



MOTIVATION OF STUDY FOR STUDENT ATTENDANCE IN CATHOLIC SÃO JOSÉ OPERÁRIO GENERAL SECONDARY SCHOOL IN DILI

Moises Vicente Lopes^{1*}, Ilidio Ximenes Moreira², Sebastião Pereira³, Jacinto de Oliveira Junior⁴
Instituto Superior Cristal^{1,2,3,4}

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ABSTRACT

Education plays a crucial role in preparing and molding individuals to become competent, skilled, resilient, and possessing positive attitudes, experiences, and knowledge. This is essential for their contribution to the future development of Timor-Leste. The purpose of this study was to examine and analyze the significant impact of student motivation on student attendance at Catholic São José Operário General Secondary School in Balide. The research sample comprised 68 students from the 11th grade. Quantitative analysis using simple linear regression analysis through SPSS version 23.0 was employed to analyze the data. The research findings clearly indicate that student motivation has an influence on student attendance at Catholic São José Operário General Secondary School in Balide. The correlation coefficient value of 0.507 suggests a moderate or neutral relationship between the two variables. The result of the simple linear regression equation analysis is: $Y = 17.566 + 0.599 X$. Furthermore, the calculated t-value of 4.783 exceeds the critical t-value of 1.668 at a significance level of 0.000, leading to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a). Additionally, the coefficient of determination analysis reveals a value of 0.257, indicating that 25.7% of student attendance can be influenced by and contributes to the model, while the remaining 74.3% is attributed to other factors. Therefore, it is recommended that all students possess motivation to study, ensuring a promising future in their education.

*Corresponding author

e-mail:

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INTRODUCTION

In order to develop and ensure the progress of a nation, it requires a high-quality and qualified human resource. As a new nation, Timor-Leste needs resilient individuals with good attitudes, capabilities, knowledge, and skills to contribute to the development of other nations in the world. Bearing this in mind, it is established in the Constitution of the Democratic Republic of Timor-Leste, Article 59, as a national objective to guarantee opportunities for all Timorese to access education.

Schools serve as formal institutions that capacitate, shape, and educate human resources through learning activities to acquire knowledge, skills, and abilities, thus contributing to the development of the nation and the Democratic Republic of Timor-Leste. The effectiveness of learning activities also depends on the consciousness and aspirations of each student. When students have the willingness to study and learn, they can acquire knowledge. However, if students lack the motivation and desire to understand the sciences taught by their teachers, they will not comprehend the knowledge they learn. According to Sardiman (2018), study motivation refers to the factors that drive students to study in order to achieve certain goals, which are carried out through study activities as a pathway for students. Students who have the motivation to study will make efforts to study and attend school according to the learning process.

Attendance refers to students who go against school regulations by exceeding or not following the predetermined time, such as when the school decides to start at 12:45, but students arrive at a different time. Attendance signifies behaviors that deviate from the school regulations. It includes arriving late to school or not following the agreed-upon or determined schedule.

LITERATURE REVIEW

Motivation of Study

Motivation comes from the word "motive," derived from the Latin word "movere," which means "to move." According to Sardiman (2018), study motivation refers to the factors that drive all students to study in order to achieve certain goals. It encompasses the activities carried out in studying, which serve as a pathway for students to demonstrate their study methods and achieve their objectives in the subject they are studying.

According to Winkel (1991), study motivation is guided by the student's own activities in studying, aimed at attaining objectives. Student motivation is an essential factor that contributes to their satisfaction in their studies. These motivated students have strong motivation and energy that drives them to engage in their study activities and achieve positive results.

According to Tu'u (2009), disciplined students demonstrate dedication to their studies by preparing for class activities, completing homework assignments, and studying independently using textbooks and other learning materials. Students lacking discipline in their studies will not demonstrate preparation for the learning process, may dislike completing homework assignments when the school day has not yet ended, and may neglect or incompletely fulfill their study requirements. According to Khan & Inamullah (2011), study motivation types are strategies in the traditional learning process that promote collaboration and healthy competition among students, leading to the development of social skills. According to Yeung (2015), study motivation types are conceptual models that operate effectively through small groups of 4-5 individuals, where each student takes responsibility within the group, and their peers achieve positive results.

According to Suyanto (2009), cooperative learning strategies involve a type of student teamwork in the learning process. Cooperative learning motivates students to work in small groups with varying levels of knowledge to achieve their personal learning goals. Study motivation types encompass various strategies implemented in small groups with different levels of knowledge.

Lateness Assiduidade Alunu/a

In the Indonesian language dictionary, it is stated that "hahalok assiduidade" (lateness) refers to an action that does not conform to or surpasses the designated time. According to Kamus Besar Bahasa Indonesia (2003), lateness is defined as someone's behavior that does not align with the specified time or agreed schedule.

Assiduidade refers to a behavior that goes against these rules and discipline within the school, both in terms of verbal and non-verbal rules. Tardiness is a deviant behavior that involves the misuse of time and violation of written or unwritten rules and regulations. According to Wilmore. T.J (1959), assiduidade (lateness) occurs when someone fails to adhere to or arrives outside of the specified time. Moreover, he

mentions that various factors influence an individual's tardiness in the education process, both external and personal factors. Personal factors, such as personal choices, can influence whether someone is present or absent from school on time, calmness, and other factors.

Assiduidade can be divided into two parts: (1) Some individuals intentionally choose to be late due to their personal reasons, going against the established rules, and not following rationality or reason. (2) Others are consistently late, but they have reasons such as distance from their home to the school or other factors that make them consistently arrive late.

METHOD

This research was conducted in Católica São José Operário Balide General Secondary School, located in the Nain-Feto Administrative Post, Dili Municipality.

The population in this research consisted of students from the 11th grade, both in the Science and Technology (CT) program and the Social Sciences and Humanities (CSH) program, who were enrolled in Católica São José Operário Balide General Secondary School. The total number of students was 220. From this population, a sample of 68 students was selected as respondents for this research. The data collection techniques used in this research were as follows: (1) Observation, which involved direct observation in the research field or location; (2) Questionnaire, which involved collecting data through self-declared statements distributed to respondents to express their psychological aspects, attitudes, or behaviors; and (3) Documentation, which involved collecting data through study and recording important points from official sources, including research sites and related issues. The data analysis technique used in this research was the correlation coefficient analysis to determine the relationship between the dependent and independent variables. The Pearson Product-Moment correlation (PPM) was used to calculate the correlation coefficient between the independent variable and the dependent variable. When the value of $r = -1$, it indicates a negative correlation; when $r = 0$, it indicates no correlation; and when $r = 1$, it indicates a strong correlation.

To understand the influence of student motivation on student attendance, a simple linear equation formula was used: $Y = a + bx$. Furthermore, to understand the influence of the independent variable (Study Motivation) on the dependent variable

(Student Attendance), a hypothesis test was conducted. This is because the variable in question has an influence that can be generalized to the population. According to Ridwan (2006) cited by Ximenes (2019), significance analysis is used when researchers want to determine the influence or impact of the study motivation variable on student attendance.

Ridwan (2013) states that to determine the contribution of a variable to the dependent variable (student attendance), it can be done by calculating the coefficient of determination using the formula $KD = r^2 \times 100\%$. However, for this analysis technique, researchers used the SPSS program version 22.0 for Windows to analyze the data.

RESULT AND DISCUSSIONS

Result

Based on descriptive statistical analysis using SPSS version 23.0 for Windows, the data description can be summarized as follows:

Descriptive Statistics			
	Mean	Std. Deviation	N
Assiduidade Alunu/a	42.12	6.105	68
Motivation of Student	40.96	5.167	68

Tabel 1. Descriptive Statistics

Based on the output results of SPSS version 22.0 for Windows in the table above, it can be observed that for each variable, motivation to study (X) and student attendance (Y), there were 68 respondents. The questionnaire data indicates that the motivation to study variable (X) has a minimum value of 26, maximum value of 50, a mean of 40.96, and a standard deviation of 5.167. On the other hand, the student attendance variable (Y) has a minimum value of 27, maximum value of 50, a mean of 42.12, and a standard deviation of 6.105.

In relation to the data tabulation results in the annex, the researcher obtained the total number of questions/statements that the respondents answered. Further analysis of the data can be conducted by referring to the results obtained using the SPSS version 22.0 for Windows.

Correlations			
		Students present	Motivation of study
Pearson Correlation	Students present	1.000	.507
	Motivation of study	.507	1.000
Sig. (1-tailed)	Students present	.	.000
	Motivation of study	.000	.
N	Students present	68	68
	Motivation of study	68	68

Tabel 2. Results of Correlation Analysis

Based on the data in the table above, it shows that the correlation coefficient value between the variable "motivasaun estudo" (X) and "assiduidade alunu/a" (Y) is 0.507. This indicates that the value of $r_{xy} = 0.507$ is greater than the table value of $r_{tabel} = 0.239$, and the significance level is less than 0.000 at 2-tailed.

Simple regression analysis is a statistical method used to analyze the influence between "motivasaun estudo" and "assiduidade alunu/a". In this research, simple regression analysis is conducted to understand the relationship model between the independent variable and the dependent variable based on the results of the analysis using SPSS version 23.0 for Windows.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.566	5.173		3.396	.001
	Motivasaun Estudo	.599	.125	.507	4.783	.000

a. Dependent Variable: Assiduidade Alunu/a

Tabel 3. Results of Simple Regression Analysis

Based on the analysis of simple regression in the table above, it shows that the value of the equation for simple linear regression in the Coefficients table is $Y = 17.566 + 0.599 X$. Based on the coefficients obtained, we can conclude that when the study motivation increases by one unit, the student's attendance will increase by 0.599 units. Conversely, if the study motivation decreases by one unit, it will have a negative impact on attendance with a value of -0.599.

To determine the influence of the independent variable (study motivation) on the dependent variable (student attendance), a t-test is necessary. The t-test compares the probability of t with a significance level of 0.05, which can be seen in the following table:

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.566	5.173		3.396	.001
	Motivasaun Estudu	.599	.125	.507	4.783	.000

a. Dependent Variable: students present

Tabel 4. Teste t

The SPSS analysis results, version 22.0, indicate that with degrees of freedom (df) = $n-k-1 = 66$ and a significance level of 0.05, the calculated probability value is 4.783, which is greater than the critical t-value ($t_{tabela} = 1.668$) at a significance level of 0.05. Therefore, we reject the null hypothesis (H_0) and accept the alternative hypothesis (H_a). This indicates that the study motivation variable significantly influences student attendance. These results demonstrate that there is a significant influence of study motivation on student attendance at Catholic High School São José Operário Balide.

Additionally, the results of the coefficient determination analysis can be seen in the following table:

Summary of the Model ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.507 ^a	.257	.246	5.300	.257	22.881	1	66	.000

a. Predictors: (Constant), Motivasaun Estudu

b. Dependent Variable: Assiduidade Alunu/a

Tabel 5. Summary of the Model

Based on the results of the data analysis in the table above, it shows that the coefficient of determination (r^2) value = 0.257 or 25.7% indicates that student attendance is influenced by study motivation with a value of 25.7%, and the

remaining 0.743 or 74.3% is influenced by other factors not analyzed in this study.

Discussions

Based on the results of the data analysis of the research supported by SPSS Version 22.0 for Windows, it shows that the number of simple linear regression coefficients obtained from the regression model formula indicates that the relationship between the study motivation variable (X) and student attendance over 110 years at the Catholic São José Operário Balide General Secondary Education has a value of 0.507, categorized as sufficient or neutral. The results indicate a positive relationship or direction between the study motivation variable and student attendance. Therefore, when students have low motivation to study, their attendance tends to be poor, and they may be late in following the learning process.

Furthermore, the results of the simple regression analysis show that the equation of the simple linear regression line is: $Y = 17.566 + 0.599 X$, indicating that the study motivation factor remains constant, with a value of 17.566. From the regression equation value, it shows that when the study motivation factor increases, student attendance will also be good. On the contrary, when the study motivation factor is low or does not improve, student attendance will also be poor. On the other hand, it can be explained that the study motivation variable (X) has a significant influence on student attendance, with a calculated value of 4.783 > table value of 1.668, with a significance level of 0.000. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, meaning that there is a significant influence of study motivation on student attendance at the Catholic São José Operário Balide General Secondary Education.

Study motivation is an internal condition that can generate initiative and drive in students to study and achieve their goals based on their individual needs. With good study motivation, it can create an active interest and focus on attitudes and behaviors of individuals in studying.

Meanwhile, the analysis of the coefficient of determination indicates that the value of $r^2 = 0.257$ means that the influence of study motivation on student attendance is 0.257 or 25.7%, while the remaining 0.743 or 74.3% of student attendance is influenced by other factors, both internal and external, which were not analyzed in this study.

Having good motivation can create an interest in being active and focused on the attitudes and behaviors of individuals in studying. Therefore, students who want to excel must have good study motivation.

CONCLUSIONS

Based on the results of this research, it can be concluded that from the analysis using SPSS for Windows Version 22.0, there is a significant influence of study motivation on student attendance at the Catholic São José Operário Balide General Secondary Education, with a correlation coefficient value of 0.507, categorized as sufficient or neutral. The analysis of the simple linear regression equation shows: $Y = 17.566 + 0.599 X$. Furthermore, the calculated value of 4.783 is greater than the table value of 1.668, with a significance level of 0.000, therefore accepting the alternative hypothesis (Ia). Additionally, the analysis of the coefficient of determination = 0.257 signifies that the influence of study motivation on student attendance is 0.257 or 25.7%, while the remaining 0.743 or 74.3% is attributed to other factors.

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