1. INTRODUCTION

Armstrong (2008) has been distinguished about motive and motivation. The meaning of motive in generally is interpreted as a tendency of a person. It is seen as still potential. Actualization of motives is called motivation which is generally manifested in real life. Bigge & Hunt (1980); Sigian (2004), motivation is an impulse of curiosity that causes someone to make an effort or achieve their desires. Nolker & Schoenfelft (1983) defines motivation as something that drives of behavior. Wexley (1984) says that motivation is a process that causes a person's behavior to be stronger and more directed at something that is being done. McDonald opinion about motivation is a energy of change in the people who is characterized by the emergence of affective, and reactions to achieve goals, as well as encouragement from within oneself and this impulse is a driving force (Hamalik, 2005; Lusiana et al., 2019). Armstrong (2008) defines motivation as something that makes people act or behave in certain ways. So, motivation is encouragement, something that moves a person to act or behave to achieve his goals or desires.

The concept of motivation is often used in the context of learning to become learning motivation. According to McCombs (1991) learning motivation is a naturally formed internal ability that can be improved or nurtured through activities that provide support, provide opportunities to choose activities, give responsibilities to control the learning process, and provide learning tasks that are useful and in accordance with individual needs. According to Alderfer, learning motivation is the tendency of students to do all learning activities that are driven by a desire to achieve the best achievement or learning outcomes (Miner, 2002).

Learning motivation in the school can be divided into two forms, intrinsic motivation and extrinsic motivation (Winkel, 2009; Mada & Anharudin, 2019; Artiningsih et al., 2019). Intrinsic motivation is the desire to do something for him/her self (Huffman, Vernoy, & Vernoy: 1997; Artiningsih et al., 2019). Someone or students who have intrinsic motivation not need a rewards or penalties to make them studying because learning activities have been already usefull. They enjoy the task or the feeling of achievement (Woolfolk, 2006).
While extrinsic motivation is the desire to do something because of external rewards or avoidance of punishment.

The characteristic of extrinsic motivation in learning activities at school are started of learning activities or continuing based on needs, and encouragement that are not absolutely related to learning activities themselves (Winkel, 2009). Someone with extrinsic motivation is not too interested in the activity but only cares about what can be obtained (profits) from the activity (Woolfolk, 2006). According to Winkel, extrinsic motivation can be classified (1) learning to avoid of punishment, (2) learning to get reward, (3) learning to increase social prestige, (4) learning to get praise from important people, and (5) learning to demands of the position that you want to hold or to promotion qualify. For students who have reached secondary level, extrinsic motivation can be more dominant than before, because at this stage of development students realize the importance of learning for their own development and progress.

According to McClelland et al., (1987) motivational indicators are: (1) full of spirit to achieving success, (2) responsibility, (3) doing challenging tasks; (4) have self-confidence, (5) show the effort and and diligent in achieving goals, (7) superior desire from the others, and (8) creative and always determine realistic goals. Sadiman, et al. argues (2012) motivational indicators consist of: (1) persevering in facing tasks, (2) resilient in facing difficulties, (3) showing interest in various problems; (4) prefers to work independently, (5) gets tired of routine tasks, and (6) can defend opinions.

Curriculum 2013 (K-13) for Vocational High School, Field of Technology and Engineering, Construction and Property Engineering Skills Program, Building Modeling and Information Design Skills Competencies, subjects Building Construction Basics and Survey Engineering are basic subjects expertise program (C2) (Kemendikbud, 2017). It means that must be mastered basic subject, before studying subjects in the expertise competency group (C3). So, the subject of Building Construction Basics and Survey Engineering has an important position as a basic subject in the Construction and Property Engineering expertise program.

2. METHODS

This research was conducted at the State Vocational High School 3 in Jombang, East Java, Indonesia. The research subjects of class XI are 62 people. The research time is second semester 2018/2019. The instrument of learning motivation towards the subject of Modeling Design and Building Information (DPiB) was developed through the definition of constructs of learning motivation in DPiB subjects using the Liker scale with four choices, namely strongly agree, agree, disagree, and disagree. Learning motivation factors consist of two factors namely intrinsic and extrinsic factors. Data were analyzed using SPSS 24 and AMOS Conceptual framework of learning motivation instrument in DPiB subjects can be seen in Figure 1.

Figure 1. Conceptual Framework

In this study the instrument reliability test was conducted on all attributes to assess the internal consistency of the variables. According to Babbie (1992), the Cronbach Alfa value is classified based on the reliability index, which is 0.90-1.00 very high, 0.70-0.89 high, 0.30-0.69 moderate, and 0.00-0.30 low. Then the data is evaluated to find out the unidimensionality of items and factors through Confirmatory Factor Analysis (CFA) using the SPSS 24 program (Arbuckle & Wothke, 1999). The Kaiser-Meyer-Olkin (KMO) value according to Kim & Muller (1978) must be greater than 0.5 or the cumulative percentage of the skonstruct variant > 50% as well as the loading factor ≥ 0.3.

3. RESULTS AND DISCUSSION

3.1 Reliability

Reliability instrument of learning motivation using internal criteria, namely internal consistency. Based on the type of data that is non-dichotomy, the instrument reliability testing uses the Alpha Cronbach reliability formula. Because it uses internal criteria, instrument reliability testing is performed for each factor. Calculation of the combined reliability of all factors according to Nunnally (1978) used the combined reliability formula based on a linear combination system.

The analysis results obtained an Alpha value of 0.93 above the acceptable threshold of 0.70 as suggested by Babbie (1992). According to Babbie (1992) the Cronbach Alpha value is classified based on the classification of the reliability index where 0.90-1.00 is very high, 0.70-0.89 is high, 0.30-0.69 is moderate, and 0.00 is 0.30 low. Analysis shows the Cronbach Alpha value of 0.93 above 0.70 and included in the classification is very high. Thus the learning motivation instrument has a very high reliability to measure students’ motivation to study in the subject of Basic Building Construction and Survey Engineering (DKBT).

3.2 Item Validity and Load Factor

To interpret to determine whether an item is fall or not, then it is taken through the following three steps. First, by looking at relation or correlations between grains that are relevant to each other in the formation of factors through product moment correlation. Second, extraction to arrange the initial factors using principal component
analysis. Third, rotating the factors to be interpreted using orthogonal methods with the varimax system. The results of the rotation of the factor matrix along with the interpretation, labeling, and meaning of the factors of the learning motivation instrument can be seen in Table 1.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Indicators</th>
<th>Item Numbers</th>
<th>Load Factors</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrinsik</td>
<td>Have a high enthusiasm for success in DKBT subjects</td>
<td>X1</td>
<td>0.706</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>The desire of students to explore DKBT subjects</td>
<td>X2</td>
<td>0.717</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Have responsibility for the tasks given by subject teachers of DKBT</td>
<td>X3</td>
<td>0.819</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Carry out tasks with tenacity when facing difficult DKBT subjects</td>
<td>X4</td>
<td>0.763</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Have confidence in participating in learning subject DKBT</td>
<td>X5</td>
<td>0.740</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Independently acted in following the DKBT subject</td>
<td>X6</td>
<td>0.946</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Demonstrating hard and diligent efforts in following the DKBT subject</td>
<td>X9</td>
<td>0.913</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Courage to face failure</td>
<td>X7</td>
<td>0.650</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Want to be superior in following DKBT subjects</td>
<td>X8</td>
<td>0.879</td>
<td>Valid</td>
</tr>
<tr>
<td>Ektrinsik</td>
<td>Encouragement from the teacher for the spirit of learning DKBT subject</td>
<td>X10</td>
<td>0.562</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Learning models and media used by teachers when delivering DKBT learning materials</td>
<td>X11</td>
<td>0.840</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Encouragement from parents and family to attend DKBT subjects</td>
<td>X12</td>
<td>0.847</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Collaboration between friends when completing group assignments on DKBT subjects</td>
<td>X13</td>
<td>0.619</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Complete infrastructure of the school</td>
<td>X14</td>
<td>0.655</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Competency Test Competencies in the field of Modeling Design and Building Information</td>
<td>X16</td>
<td>0.586</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Competence Test Competencies in the field of Modeling Design and Building Information</td>
<td>X15</td>
<td>0.896</td>
<td>Valid</td>
</tr>
</tbody>
</table>

Table 1. Test Results For Item Validity and Factor Loadings

3.3 Model Relations and item factors

Based on the factor analysis on the matrix component shows that of the 20 items as many as 4 items have a factor load of ≤0.30, so the items are declared fall. Valid items are 16 items. Furthermore, a factor analysis is carried out again by not involving invalid items. From the matrix component, it can be arranged a model of the relationship of items with factors as shown in Figure 2.

3.4 Conclusion

The theoretical concept of learning motivation instruments for DKBT subjects consists of two factors, namely intrinsic and extrinsic. The fit-model indicator is characterized by reliability (Cronbach Alpha), Kaiser-Meyer-Olkin (KMO), percentage of construction variance, and item validity (loading factor). The analysis shows Cronbach Alpha value of 0.93, KMO value of 0.681, percentage value of construction variance of 68.39%, and item factor load (16 valid items) ≥ 0.3. Thereby, fit-model theoretical model so that the DKBT learning motivation instrument can be used.

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