y}) is 5.787. Regression coefficient of family environment variable (x_1) = 0.543, meaning that there is correlation between teacher environment variable (x_1) to motivation in learning economy (\hat{y}). If the family environment increases, 1 unit and other variables are considered fixed, then the motivation to study economy of SMA Negeri 5 Semarang (\hat{y}) has increased 0.543. Coefficient of positive value means there is a positive relationship on the family environment to student learning motivation on economic subjects which means that the better the family environment, the higher the student's learning motivation is.

Regression coefficient of variable of internet utilization as a learning resource (x_2) = 0.323, meaning that there is a correlation between variable of internet use as a source of learning (x_2) to motivation in learning economics (\hat{y}). If the use of the internet as a source of learning has increased 1 unit and other variables are considered fixed, then the motivation of learning economics for SMA Negeri 5 Semarang (\hat{y}) has increased 0.323. This positive value coefficient means there is a positive relationship between the use of the Internet as a source of learning on student motivation on learning economic subjects, meaning the better the use of the Internet as a source of learning then the students' learning motivation on economic subjects is higher. Based on the regression equation result, it can be interpreted that there is an impact of family environment and the Internet as a source of learning on student's motivation to learn economics subject at SMA Negeri 5 Semarang.

F test is performed to test the impact of independent variables (family environment and internet usage as learning source) in regression model to dependent variable (student's learning motivation in learning economic subject). This test uses F Test (simultaneous test) calculated through SPSS 19 program by comparing probability with significance level (5%). If the probability < 0.05 then H_1 accepted which means the family environment and the use of the internet as a source of learning has a positive and significant impact on students' learning motivation to learn economics. If the probability value is > 0.05 then H_1 is rejected, meaning there is no effect simultaneously between two independent variables (family environment and internet usage as a learning source) to dependent variable (student's learning motivation on economic subject). In addition, it can also be seen by comparing between F_{count} and F_{table} . If $F_{count} > F_{table}$, then H_1 is accepted. The results of the F test (simultaneous) is in Table 1.

Table 1. The Results of the Simultaneous F test (Uji F)

ANOVA ^b					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1335.347	2	667.674	22.528	.000 ^a
1 Residual	1867.138	63	29.637		
Total	3202.485	65			

a. Predictors: (Constant), The use of internet as a learning source, and family environment

b. Dependent Variable: Learning Motivation

The results showed that there is a positive and significant relationship between the family environment and the use of the Internet as a source of learning on student learning motivation on economic subjects in SMA Negeri 5 Semarang simultaneously. The family environment and the use of the internet as a source of learning obtained $F_{count} 22.528 > F_{table} 3.15$ with a significance value of $0.000 < 0.05$. Therefore, it can be concluded that hypothesis 1 (H1) "There is a positive and significant relationship between family environment and the use of the Internet as a source of learning on the motivation of student in learning economics in SMA Negeri 5 Semarang", accepted. Regression analysis shows that the coefficient of determination simultaneously (R^2) can be seen from the value of Adjusted R Square of 0.398. These results show that simultaneously the influence of the family environment and the use of the internet as a source of learning on student learning motivation on economic subjects in SMA Negeri 5 Semarang is 39.8%, while the remaining 60.2% is influenced by other factors which are not discussed in research this.

According to the result of the research, the descriptive analysis of students' motivation variable on the economic subject of SMA Negeri 5 Semarang obtained 23 students or 35% who have motivation to study in very high category, 41 students or 62% in high category, 2 students or 3% in low category and, there are no students who have very low motivation to learn economics. On average, the students 'learning motivation on economics lessons in SMA Negeri 5 Semarang obtained a score of 61. These results indicates that most of the students' motivation to learn economic subjects in SMA Negeri 5 Semarang are in high category.

Indicators of family environment variable that influence student motivation include the way parent educate the students, relation between family member, home atmosphere, and family economic condition. The average score of the family environment is 58 meaning that most of the students have good family condition. For in-

ternet utilization variable as learning source is measured by five indicators that is understanding and attitude of student to internet concept as learning resource, internet availability as learning resource, accuracy of internet function as learning resource, student's intensity accessing information from internet, and facilities which is often used on the internet. The average score of internet utilization as a learning resource is 74 which means most students can access internet.

Based on the results of this study concluded that the family environment and the use of the Internet as a source of learning have a positive and significant impact on student learning motivation on economic subjects, it is also supported by several theories. The existence of a safe, peaceful, harmonious, clean, and beautiful environment will foster the spirit and motivation more strongly (Dimiyati and Mudjiono, 2009: 99). In this case, the family environment is very important in order to foster the spirit and motivation on student learning. A harmonious family environment will create a person's comfort to learn. Then, Darmawan (2014: 8) describes the internet used as a medium for channeling messages and materials in the learning process. The existence of the internet is enough to evoke mentality and spirit of learners and the teacher. It can be seen how important the internet in this current era. Learning materials are now no longer available only from handbooks that are sometimes incomplete. With the internet, students can use it as a learning resource in which all information related to learning materials, especially economics, is abundantly available. Thus, students will not get bored because learning resources are not only from the book, but also from various sources on the internet. It means that information can be easily obtained and it will automatically improve the spirit and motivation to learn.

Analysis of coefficient of determination simultaneous is conducted to measure how far the ability of model in explaining free variable to dependent variable. In other words, the coefficient of determination analysis is conducted to

find out how big the contribution of free variable of family environment (x_1) and internet usage as learning source (x_2) to the dependent variable (\hat{y}) which is the student learning motivation on economic subjects in SMA Negeri 5 Semarang. The value of coefficient of determination (R^2) is 0 to 1. A small value of R^2 means the ability of independent variables in explaining the dependent variable is very limited. A value close to 1 means that the independent variable provides almost all the information needed to predict the dependent variable (Ghozali, 2011). In this study, the coefficient of determination (R^2) is used to measure how far the model or independent variable- the family environment and the use of the internet as a source of learning-can explain the variation of dependent variable or dependent variable- students' learning motivation. The value of coefficient of determination can be seen in the output of SPSS 19, that is, the table of Summary Model of Adjusted R Square column approaching 1 shows the stronger the model which explains the variation of the independent variable (x) to the dependent variable (\hat{y}). The value of R^2 approaching 0 (zero) indicates the weaker the model explaining the variation of the independent variable (x) to the dependent variable (\hat{y}). The results of simultaneous coefficient of determination analysis in Table 3.

The Table 3 shows the Adjusted R Square column and it demonstrates the magnitude of R^2 which is 0.398. This shows that 39.8% variation of Student Motivation on learning Economic Subject can be explained by the variation of the two independent variables namely Family Environment and Internet Utilization as Learning Resources. While the rest ($100\% - 39.8\% = 60.2\%$) is explained by other causes outside the model. Hence, the better the family environment and the use of the internet as a source of learning, the

students' learning motivation on economic subjects will be higher. The value of this determination coefficient is seen in the Adjusted R Square column because this research uses multiple linear regression analysis, where there are two independent variables that explain one dependent variable.

The Effect of Family Environment on Student Motivation to learn Economics Subject in SMA Negeri 5 Semarang.

Partial test of hypothesis (t-test) aims to know how far independent variable (family environment and internet use as a source of learning) partially influence the dependent variable (student's learning motivation). This test uses t-test (partial test) calculated using SPSS 19 program, by comparing probability with significant level (5%). If the probability < 0.05 then H_2 and H_3 accepted, which means the family environment and the use of the Internet as a source of learning partially have a positive and significant impact on student motivation on economic subjects. If the probability is > 0.05 then H_2 and H_3 are rejected which means family environment and internet usage as learning source partially does not have an effect on the student's learning motivation on economic subject. This test can also be seen by comparing t_{count} with t_{table} . If $t_{count} > t_{table}$ then H_2 and H_3 are accepted. The results of the partial test is in Table 4.

Based on the partial test table of the family environment variables obtained *p-value* on the sig column is $0.001 < 0.05$, and in column t obtained value $t_{count} 3.626 > t_{table} 1.9977$ can be concluded (H_2) accepted. Therefore, partially (H_2) is accepted. It means that there is a positive and significant influence of family environment on student's motivation on economic subject in SMA Negeri 5 Semarang accepted. For par-

Table 3. Simultaneous Determination Coefficient Test Results

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.646 ^a	.417	.398	5.44400

a. Predictors: (Constant), the use of the Internet as the learning resource, family environment

b. Dependent Variable: Learning Motivation

Table 4. Result of Partial Test

Coefficients ^a					
Model	B	Unstandardized Coefficients		t	Sig.
		Std. Error	Beta		
1	(Constant)	5.787	8.480	.682	.497
	Family Environment	.543	.150	.431	3.626 .001
	The use of Internet as a learning source	.323	.132	.290	2.444 .017

a. Dependent Variable: Learning Motivation

tial test result variable of internet utilization as learning source obtained *p-value* on sig column is $0.017 < 0.05$, and in column t obtained value $t_{count} 2.444 > t_{tabel} 1.9977$ can be concluded that (H_3) is accepted. Therefore, it shows that partially, H_3 stating that there is positive and significant influence of internet utilization as learning resource to student's learning motivation on economic subject at SMA Negeri 5 Semarang can be accepted.

A good family environment is very influential on the learning process of a student. A harmonious family will have a positive impact on the learning process of the students. The support from family, encouragement and motivation always help when experiencing difficulties in studying economics, it will be very possible motivation to learn will increase. The result of partial test (t-test) was $t_{count} 3.626 > t_{tabel} 1.9977$ with significance value of $0.001 < 0.05$ meaning that there is positive and significant influence of family environment to student's motivation on learning economic subject. This indicates that H_2 stating "There is a positive and significant influence of family environment on students' motivation in economic subjects in SMA Negeri 5 Semarang" is accepted. The amount of influence of family environment on student's motivation on learning economic subject in SMA Negeri 5 Semarang is 17.2%. Conversely, the worse the family environment is, the lower the students' motivation is. The average score of descriptive analysis on family environment is 58. It means that most family environment variable of the students in SMA Negeri 5 Semarang is at good category.

The existence of support from a good environment will foster motivation in students to improve learning activities because most students spend their time with family. A good family environment and the continuous attention of parents will have a good impact on the learning and the academic for children. The family environment indicators include the way parents educate, the relationship between family members, home atmosphere, and family economic conditions. The way parents educate should be appropriate. Educating a child does not have to be violent, but with gentleness. Parents also need to give attention as it can improve children's motivation. The family as the main environment must maintain good relationships among family members, help each other when there are difficulties, they can have support from parents. In the family environment also needs to keep the home atmosphere to stay calm and tranquil so that the motivation to learn can also be created. Then, related to the economy, when the family economy is in good

condition, then the facilities to learn can be fulfilled. This will improve children's motivation to learn the subject better.

The results of this study are consistent with a study conducted by Whitaker (2012) which shows that environmental and family characteristics are important factors in determining the motivation of children to learn. Further, research conducted by Garliah and Nasution (2005) showed a positive relationship between the family environment on learning motivation. From the description shows that the family environment affects students' motivation to learn economic subjects.

Effect of Internet Utilization as a Learning Resource of Student Motivation on Economics Subjects at SMA Negeri 5 Semarang

The Internet is certainly not a strange thing in the modern world as it is today. With the increasing role of information in various activities of life and technology, access to sources and information networks become increasingly important for anyone. Moreover for the world of education, internet has very important benefits. In learning activities, the internet is a learning medium which can be used as a source of learning, where through the internet, learners can obtain information or learning materials quickly (Darmawan, 2014: 8). Utilization of the internet as a source of student learning is helpful in the learning process because with the internet, students can find things related to subjects other than books.

Hasil uji parsial (Uji-t) yang dilakukan, diperoleh $t_{hitung} 2,444 > t_{tabel} 1,9977$ dengan nilai signifikansi $0,017 < 0,05$ yang berarti ada pengaruh positif dan signifikan pemanfaatan internet sebagai sumber belajar terhadap motivasi belajar siswa. Hal ini menunjukkan H_3 yaitu "Ada pengaruh positif dan signifikan pemanfaatan internet sebagai sumber belajar terhadap motivasi belajar siswa pada mata pelajaran ekonomi di SMA Negeri 5 Semarang", diterima. Besarnya pengaruh pemanfaatan internet sebagai sumber belajar terhadap motivasi belajar siswa pada mata pelajaran ekonomi di SMA Negeri 5 Semarang adalah 8,6%.

Partial test results (t-test) conducted, it was obtained $t_{count} 2.444 > t_{tabel} 1.9977$ with a significance value of $0.017 < 0.05$ which means that there is a positive influence and significant use of the Internet as a source of learning on student motivation. This shows that H_3 stating "There is a positive and significant influence on the use of the internet as a source of learning on student learning motivation on economic subjects

in SMA Negeri 5 Semarang”, can be accepted. The amount of influence of internet utilization as learning resource to student’s learning motivation on economic subject in SMA Negeri 5 Semarang is 8.6%.

Based on the t-test results, it can be interpreted that the increasing use of the Internet as a source of learning will make the motivation of student learning on economic subjects higher. Conversely, the limited use of the Internet as a source of learning, the motivation to learn students on economic subjects will be lower. Hence, these results indicate that the use of the Internet as a source of learning is a factor that needs to be considered in order to improve student learning motivation on economic subjects in SMA Negeri 5 Semarang.

Indicator of variable of internet use as a learning resource which influences student’s learning motivation on economic subject involve five indicators, that is understanding and attitude of student to internet concept as learning resource, internet availability as learning resource, student intensity access information from internet, and facilities which are often used on the internet. From the results of descriptive analysis of the average utilization of the internet as a source of learning, it was obtained a score of 74. With these results indicate that most of the variable utilization of the internet as a source of learning for students SMA Negeri 5 Semarang is in good category. The description is described as follow:

The first indicator is the understanding and attitude of students to the concept of the Internet as a source of learning. In this case in general SMA Negeri 5 Semarang students can be classified at a very good category. The understanding and attitude of learners towards the internet that serve as a source of learning is very important to facilitate learners in economic learning activities. As learning becomes easier, the motivation of learning will increase.

The second indicator is the availability of the Internet as a learning resource. In this indicator, in general, students of SMA Negeri 5 Semarang included in the good category. The availability of the Internet is very important as a source of learning. If availability is limited or even none, less good network, and no facilities used to access the internet, the utilization would become less optimum. When its availability is sufficient, then its usage as a source of learning can be more leverage and learning motivation will increase.

The third indicator is the accuracy of internet function as a learning resource. In this indicator, in general, SMA Negeri 5 Semarang students

fall into the very good category. After learners understand the concept of the internet as a source of learning, then learners also must understand how the accuracy of the internet function as a source of learning. Learners should be able to assess whether the internet can provide information about the economy completely and correctly. The motivation to study the economy in students will grow when they understand better the concept and function of the Internet as a source of learning.

The fourth indicator is the intensity of students accessing information from the internet. In general, SMA Negeri 5 Semarang students fall into good category. The intensity of learners in accessing information about the economy from the internet either through the wi-fi network in schools or through internet service providers outside the school can show how much learners use it for the benefit of learning. From the results of research shows that the intensity of students in accessing information about the economy through the internet can be said to be good. However, it still needs an increase in the intensity of students in accessing economic information via the Internet in order to improve student learning motivation.

The fifth or the last indicator is the facilities that are often used. In general, SMA Negeri 5 Semarang students fall into good category. Internet facilities often used by students will show how often learners access the internet for economic learning purposes. Students who often use the facilities on the internet for the purpose of learning, especially economics, will facilitate them in the process of studying economics, so it is possible that the motivation to learn the economy will increase.

The results of this study are in line with a study conducted by Papanis (2014) which states that more than 50% of students mentioned that the internet has a special learning role for them which can increase their motivation to learn. Then, Kwartolo (2010) in his research stated that information and communication technology especially internet gives positive impact for students, that students can learn from anywhere, more interested, feel happy, and learn to be more efficient.

The coefficient of determination partial (r^2) in this research is used to know the amount of contribution of independent variable that is Family Environment (x_1) and Utilization of Internet as Learning Source (x_2) to dependent variable that is Student Learning Motivation on Economic Subject (\hat{y}). The partial determinant

Table 5. The Result of coefficient of determination partial (r^2)

		Coefficients ^a			t	Sig. Zero-order	Correlations	
Model	B	Unstandardized Coefficients		Standardized Coefficients			Partial	Part
		Std. Error	Beta					
1	(Constant)	5.787	8.480		.682	.497		
	Family environment	.543	.150	.431	3.626	.001	.601	.415 .349
	Utilization of the Internet	.323	.132	.290	2.444	.017	.543	.294 .235

a. Dependent Variable: Learning Motivation

coefficient (r^2) can be seen from the SPSS output. The trick is to square the value of Correlation Partial, the value is squared because the partial determinant coefficient is r^2 , whereas the r value is seen in the Correlation Partial column then squared to obtain r^2 . Here is the result of partial determination coefficient analysis in the Table 5.

Based on the above table, the magnitude of the influence of each independent variable to the dependent variable can be seen from the partial coefficient of determination (r^2) on the Correlation Partial column of each variable. From the table above it appears that the partial correlation coefficient for the family environment variable of 0.415, so that r^2 for this variable is $(0.415)^2 = 0.172$ which means that effective contribution to family environment variable to increase student's motivation on economic subjects in SMA Negeri 5 Semarang is 17.2%. While the partial correlation coefficient for the variable utilization of the internet as a learning source is 0.294 so that r^2 for this variable is $(0.294)^2 = 0.086$ which means that effective contribution to variable use of the internet as a source of learning to increase student learning motivation on economic subjects in SMA Negeri 5 Semarang is 8.6%.

CONCLUSION

Student learning motivation is influenced by various factors both from within students, as well as from outside. This study examines the influence of family environments and the use of the Internet as a learning resource for improving student learning motivation. The results showed that simultaneously, the family environment and the use of internet as a source of learning have a positive and significant effect on students' learning motivation on economic subjects in SMA Negeri 5 Semarang with an influence level of 39.8%. While partially, the family environment has a positive and significant effect on students' learning motivation on economic subjects in SMA Negeri 5 Semarang (17.2%). The use of internet as a source of learning has a positive and

significant effect on students' learning motivation on economic subjects in SMA Negeri 5 Semarang (8.6%). For the development of further research can use other variables that may affect student learning motivation, and can combine these independent variables into intervening and moderating variables.

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