

Utilization of School Library, Learning Strategy, Motivation as Intervening Towards Students' Learning Achievement

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Abstract

The objective of this study is to analyze the effect of the use of school libraries and learning strategies towards students' achievement with learning motivation as an intervening. This Research Method was a quantitative correlation implemented towards V graders students of Public Primary School in Gunungpati District Semarang City through questionnaire, documentation, and observation. The use of school libraries and learning strategies as an independent variable, students' achievement as a dependent variable and learning motivation as an intervening variable, were analyzed using path analysis by using t test and Sobel test. The results of the study show that the utilization of the library is relatively sufficient, so that students' achievement becomes less optimal ($p = 0.032 < 0.05$). Teachers' learning strategies are sufficient and have a direct effect on less optimal learning achievement ($p = 0.000 < 0.05$). Learning motivation has an effect as an intervening effect of the utilization of a library towards learning achievements ($p = 0.031 < 0.05$). The conclusion of this study is the utilization of library and learning strategies have an effect towards learning achievement with learning motivation as an intervening variable towards V graders students of Public Primary School in Gunungpati District.

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INTRODUCTION

Learning achievement is the learning outcomes that one achieves in the process and the learning activities undertaken shown through the evaluation of learning (Oroh, 2010; Hartono, 2009). School expectations and Regional Technical Implementation Unit (RTIU) Education Gunungpati District is the achievement of learning completeness because in 2017 student achievement is still under the Minimum Criteria of Mastery Learning. One of the factors that affect the learning achievement that needs to be considered is the school environment (Sudikno, 2014). The library as part of the school environment is the center of information, the source of science and technology, recreation, and the preservation of the cultural treasures of the nation (Supriyanto, 2008) that serves educative, informative, creative and research (Yusuf, 2005 in Yunaldi, 2012), it has an important role in improving learning achievement (Sudikno, 2014; Bafadal, 2012; Priyono, 2006), so that the existence of the library should be optimized as a supporter of learning in schools, moreover, in the curriculum 2013 students are required to be more active in the learning process by utilizing various sources for learning (Rizki, 2016), which is expected to lead to the achievement of their learning achievements. Services, book collections and the comfort of the library reading room become an important element (Suyanto & Jihad, 2013), so it is expected to have an impact on students' reading interest. Cahyati's research (2013), Pratiwi's (2014); Ayanlola's (2014) indicate that there is a significant influence of school library utilization on learning achievement.

The facts show that the condition of Public Primary Schools in Gunungpati District has not met the standard because the available collection is in the form of textbooks, while other collections are relatively few and old, so the students are less interested to visit the library. From 42.4% schools which have libraries that have adequate facilities, the number of visits 30% of the number of students in the school. The lack of utilization of

the library is predicted to be a factor that affects less optimal student achievement.

Besides the physical environment, teachers have a strategic role in the achievement of student learning achievement because teachers can apply strategies that are appropriate to the characteristics of students. Learning strategy is a series of activities plans that include the use of methods and the utilization of various resources or strengths in a learning and arranged to achieve a certain goal (Sanjaya, 2013; Majid, 2016). The research of Hamid, et al. (2015), Wangka, et al. (2017), Wadsworth (2007) shows that learning strategy has an effect on student achievement. Soltanzadeh, et al. research (2013) shows that active learning contributes to achievement motivation.

Motivation is a factor to be considered in learning because it affects learning achievement (Hamdu, et al. 2011). Learning motivation is an internal and external encouragement for students in learning to make changes in behavior in general (Uno, 2016; Sardiman, 2013). According to Uno (2016), students who have been motivated in learning can be shown by the characteristics of an impulse, satisfaction, and confidence.

The objectives of this study are to: (1) find out the influence of the utilization of school libraries on the achievement of primary school students, (2) to know the effect of learning strategy on student achievement of primary school students, (3) To know the influence of the role of learning motivation as an intervening of library utilization on the achievement of primary school students, (4) To know the effect of the role of learning motivation as an intervening of learning strategy on the achievement of Primary school students.

This research is expected to give contribution and input for the educational institution to pay more attention towards school library, learning strategy to give learning motivation towards students so that students' learning achievement is satisfactory.

METHODS

This correlational research was conducted on the population of V graders of Public Primary Schools in Gunungpati District, with a sample of 111 V graders students from 4 Public Primary. Namely school A, school B, school C, school D. The variables studied are the utilization of School Library (SL), Learning Strategy (LS) as independent variable, Learning Motivation (LM) as intervening and learning achievement (PB) variable as dependent variable. The main data obtained through the distribution of questionnaires and documentation, and to obtain data support, it was conducted observation of teacher learning strategies and observation of the library. The data obtained were analyzed through path analysis which was tested by using t-test to test the direct relationship and Sobel test to test the indirect relationship.

RESULTS AND DISCUSSION

The utilization of school library as a source of learning by most primary school students in Gunungpati District is sufficient. From the data collection results, it is obtained average percentage score of 60.3 at intervals 53-68 on sufficient category.

Table 1. Utilization of School Library by V Graders Students of Public Primary Schools in Gunungpati District

Indicator	Average	Criteria
Visit the library	61	Sufficient
Borrow library collections	58	Sufficient
Finish the tasks/reports	59	Sufficient
Students interest to study	62	Sufficient
Search and using information	59	Sufficient
Utilizing the Internet, source of information	60	Sufficient
Utilizing a reading room	60	Sufficient
The desire to get a learning achievement	66	Sufficient
Introduce books	60	Sufficient
Give motivation	60	Sufficient
Embed a reading habit	59	Sufficient

The data shows that the majority of students occasionally make visits to library, borrow existing collections, utilize libraries to finish reports or tasks, have an interest in

learning, utilize libraries to look for information, utilize the existing internet, utilize the reading room at library, the desire to get the achievement. The use of libraries by students is not optimal, the majority of students are lent thematic books by school libraries, but the lending rate of fiction and non fiction books as enrichment is still relatively sufficient, as shown in Figure 1.

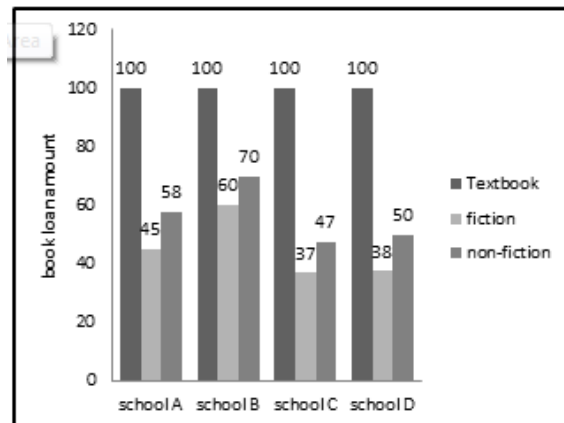


Figure 1. Book Lending Percentage by Class V Student

The highest rate of borrowing is in primary school B as much as 60% of fiction book and 70% non fiction book, while the other primary schools are relatively lower.

Learning Strategy

Learning strategy conducted by teachers according to students' perceptions can be seen from the results of questionnaires are classified in the sufficient category with an average of 59.6.

Table 2. The Average of Students' Perceptions of Learning Strategy

Indicator	Average	Criteria
Give attention	59	Sufficient
Inform learning objectives	53	Sufficient
Remind previous material	59	Sufficient
Presents the material	59	Sufficient
Presents media	59	Sufficient
Provide tutoring	60	Sufficient
Bring up performance	59	Sufficient
Provide feedback	64	Sufficient
Assess performance	63	Sufficient
Improve retention	59	Sufficient
Increase transfer	60	Sufficient

Learning Motivation

The motivation of primary school students in Gunugpati District is quite good with average score percentage that reach 60.3 at interval 53-68.

Table 3. Average Learning Motivation Indicators

Indicator	Average	Criteria
The desire to succeed	63	Sufficient
The need for learning	59	Sufficient
The existence of future ideals	65	Sufficient
An appreciation in learning	59	Sufficient
The existence of interesting activities in learning	58	Sufficient
The existence of a conducive learning environment	58	Sufficient

The data show that most students have enough desire or desire to succeed, they simply consider that learning as a necessity has future goals and interested enough in learning.

Learning Achievement

Student achievement from 51% students had an average in the range of 80-89, the remaining 34% at intervals of 70-79, 10% at 60-69 and 5% intervals at 90-100 intervals.

Table 4. Distribution of Frequency of Learning Achievement

Interval	Criteria	f	%
90-100	Excellent/ Very Good	5	5
80-89	Good	57	51
70-79	Sufficient	38	34
60-69	Poor	11	10
Total		111	100

Path Analysis

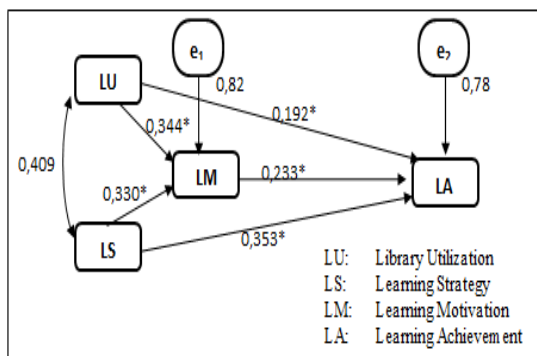


Figure 2. Path Diagram of The Effect of Library Utilization, Learning Strategy, Learning and Learning Achievement

The effect of library utilization and learning strategy directly on learning achievement and indirectly through learning motivation can be seen in Table 5.

Table 5. Hypothesis Test by Using t-Test and Sobel Test

Hypothesis	tvalue	p	Information
LU → LA	2.174	0.032	Accepted
LS → LA	4.007	0.000	Accepted
LU → LM → LA	2.15	0.031	Accepted
LS → LM → LA	2.12	0.033	Accepted

The Effect of Library Utilization on Learning Achievement

Learning achievement is one indicator of the achievement of the learning process that has been conducted. A one-semester achievement is an accumulation of various assessment results such as daily assessment, assessment of duty, portfolio assessment, midterm assessment and final semester assessment, as outlined in the form of final score stated in the report book. Based on the result of documentation, it can be seen that the achievement of V graders students of Public Primary School in Gunungpati District is 51% at 80-89 interval, 34% at interval 70-79, 10% at 60-69 interval, and the remaining 5% at 90-100 intervals. Achievement derived from the results of a complex assessment is an accumulation of the learning process.

Based on the results of path analysis, it shows that achievement is directly influenced by the utilization of school library, it means that the amount of achievement achieved by the students depends on the high quality of library utilization in school. Library as a source of student learning has not been optimally used by students, it became the factors that affect less optimal learning achievement. If it is seen from the indicator, it is found that the average is quite strong although on sufficient category is library visit (61%), student interest to study (62%) and desire to get learning achievement (66%).

These data indicate the existence of good potential in students to utilize the school library is the desire to make a visit to the library based on the interest to study and the desire to get learning achievement. The desire is a good potential to

continue to be developed with the motivation so that the library can be utilized as well as possible by students. However, there are several aspects that need to be corrected that is related to the number of existing library collections (58%). This is the reason why indicators borrow library collections become the lowest factor compared to other factors, although it still classified on sufficient criteria.

Activities for finishing tasks or reports (59%) are also factors that need to be noticed, hence, it is necessary the teachers have to get used to providing assignments by involving the search for reading sources in the school library. Indicators of library utilization as a source of information also have a low average compared to other indicators (59%). This indicates that the school library has not been optimally utilized as a source for looking for information on student knowledge. Indicators that are low compared to other indicators are inculcating reading habits (59%), so it is necessary to implement policy from school to embedding reading habits by regularly scheduling school literacy culture.

The lack of awareness of students in utilizing the library as an educative means that can be a source of learning, as evidenced by the majority of students who sometimes visit the library, borrow collection available, use the library to learn and finish the tasks and seek information that supports students in learning. The library's reading room has not been used optimally by the students due to the lack of students' desire to gain learning achievement by utilizing the library.

The results of this study are similar with Novriliam & Yunaldi (2012) which describes that the use of school libraries as a learning resource center in Public Primary School 23 Painan Utara has not been running optimally. The level of visit is still quite due to the students' reading interest who are also still quite enough. Based on the data, only a small percentage of students who visit the library because of their own awareness. In fact, the literary culture in the schools studied has not been optimal, that leads to awareness of visiting libraries, borrowing collections, finishing the tasks by utilizing the library as a learning resource

that is still on sufficient category. The utilization of learning resources which is less optimal, directly effect on less optimal learning achievement. In their research, it shows that the utilization of learning resources by students which is not optimal becomes one cause of less optimal students' learning achievement.

One of the informative functions of school libraries according to Yusuf (2005) is to seek the provision of collections that are informed about matters relating to the interests of teachers and students. The constraints based on the facts of this study indicate that the existing collection of books are old, while the latest books are few. These conditions are worsened the rarity of the opening of school libraries that cause the utilization of library which is not optimal. In line with Novriliam & Yunaldi (2012) research which concludes that the existence of school libraries as centers of learning resources is still not utilized optimally by the school community. The utilization of library which is not optimal due to poor school library implementation. Prasetyo & Muliadi Research (2008) concludes that the library facilities have an effect on the learning achievement.

There are several criteria that are required as an ideal library such as: having adequate reading place, good and active participant participation, 40% collection for textbooks, 30% enrichment books, and 30% fiction books with varying titles collection according to the needs of the curriculum and supported by information and communication technology (Darmono, 2007). Associated with these criteria, it shows that the library owned by the school where the research is still far from ideal. Although it has been equipped with a good reading room, the collection of books does not reflect the needs of the applicable curriculum and the existence of the Internet has not been integrated with the school library.

Based on observation data, it shows that the school library is not equipped with internet facilities that can be utilized by students to seek information and students' learning resources. These conditions have a direct effect on less than optimal learning achievement. Students' learning process that relies solely on what is delivered by

the teacher, without the support of reading habits from various sources such as internet, it has the effect on less optimal learning achievement achieved.

The utilization of the library as a source of learning needs encouragement from various parties. The role of teachers to motivate students to use the library as a learning resource can be done by providing encouraging tasks to use the library. Based on the data, it is obtained the description that the role of teachers in providing motivation and embed the habit of reading is still on sufficient criteria. The results of this study are also similar to the results of Novita & Wakijo research (2017), it concludes that the use of libraries affects the results of student's learning.

The Effect of Learning Strategy on Learning Achievement

The teacher is the main driving force in education, meaning that the role of the teacher cannot be replaced by anyone in the learning process. The role of teachers in learning is to make good condition of the learning process so it achieves the expected goals of learning (Asrori, 2013). Thus the role of teachers needs to create appropriate strategies in learning. Based on the results of the research, it is found that the perception of primary school students in Gunungpati District about learning strategy that is conducted is sufficient (59.6%). If it is seen from the indicator, providing feedback is the strongest aspect among other indicators, though it is on sufficient category of 64%. The data indicates that teachers put forward feedback from students through the questions so that teachers can make reflection regarding the lack of learning to improve. Through feedback, it can also be used as a motivation for students to actively follow the learning.

Another aspect that is considered stronger than other indicators is to assess the performance of 63%. These data suggest that teachers are more potentially better at assessing student performance. The activity is considered as an important activity because it can measure how far learning achievement is done in accordance with the objective of learning. Through the

assessment, it can also be considered in the followup process in the form of remedial and enrichment. Some indicators are still weak compared to other indicators is to inform the learning objectives of 53%. The data shows that recently the teacher is seen have not provided more detailed information about the goals to be achieved in learning. Learning objectives should be known at the beginning by students to have clear direction what needs to be mastered or achieved in learning, so that students focus more on learning activities.

The results of path analysis obtained the idea that the learning strategy has a direct effect on the learning achievement, meaning that the teaching strategy done by the teacher is sufficient to give less impact to the students' learning achievement. Making attraction for the students is the first part that needs to be done by the teacher, it is expected the students become more focus and give their attention to what will be learned. According to Nuryana, et al. (2013) the success of teachers in the learning process is not on the ability to develop science, but more on the ability to carry out interesting and meaningful learning for students, and strategies applied by teachers influence student achievement.

An initial activity that is important to be conducted by the students is to inform the learning objectives and to recall the previous material (apperception). This activity is important because it provides direction so that students understand what will be done on the learning and remind again about the initial knowledge that students have about the material to be studied. Based on the data, it is obtained the description that the majority of students stated that sometimes the teacher informs the purpose of learning and recall the previous material and relate to the material to be studied. Moreover, the less optimal learning strategy at the beginning becomes the factor that affects the learning achievement which is less optimal.

The core part of learning is the presentation of media use and guidance strategies undertaken by teachers to generate students' activity in following the learning. Based on the data, it is obtained the description that the

presentation of the material by the teacher is still considered sufficient by the students. The presentation of this material concerns the mastery of the material and the ability to present that is still considered not optimal, it can not encourage students to do learning activities.

Learning media is part of the strategy that teachers use to make it easier for students to understand the material. This condition has an impact on students' achievement which is less optimal. Interesting media presentation needs to be done by teachers to improve the achievement of learning outcomes. Agustiya's research (2017) concludes that the use of CTL learning supported by interesting media such as monopoly toys contributes towards students' motivation and learning achievement. A similar study by Saviyanah (2017) states that the use of Workbook Sain media influences students' learning achievement.

The part of learning is also important to do is to assess the student's performance. Assessing not only looks at the abilities achieved by students, but assessing can become a feedback that motivates students. Assessment by teachers can be a trigger for students to improve the quality of student in learning. Based on the data, it is obtained the description that the ability of teachers in assessing student performance is still considered sufficient, thus it affects towards the less optimal achievements achieved.

The Role of Motivation Learning as Intervening Effect of Library Utilization on Learning Achievement

The results of Sobel test, it is obtained the description that the learning motivation has a role as an intervening effect of library utilization on learning achievement. This shows that the utilization of library affects the learning motivation and motivation affects students' achievement. The utilization rate of existing libraries in Public Primary School in Gunungpati District is less optimal (on sufficient category), it gives impact to student's learning motivation which is sufficient, then because the urge to learn is sufficient also have an impact on less optimal learning achievement.

The result of this study is similar to Rizki's research (2016) which states that the interest of accounting study plays a role in intervening effect of family environment and the utilization of school library on accounting learning achievement of students' accounting service company. Learning achievement is an accumulation of knowledge and skills formed from a learning process. Learning behavior is formed by encouragement or motivation to learn. Learning motivation is formed because of the facilities and utilization of the library as a source of learning.

The Role of Learning Motivation as Intervening Effect of Learning Strategy on Learning Achievement

The results of Sobel test, it is obtained the description that the learning motivation has a role as an intervening effect of learning strategies on learning achievement. This suggests that learning strategies affect the motivation of learning and motivation affect students' learning achievement. Students' perceptions of learning strategies used by teachers in Public Primary School in Gunungpati District are sufficient to give an impact on students' learning motivation which is sufficient, furthermore, because the encouragement to learn is enough, it also has an impact on less optimal learning achievement. This research is in line with research of Prasetyo & Kusumantoro (2015), it concludes that motivation mediates the effect of pedagogic competence on students' achievement. The ability of teachers to create learning strategies is part of pedagogic competence that affects achievement through learning motivation as intervening variable.

CONCLUSION

The utilization of school library that is classified into sufficient category is directly affects the students' achievement becomes less optimal ($p = 0.032 < 0.05$). Teacher's learning strategy is sufficient and has a direct effect on the less optimal learning achievement ($p = 0.000 < 0.05$). Learning motivation has a role as an intervening

effect of library utilization on learning achievement ($p = 0.031 < 0.05$). Learning motivation has a role as an intervening effect of learning strategy on learning achievement ($p = 0.033 < 0.05$). Teachers should design learning that encourages students to make the school library as a motivateon to improve learning achievement.

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