



**JOURNAL**

**THE INFLUENCE OF BOS FUNDING AND LEARNING MOTIVATION ON  
STUDENT LEARNING ACHIEVEMENT  
(CASE STUDY: EAST JAKARTA HIGH SCHOOL)**

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**Abstract:**

This study aims to determine the influence of bos funding and learning motivation on student learning achievement (case study: east jakarta high school). This research uses quantitative methods. Quantitative research is research that uses positivist approach assumptions. Quantitative research methods can also be called classical methods because these methods have been used for a long time. It is called quantitative because the data used is in the form of numbers to be analyzed with statistics. This research method is also based on the philosophy of positivism, which is used to examine populations or samples. Data collection uses research instruments which are then analyzed statistically with the aim of testing the established hypotheses. The research object put forward by Sugiyono (2013) is a different value, score or size for different units or individuals or is a concept that has more than one value. The object of this research is high school students in East Jakarta. The factors that will be examined are BOS funds, learning motivation, KIP recipients on student achievement. BOS funding assistance has a significant positive effect on student achievement. Learning motivation has a significant positive effect on student achievement. Learning motivation through learning achievement towards KIP recipients shows an indirect effect.

**Keywords: bos funding, learning motivation, student learning achievement**

**Background**

Indonesia as an independent and sovereign country continues to make efforts to improve the quality of education for every citizen, so that it continues to carry out updates in terms of regulations and assistance provided by the government in order to realize better education from time to time. The School Operational Assistance Fund (BOS) and Smart Indonesia Cards are examples of some of the educational assistance provided directly by the government to formal education institutions and even to students. In providing assistance directly, it is hoped that it will also have a direct impact on the course of teaching and learning activities and improving learning outcomes and learning motivation of students. The School Operational Assistance Fund (BOS) has a significant impact on student achievement.



The relationship between learning motivation and the Smart Indonesia Card (KIP) has a complex influence on student achievement. Learning motivation that grows from within students plays a central role in achieving good academic achievement. However, KIP, with its extrinsic elements, also has a role in shaping student motivation. KIP recipients may feel recognized and supported in their learning efforts, which in turn can trigger higher enthusiasm to achieve better achievements. Moreover, KIP helps build a more inclusive and equitable educational environment, providing equal access opportunities for students from various backgrounds. With this financial support, students who previously faced economic barriers in education can feel more motivated to excel. In addition, KIP also has the potential to influence parental involvement in education and strengthen positive perceptions regarding the importance of academic achievement. In this complex series, learning motivation and KIP complement each other and form patterns of influence that together help improve student achievement. Seeing the many problems and obstacles experienced in the implementation of BOS and KIP Fund assistance, directly or indirectly also had an impact on learning motivation and student achievement considering that facilities and infrastructure, as well as economic conditions are factors that can affect student achievement. So the writer focuses on the Effect of BOS Funding Assistance and Learning Motivation on Student Achievement.

## **THEORETICAL FRAMEWORK**

### **BOS Program (School Operational Assistance)**

BOS funds are one of the government's efforts to improve education in Indonesia. BOS funds are provided in the form of non-personnel direct financial assistance to basic education units as the implementation of the compulsory education program. According to PP 48 of 2008 concerning educational funding, non-personnel costs are costs for consumable learning materials or tools, and indirect costs are in the form of subscriptions to power and maintenance of facilities and infrastructure. (Ministry of Education and Culture, 2012). BOS funds received by schools can be used to finance the following components: Purchasing/copying textbooks, Activities for admitting new students, Learning and extracurricular activities, Repetition and exam activities, Purchase of consumable materials, Power and service subscriptions, School maintenance, Payment of monthly honorarium for honorary teachers and honorary education personnel, Professional development of teachers, Helping poor students, and other costs.

### **Learning Motivation**

Learning Motivation is a compound word consisting of two words, "motivation" and "learning". But before entering into the material regarding the notion of learning motivation, the author will explain the notion of achievement according to several sources. Learning motivation has a very important role in achieving academic success and student personal development. In the context of education, learning motivation is often identified as a key factor in influencing participation, quality, and achievement in the learning process (Pintrich & Schunk, 2002). According to the theory of motivation to learn, motivated students tend to have greater interest in subject matter, persevere in facing challenges, and are more oriented toward achieving goals (Deci & Ryan, 1985). From some of the definitions above, it can be concluded that achievement is a result obtained by a person after he has done or carried out an activity. While learning is a process in which an organism changes its behavior because of the achievement of experience. (Depdikbud, 1990). Catharina suggests that learning is a process of changing behavior in a broad sense, both latent changes (covert behavior) and overt



behavior. Changes in behavior obtained from learning are generally permanent or changes will last for a long time, so that learning achievements can be reused when facing new situations. (Annie, 2005)

Learning is the main key in existing educational institutions, because learning is a process by which a person gains new knowledge and knowledge. So that it can be said that learning is the main factor in the occurrence of changes in the individual of a learner which will later be manifested and reflected in his attitudes and behavior in everyday life. So learning is the main thing in human life, and humans will continue to change and develop due to a learning process. Disclosure of ideal learning outcomes includes several psychological domains that change with the experiences and learning processes of students. However, this is considered quite difficult because some of the learning outcomes are intangible. So that this is done by the teacher, namely taking footage of students who are motivated to learn, which can include a number of behaviors, attitudes, and actions that reflect the spirit of learning and active involvement in the learning process.

The essence of motivation to learn is internal (intrinsic) and external (extrinsic) encouragement to students who are learning to make changes in behavior, this is in accordance with the theory of motivation to learn put forward by Santrock. Extrinsic motivation is often influenced by external incentives such as rewards and punishments. Meanwhile, intrinsic motivation includes the following: Intrinsic motivation is based on self-determination and personal choice. Intrinsic motivation based on optimal experience. A distinction has been made between individual interests. Cognitive engagement and self-responsibility. Ideally motivation to learn should come from within the individual itself, but motivation from outside also has a lot of influence.

### **Program Indonesia Pintar**

Program Indonesia Pintar (PIP) through the Kartu Indonesia Pintar (KIP) is the provision of educational cash assistance to school-age children (age 6 – 21 years) who come from poor families, vulnerable to poverty: owners of the Kartu Keluarga Sejahtera (KKS), Peserta Program Keluarga Harapan (PKH), orphans, persons with disabilities, victims of natural disasters/accidents. PIP is part of improving the Bantuan Siswa Miskin (BSM) program. (Ministry of Education and Culture, 2014).

PIP is a collaboration of three ministries, namely the Ministry of Education and Culture (Kemendikbud), Ministry of Social Affairs (Kemensos), and Ministry of Religion (Kemenag). (Ministry of Education and Culture, 2014). PIP is designed to help school-age children from poor/vulnerable/priority families to continue to receive education services until they graduate from secondary education, either through formal education (from SD/MI to children graduating from SMA/SMK/MA) or non-formal education. (Package A to Package C as well as standard courses). Through this program the government seeks to prevent students from dropping out of school, and is expected to attract dropout students to return to continue their education. PIP is also expected to reduce the personal costs of student education, both direct and indirect costs. (Ministry of Education and Culture, 2014)

### **Learning achievement**

Learning achievement is a compound word consisting of two words, "achievement" and "learning". But before entering into the discussion regarding the notion of student achievement, the author will explain the notion of achievement according to several sources. According to the Big Indonesian Dictionary, achievement is the result that has been achieved (from what has



been done/worked on). (Ali, 1991). The word achievement comes from the Dutch word "prestige" then in Indonesian it becomes "achievement" which means what has been done or created. (Habsyi, 1983) Work results obtained by working tenacity. Thus learning achievement can be interpreted as the effort that has been made by someone after doing work or deeds (Usman, 2005). From some of the definitions above, it can be concluded that achievement is a result obtained by a person after he has done or carried out an activity. While learning is a process in which an organism changes its behavior because of the achievement of experience. (Depdikbud, 1990).

## METHOD

This research uses quantitative methods. Quantitative research is research that uses positivist approach assumptions. Quantitative research methods can also be called classical methods because these methods have been used for a long time. It is called quantitative because the data used is in the form of numbers to be analyzed with statistics. This research method is also based on the philosophy of positivism, which is used to examine populations or samples. Data collection uses research instruments which are then analyzed statistically with the aim of testing the established hypotheses. The research object put forward by Sugiyono (2013) is a different value, score or size for different units or individuals or is a concept that has more than one value. The object of this research is high school students in East Jakarta. The factors that will be examined are BOS funds, learning motivation, KIP recipients on student achievement.

The research scope is the research frame, which describes the research boundaries, narrows the problem and limits the research area. In order for this research to be directed in the right direction and overcome the occurrence of irregularities in the preparation of this final project, there must be clear boundaries within the scope of the research, namely regarding the influence of BOS funding, learning motivation, and KIP recipients on the learning achievement of high school students in East Jakarta.

## RESULT

### Hypothesis Testing

**Table Uji F Model 1**

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.466	2	3.733	.557	.000 <sup>b</sup>
	Residual	650.294	97	6.704		
	Total	657.760	99			

a. Dependent Variable: Learning achievement

b. Predictors: (Constant), Learning motivation, BOS Program

The F test is a method of data analysis with the aim of finding out the effect of all the independent variables simultaneously on the dependent variable. In the F test it is said that the independent variable influences simultaneously if it has a significant value of less than 0.05. In this study the F test showed a significant value of 0.000 where the value was  $<0.05$ . So it can be concluded that for the variable BOS funding assistance (X1) and learning motivation (X2) simultaneously influence student achievement (Y).



**1) Uji T (Parsial)**

**Table Uji T Model 1**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	86.732	1.846		46.977	.000
1 BOS Program	.255	.242	.156	1.053	.025
Learning Motivation	.218	.209	.240	1.044	.000

a. Dependent Variable: Learning achievement

The t test was conducted to determine the effect of the independent variable partially on the dependent variable. In the t-test conducted through SPSS assistance, the BOS funding assistance variable (X1) has a significance value of 0.025 and the learning motivation variable (X2) has a significance value of 0.000. T test results show a significance value of <0.05. So it can be concluded that the BOS funding assistance variable (X1) and learning motivation (X2) have a partial effect on student achievement (Y).

**Table Uji T Model 2**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.253	1.763		.014	.989
1 BOS Program	.047	.048	.128	.980	.030
Learning Motivation	.041	.041	.149	.990	.032
Learning achievement	.008	.020	.870	.409	.028

a. Dependent Variable: Scholarship grantee KIP

Based on the output of Regression Model II in the table above, it is known that the direct influence given by learning motivation (X2) on Z is 0.149. Meanwhile, the indirect effect of X2 through Y on Z is the result of multiplying the value of Beta X2 (model 1) against Y (model 1) with the value of Beta Y (model 2) against Z (model 2), namely  $0.240 \times 0.870 = 0.209$ . Then the total effect that X2 has on Z is the direct effect plus the indirect effect, namely  $0.149 + 0.209 = 0.358$ . Based on the calculation results above, the direct effect value is 0.149 and the indirect effect is 0.209, which means that the indirect effect value is greater than the direct effect value. The results show that indirectly learning motivation (X2) through learning achievement (Y) has a significant influence on KIP recipients (Z).

**DISCUSSION**

**The Effect of BOS Funding Assistance on Student Achievement**

The research results obtained a significant value of BOS funding assistance (X1) on learning achievement (Y) which was  $0.025 < 0.05$ , which means that there was a significant



influence between BOS funding assistance (X1) on learning achievement (Y). The results of the research show that there is relevance to the research of Yunus et al., (2020) which shows that there is a significant positive effect between School Operational Assistance (BOS) on student achievement at SMP Negeri 4 Sukabumi City. Furthermore, this study was also supported by research that analysis of the data obtained in the field showed that the school operational assistance variable partially had a significant effect on the learning achievement of public elementary school students in the city of Denpasar. The large number of components financed by the BOS funds provided by the government to Education Units means that new funding can meet minimum standards for education, so the Principal and BOS Treasurer must strive to optimize the use of BOS funds to finance school administration activities. This can be done, among others, by analyzing investment cost plans, operational costs, and personal costs appropriately and accurately. For this reason, the school, especially the principal, must have expertise in addressing and overcoming the shortage of BOS funds in order to meet the minimum educational standards to finance the components of activities funded by BOS (Anggraini, 2013; Fitri, 2014; Mamase, Karim, & Duda, 2019).

The use of School Operational Assistance (BOS) funds at East Jakarta High School has been running effectively, as can be seen from the results of the mean calculation of respondents' answers that fall into the very high criteria and indicators that lead to achieving the educational goals set by East Jakarta High School, many have been achieved: first, the use of School Operational Assistance funds handled by the school is fully effective because of the HR aspect, the number of employees/staff is sufficient, especially to manage BOS funds. The School Operational Assistance Fund (BOS) at East Jakarta High School shows that it is in accordance with the Minister of Education and Culture Regulation Number 3 of 2019 in order to ease the burden on school operating costs for participants and improve the quality of the learning process in schools. Student achievement at East Jakarta High School shows results in high categories or can be said to be good, but still it is not free from various kinds of problems that occur both from students and teachers who teach, such as talents, interests, student intelligence, and learning-centered processes. only to the teacher so that it will slow down the learning process. The results of the coefficient of determination show a value of 63.4%, while the rest indicates that there are other influences outside the variables. It is possible that the external factors used can occur due to psychological factors of students who sometimes like to be lazy to read books or because of environmental factors that are less supportive in the process of achieving better learning outcomes. So that there is less increase in student achievement, limited sources of learning facilities affect maximum learning outcomes (Ahmad, 2014).

### **The Effect of Learning Motivation on Student Achievement**

The results of the research that have obtained a significant value of learning motivation (X2) on learning achievement (Y) is  $0.000 < 0.05$ , which means that there is a significant influence between learning motivation (X2) on learning achievement (Y). The research results have relevance to research conducted by Aini (2016) that there is a significant influence between intrinsic learning motivation on economic learning achievement. This means that the better the student's motivation, the higher the learning achievement. Conversely, if students' learning motivation is low, the students' learning achievement will also be lower. The results of the study are also supported by Lomu & Widodo (2018) that the results of this study indicate that there is an effect of learning motivation on learning achievement. Motivation is an important element that influences success in learning. According to Kusuma and Subkhan (2015: 166) motivation is a kind of encouragement to a person or group that arises from within a person or group or can also be caused by factors outside the individual or group. Motivation.



elearning is the encouragement of the learning process in other words the purpose of learning is to get good results. Many students experience problems in learning as a result of low learning outcomes achieved. Furthermore, according to Sani (2018) motivation is a factor that influences students in learning. Motivation to learn is everything that can motivate students to learn. Without learning motivation, a learner will not learn and ultimately will not achieve learning success. Motivation affects the level of success or failure of learning, and in general learning without motivation.

## CONCLUSION

Based on the research results, it can be concluded as follows: The influence of BOS funding has a significant positive effect on student achievement. The results of the partial test (T test) show the significance value of BOS funding assistance (X1) on learning achievement (Y) which is equal to  $0.025 < 0.05$ , which means that there is a significant positive influence between BOS funding assistance (X1) on learning achievement (Y). The influence of learning motivation has a significant positive effect on student achievement. The results of the partial test (T test) show a significant value of learning motivation (X2) on learning achievement (Y) which is equal to  $0.000 < 0.05$ , which means that there is a significant positive influence between learning motivation (X2) on learning achievement (Y). The influence of learning motivation (X2) through learning achievement (Y) on KIP recipients shows an indirect effect. The results of the path analysis test obtained a direct effect value of 0.149 and an indirect effect of 0.209, which means that the value of the indirect effect is greater than the value of the direct effect. The results show that indirectly learning motivation (X2) through learning achievement (Y) has a significant influence on KIP recipients (Z).

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