AN ANALYSIS OF EDUCATIONAL FACILITIES AND STUDENTS' MOTIVATION IN STUDYING ENGLISH AT IAIN PALOPO

A Thesis Proposal

Submitted as Partial Fulfilment for the Attainment of S.Pd. Degree in English Language Education Study Program of Education and Teacher Training Faculty of State Islamic University of Palopo

UIN PALOPO
Proposed by:

MUH. ASRAF ABDAIN
19.0202.0111

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF PALOPO
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- **Devi Ismayanti, S.S., M.Hum**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF PALOPO
2025**

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Palopo, 4 Agustus 2025

Yang membuat pernyataan

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HALAMAN PENGESAHAN

Skripsi berjudul "An Analysis of Educational Facilities and Students' Motivation in Studying English At Iain Palopo", oleh Muh. Asraf Abdain Nomor Induk Mahasiswa (NIM) 19.0202.0111, Mahasiswa Program Studi *Pendidikan Bahasa Inggris Fakutas Tarbiyah dan Ilmu Keguruan* Universitas Islam Negeri Palopo, yang dimunaqasyahkan pada hari kamis ,*05 Agustus 2025 Masehi* bertepatan dengan *11 Safar 1447 Hijriah* telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat meraih gelar *Sarjana Pendidikan* (S.Pd).

Palopo, 05 Agustus 2025

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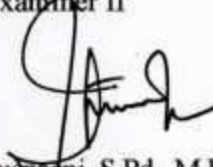It has been corrected and approved to be examined.

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ABSTRAK

Muh. Asyraf Abdain. 2025 ―*Analisis terhadap Fasilitas Pendidikan dan Motivasi Mahasiswa dalam Pembelajaran Bahasa Inggris di IAIN Palopo.''* Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palopo. Dibimbing oleh Siti Hartina dan Devi Ismayanti.

Penelitian ini bertujuan untuk menganalisis hubungan antara fasilitas pendidikan dengan motivasi mahasiswa dalam mempelajari bahasa Inggris di IAIN Palopo. Fasilitas pendidikan yang memadai diyakini dapat menunjang proses belajar dan meningkatkan semangat belajar mahasiswa. Penelitian ini menggunakan pendekatan deskriptif kuantitatif dengan metode pengumpulan data melalui observasi dan penyebaran kuesioner kepada 30 mahasiswa semester tiga Program Studi Pendidikan Bahasa Inggris. Hasil penelitian menunjukkan bahwa sebagian besar fasilitas seperti perpustakaan, laboratorium bahasa, akses internet, dan *platform e-learning* telah tersedia dan berada dalam kategori ―baik‖ hingga ―sangat baik‖. Fasilitas ini memberikan pengaruh positif terhadap motivasi belajar mahasiswa. Namun, beberapa fasilitas lain seperti ruang kelas multimedia dan laboratorium komputer dinilai belum memadai dan membutuhkan pengembangan lebih lanjut. Selain itu, masih ditemukan mahasiswa yang kurang memanfaatkan fasilitas yang tersedia secara maksimal karena kurangnya informasi atau keterbatasan akses. Kesimpulan dari penelitian ini adalah bahwa secara umum, fasilitas pendidikan di IAIN Palopo cukup mendukung pembelajaran bahasa Inggris. Namun, untuk meningkatkan motivasi belajar secara lebih optimal, pihak kampus perlu melakukan peningkatan kualitas fasilitas serta memberikan sosialisasi agar mahasiswa lebih aktif memanfaatkan sarana yang tersedia.

Kata Kunci: Fasilitas Pendidikan, Motivasi Belajar, Bahasa Inggris, IAIN Palopo

Diverifikasi oleh UPB

ABSTRACT

Muh. Asyraf Abdain. 2025. *"An Analysis of Educational Facilities and Student Motivation in English Language Learning at IAIN Palopo."* Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Institut Agama Islam Negeri Palopo. Supervised by Siti Hartina and Devi Ismayanti.

This study aims to analyze the relationship between educational facilities and student motivation in learning English at IAIN Palopo. Adequate educational facilities are believed to support the learning process and enhance students' enthusiasm for studying. This research employs a quantitative descriptive approach, using data collection methods including observation and the distribution of questionnaires to 30 third-semester students of the English Education Study Program. The findings indicate that most facilities, such as the library, language laboratory, internet access, and e-learning platforms, are available and fall under the "good" to "very good" category. These facilities have a positive impact on students' learning motivation. However, some other facilities, such as multimedia classrooms and computer laboratories, are considered insufficient and in need of further development. Additionally, some students are found to be underutilizing the available facilities due to a lack of information or limited access. The conclusion of this study is that, in general, the educational facilities at IAIN Palopo sufficiently support English language learning. However, to further enhance learning motivation, the university needs to improve the quality of its facilities and conduct outreach efforts to encourage students to make more effective use of the resources provided.

Keywords: Educational Facilities, Learning Motivation, English Language, IAIN Palopo

Verified by UPB

الملخص

محمد أشرف عبدين 0202 "تحليل المرافق التعليمية ودوافع الطلاب في تعلم اللغة الإنجليزية في الجامعة الإسلامية الحكومية فالوفو"، رسالة جامعية في برنامج دراسة تعليم اللغة الإنجليزية، بكلية التربية والعلوم التعليمية، بإشراف: سيتي هرتينا وديفي إسمايتي.

تهدف هذه الدراسة إلى تحليل العلاقة بين جودة المرافق التعليمية ودوافع طلاب الجامعة الإسلامية الحكومية فالوفو في تعلم اللغة الإنجليزية. وتفترض الدراسة أن توافر المرافق التعليمية الجيدة يسهم في دعم العملية التعليمية ويعزز من دافعية الطلاب نحو التعلم. اعتمدت الدراسة المنهج الوصفي الكمي، وجمعت البيانات من خلال الملاحظة وتوزيع الاستبانة على ثلاثين طالباً في الفصل الدراسي الثالث من برنامج تعليم اللغة الإنجليزية. أظهرت النتائج أن معظم المرافق مثل المكتبة، ومختبر اللغة، وخدمة الإنترنت، ومنصات التعلم الإلكتروني كانت متوفرة وتصنف ضمن الفئة "الجيدة" إلى "الجيدة جداً". وقد كان لهذه المرافق أثر إيجابي واضح في تحفيز الطلاب على التعلم. ومع ذلك، فقد تبين أن بعض المرافق الأخرى مثل القاعات الدراسية متعددة الوسائط ومختبر الحاسوب لا تزال بحاجة إلى تطوير وتحسين. كما أشارت النتائج إلى وجود عدد من الطلاب الذين لا يستفيدون من هذه المرافق بشكل كامل، بسبب قلة الوعي أو صعوبة الوصول. وتخلص الدراسة إلى أن المرافق التعليمية المتوفرة في الجامعة الإسلامية الحكومية فالوفو تعدن داعمة لتعلم اللغة الإنجليزية، إلا أن هناك حاجة إلى تحسين جودة بعض المرافق وتكثيف التوعية بأهميتها لضمان استفادة الطلاب منها على نحو أفضل.

الكلمات المفتاحية :المرافق التعليمية، الدافعية للتعلم، اللغة الإنجليزية، الجامعة الإسلامية الحكومية فالوفو

تم التحقق من قبل وحدة تطوير اللغت

CHAPTER I
INTRODUCTION

A. Background

English is a globally recognized international language acquired and employed by a substantial portion of the global populace. The indispensability of this language in facilitating worldwide communication is undeniable. As a developing country, Indonesia considers English proficiency essential for global competitiveness. Consequently, English education is pivotal as a core subject spanning from primary education to the university level[1].

In learning English, students are influenced by several factors, and one critical factor is the availability of appropriate facilities. Each student may have different motivations for studying English, such as aiming to secure better job opportunities, improving their ability to communicate with people globally, or boosting their self-esteem and confidence to travel anywhere. However, it's essential to emphasize that the quality of facilities also plays a pivotal role in enhancing students' motivation to learn English effectively. Access to well- equipped language labs, a rich library of English resources, and interactive digital tools can inspire students and create a conducive learning environment, ultimately supporting their language acquisition journey[2]. In recent years, the quality of educational

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[1] Yulfi Yulfi and Ahwalusah Aalayina, ―Students' Motivation in Learning English,‖ *Linguistic, English Education and Art (LEEA) Journal* 4, no. 2 (2021): 401–13, https://doi.org/10.31539/leea.v4i2.2256.

[2] Online Learning during the COVID-19 Period,‖ *Journal of Innovation in Educational and Cultural Research* 1, no. 1 (2020): 7–14, https://doi.org/10.46843/jiecr.v1i1.2.

facilities has become a critical component in supporting effective teaching and learning processes, particularly in higher education institutions. Adequate and well-managed facilities not only enhance the learning environment but also influence students' academic motivation and performance. Recognizing the importance of quality assurance in education, IAIN Palopo has adopted the ISO 9001:2015 standard as a framework for its quality management system. ISO 9001:2015 is an international benchmark developed by the International Organization for Standardization (ISO), emphasizing a risk-based approach, continuous improvement, and consistent service delivery to meet stakeholder satisfaction.

The researcher chose IAIN Palopo as the site of this study based on its proactive engagement with international quality standards and its relevance to the research focus. The study, entitled *"An Analysis of Educational Facilities and Students' Motivation in Studying English at IAIN Palopo,"* aims to investigate how the quality and availability of educational facilities influence students' motivation to learn English. As English proficiency becomes increasingly essential in academic and professional domains, understanding the factors that encourage students to engage more actively in English learning is crucial. By examining students' perceptions and experiences within the framework of a certified quality management system, this research intends to provide valuable insights into the relationship between institutional quality standards and

student motivation.

B. Research Question

Based on the background, the researcher composes the research question:

1. How is the condition of the educational facilities at IAIN Palopo?

2. Do the educational facilities influence the students' motivation in studying English at IAIN palopo?

C. The Objective of the Research

This research aims:

1. to analyze the condition of facilities availale at IAIN Palopo.

2. To find out the influence of educational facilities on student motivation in studying English at IAIN palopo

D. The Significances of the Research

The result of this research is expected to give advantages, which are:

1. The Lecturers

This research was providing deeper insights for English lecturers at IAIN Palopo into the role of educational facilities in motivating students. Also, lecturers can use this research to become a facilitator that focus on utilizing available educational facilities.

2. The students

Students were directly benefit from this research as increased motivation can lead to better learning outcomes. Also, students can better

understand the utilization of educational facilities which can assist them in comprehending and mastering the English language.

3. The Researcher

This research can serve as a foundation for other researchers interested in examining the influence of educational facilities in the context of English education at the university level. Also, the findings of this research can open doors for further studies on factors affecting student motivation in various educational contexts.

E. The Scope of the Research

Based on this research, this study was focus on analyzing the condition of educational facilities at the State Islamic Institute (IAIN) Palopo that improve students' motivation to study the English.

F. Definition of Key Terms

1. Educational Facilities

Educational facilities refer to all the infrastructure and resources used in teaching and education. It includes classrooms, libraries, laboratories, technological devices, and the physical environment of educational institutions.

2. Learning Motivation

Learning motivation is the internal or external drive that encourages an individual to learn or achieve learning goals. It encompasses factors such as personal interests, learning objectives, perceptions of the utility of learning materials, and the drive to attain academic achievements.

3. English For Language Students

EFL stands for "English as a Foreign Language," which means learning English as a language that is not one's native or primary language. EFL students refer to those who are studying English as foreign language for various purposes, such as academic, professional, or international communication.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

Some researchers relevant to this research are:

Sianipar, Simalango, Manik, and friends have researched the impact of learning facilities and resources on students' motivation. It employed a qualitative research approach with a descriptive methodology. Data collection methods included interview, focus group discussions (FGD), and document analysis. Additionally, the study incorporated a literature review to gather insights from prior research and expert opinions. The findings revealed that well-equipped learning facilities contribute positively to students' motivation, as increased adequacy in these resources correlates with enhanced student knowledge. Consequently, students' motivation to learn intensifies, resulting in improved performance and comprehension abilities[3].

Sri Susanti, Bukman Lian, and Mulyadi have researched delivering a comprehensive and lucid account of the impact of school infrastructure and learning motivation on students' learning outcomes at Public Junior High School (SMPN) 6 Mesuji Raya, both individually and collectively. The research methodology adopted for this study is descriptive quantitative. Data

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[3] Sianipar,Simalongo, Manik, Sianturi, Simbolon, Herman, And Melvin M Simanjuntak, ―The Effect of School Facilities on Students' Learning Motivation on English.‖

collection techniques encompassed questionnaires, observations, and document analysis, yielding reliable data. The research findings indicate that 1) school infrastructure exerts a positive and statistically significant influence on students' learning outcomes; 2) learning motivation also exhibits a positive and statistically significant impact on students' learning outcomes; and 3) The combination of school infrastructure and learning motivation collectively exerts a positive and statistically significant influence on students' learning outcomes at SMP Negeri 6 Mesuji Raya[4].

Elviana, Syamsuria, and Basri have researched exploring the role of study room facilities in enhancing students' learning motivation while providing valuable insights for educational institutions, particularly XI IPS SMA Negeri 16 Bone. It seeks to underscore the influence of study room facilities on students' enthusiasm and motivation for learning, contributing to the field of education. The research employs an ex post facto design with a quantitative approach. Data collection involves using questionnaires to assess the school's learning space facilities and student learning motivation. Through a simple regression analysis, the research findings establish a noteworthy positive correlation between learning facilities and students' motivation to learn economics among Class XI IPS students at

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[4] Sri Susanti, Bukman Lian, and Mulyadi, ―The Influence of School Facilities and Motivation on the Students' Learning Outcomes,‖ *Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)* 565, no. 23 (2021): 816–19, https://doi.org/10.2991/assehr.k.210716.160.

SMA Negeri 16 Bone, as supported by the data analysis[5].

Chusnul Muali, Bustanur, and Qurrota Aini have researched the impact of educational facility management and learning effectiveness on students' motivation. The objective is to gauge the extent to which the management of educational facilities and learning effectiveness influence students' motivation at SMP Nurul Jadid, located in Karanganyar, Paiton, Probolinggo The research methodology employed is quantitative data analysis. Simultaneous formula is also applied for simple linear regression. The findings indicate a significant effect of educational facility management and learning effectiveness on student motivation at SMP Nurul Jadid in Karanganyar, Paiton, and Probolinggo[6].

This research exhibits both similarities and differences when compared to prior studies. The similarity lies in the methodology employed, which is qualitative, although some of the previous studies also incorporated quantitative methods. Another commonality is the focus on student learning motivation in these studies. On the other hand, the observed differences are in the data collection methods. Previous studies utilized focus group discussions and questionnaires as data collection tools, whereas this study employs interviews. Additionally, the research

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[5] Nadia Wulandari and Moch. Bahak Udin By Arifin, ―The Influence of Study Room Facilities on Students‗ Learning Motivation,‖ *Jurnal Pendidikan Glasser* 7, no. 2 (2023): 373, https://doi.org/10.32529/glasser.v7i2.2790.

[6] Chusnul Muali and Qurrota Aini, ―The Influence of Educational Facilities Management and Learning Effectiveness on Students ‗ Learning Motivation,‖ *At-Tarbiyat: Jurnal Pendidikan Islam* 05, no. 01 (2022): 152–61.

subjects differ, as none of the prior studies investigated at the university level, focusing instead on high schools and middle schools, while this research is conducted at the university level.

B. Some Pertinent Ideas

1. Educational Facilities

a. The Definition of Educational Facilities

Educational facilities encompass a broad spectrum of physical structures, land parcels, or designated spaces employed for educational purposes within both public and private sectors. They serve as venues for various educational levels and institutions, including daycare centers, preschools, primary and secondary schools (kindergarten through 12th grade), charter schools, colleges, universities, and other establishments devoted to disseminating knowledge and skill development[7].

These educational facilities offer a multitude of learning environments and spaces tailored to accommodate various educational activities and requirements. Such spaces comprise conventional classrooms, seminar rooms, and comparable installations to facilitate teaching, learning, and scholarly engagement[8]. Additionally, educational facilities may encompass residential components designed to accommodate students or faculty members, thus providing a comprehensive educational environment.

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[7] Fathur Rozak et al., ―Inventory Management of Educational Facilities and Infrastructure At State Vocational High School 2 Pekanbaru,‖ *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan* 6, no. 01 (2020): 29, https://doi.org/10.32678/tarbawi.v6i01.2212.

[8] Laila Nur Rohmah, Luthfie Lufthansa, and Habibulloh Mustofa, ―Survey of Management Facilities and Infrastructure of Physical Education in Special Needs School in Malang City,‖ *Jp.Jok (Jurnal Pendidikan Jasmani, Olahraga Dan Kesehatan)* 3, no. 2 (2020): 141– 55, https://doi.org/10.33503/jp.jok.v3i2.625.

Educational facilities encompass tangible assets and resources specifically dedicated to and instrumental in facilitating the educational process, notably the instructional and learning components. These resources encompass physical infrastructure elements, including but not limited to buildings and classrooms, as well as the furnishings such as tables and chairs. Additionally, educational facilities encompass a spectrum of teaching aids and educational media that support and enhance the instructional methodologies employed. It is imperative to acknowledge that the effectiveness and impact of educational facilities are contingent upon the optimal utilization of these resources by qualified educators who are relevant to the instructional context[9].

Based on the definitions provided above, the researcher concludes that educational facilities are a crucial component within the educational context, encompassing diverse physical assets and resources that facilitate the educational and learning processes. These assets encompass physical structures, including buildings, classrooms, furnishings such as tables and chairs, and a spectrum of educational aids and learning media. It is essential to emphasize that the effective utilization of these educational facilities necessitates a suitable approach by educators pertinent to the learning context.

b. The Role of Educational Facilities

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[9] Noer Kamilatus Sholihah, ―Management of Education Facilities and Infrastructure,‖ *Atlantis Press* 387, no. ICEI (2006): 37.

The role of educational facilities is multifaceted and crucial in providing an effective and conducive learning environment within educational institutions. These facilities play a pivotal role in shaping the educational experience and influencing various aspects of teaching and learning[10].

According to Rifai and Rosadi, below are a few of the methods through which educational facilities influence student outcomes[11]:

1) Health and Safety

Educational facilities safeguard students' and educators' physical and emotional well-being and security. Providing secure and healthful infrastructures is paramount in establishing an environment conducive to effective learning.

2) Behavior and Engagement

The quality of educational facilities exerts a discernible influence on student behavior and engagement levels. The presence of sufficient and well-maintained facilities not only facilitates the delivery of a superior educational experience but also significantly heightens the probability of heightened student engagement in their academic pursuits.

3) Learning and Growth

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[10] Othman Subhi Alshamrani and Adel Alshibani, ―Automated Decision Support System for Selecting the Envelope and Structural Systems for Educational Facilities,‖ *Building and Environment* 181, no. April (2020): 106993, https://doi.org/10.1016/j.buildenv.2020.106993.

[11] Muhammad Rifai and Kemas Imron Rosadi, ―Literature Review Factors Affecting Critical Thinking: Curriculum, Students, and Educational Facilities,‖ *Dinasti International Journal of Education Management And Social Science* 3, no. 5 (2022): 791–802, https://doi.org/10.31933/dijemss.v3i5.1236.

Educational facilities exert a pronounced influence on the learning progress and academic achievements of students. The physical attributes of a classroom, encompassing factors like acoustics, ambient noise levels, ventilation systems, and indoor air quality, bear substantial significance in shaping student outcomes. These elements collectively contribute to the scholastic environment and can profoundly affect students' educational journey and accomplishments.

4) Lecturers Recruitment and Retention

Educational facilities notably impact various aspects of lecturers dynamics, including recruitment, retention, commitment, and exertion of effort. The presence of well-maintained and adequately equipped facilities tends to enhance the attractiveness of a school to educators, increasing the likelihood of retaining qualified lecturerss. It, in turn, can contribute to improved student outcomes.

5) Academic Performance

The facilities within an educational institution wield a profound influence not only on the holistic learning process but also on students' cognitive and physical development. Furthermore, these facilities are associated with students' academic performance, albeit to varying degrees.

According to Peter and Alberto, here are some key aspects that elucidate the role of educational facilities[12]:

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[12] Peter Barrett and Alberto Treves, *The Impact of School Infrastructure on Learning*, *International Development in Focus*, 2019, https://files.eric.ed.gov/fulltext/ED604388.pdf.

1) Facilitating Instruction

Educational facilities furnish tangible spaces, encompassing classrooms, lecture halls, and laboratories, which serve as dedicated venues for educators to undertake instructional endeavors. These spatial configurations are meticulously designed to serve as accommodating environments capable of accommodating diverse pedagogical techniques, thereby facilitating efficient dissemination of knowledge.

2) Enabling Active Learning

Meticulously planned educational facilities are pivotal in endorsing active and collaborative learning paradigms. Incorporating versatile classroom configurations, interactive whiteboards, and seating arrangements that allow for adaptability can act as catalysts in stimulating student engagement and participation. It, in turn, nurtures a dynamic and interactive learning milieu conducive to enriched scholastic experiences.

3) Access to Resources

Libraries, computer laboratories, and resource centers are integral to educational facilities. They serve as repositories of extensive learning resources, affording students access to various materials essential for academic exploration. These educational facilities function as pivotal hubs conducive to research endeavors, self-directed study, and the pursuit of knowledge beyond the confines of the traditional classroom setting.

4) Enhancing Practical Training

Specialized educational facilities, such as science laboratories, art studios, and workshops, are purpose-built environments that facilitate students' immersive engagement and practical skill acquisition directly pertinent to their chosen fields of study. These dedicated spaces serve as conduits for experiential learning, where students actively participate in hands-on activities, experiments, and creative processes. This pedagogical approach enhances their practical proficiency and fosters a deep and experiential understanding of the subject matter, thereby augmenting the educational experience.

5) Promoting Technology Integration

In educational facilities purview lie technological resources, including computer systems, internet connectivity, and multimedia equipment. These resources serve as instrumental components in facilitating the seamless integration of technology into the pedagogical framework. In doing so, they contribute to cultivating digital literacy and implementing contemporary pedagogical approaches, ushering in an era of modernized educational methodologies.

6) Creating a Conducive Learning Environment

The physical environment, encompassing factors such as illumination, acoustics, thermal conditions, and aesthetics, plays a pivotal role in influencing learners' comfort and concentration levels. It is imperative to emphasize that adequately maintained and ergonomically designed educational facilities substantially contribute to cultivating a

conducive and positive learning milieu. These elements collectively enhance the learning atmosphere, thus promoting the comfort and attentiveness of students during their educational pursuits.

7) Supporting Extra-Curricular Activities

Educational facilities include spaces tailored for sporting activities, recreational pursuits, and extra-curricular engagements. These designated areas serve as instrumental conduits for fostering physical fitness, nurturing teamwork dynamics, and facilitating personal development endeavors, all of which transpire beyond the confines of the traditional classroom environment.

8) Accommodating Diverse Needs

Educational facilities should be designed to accommodate the diverse needs of students, including those with disabilities. Accessibility features ensure that all students can fully participate in the educational process.

9) Fostering Community and Collaboration

Facilities like common areas, student lounges, and cafeterias serve as spaces for students to interact, collaborate, and build community. These areas promote social and interpersonal skills.

10) Enhancing Safety and Security

Educational facilities should prioritize the safety and security of students and staff. Measures such as emergency exits, surveillance systems, and safety protocols are integral to this role.

Educational facilities assume a foundational role within educational institutions, representing the tangible infrastructure and resources indispensable for facilitating teaching, learning, research, and the comprehensive educational encounter. Their significance transcends that of mere architectural constructs; instead, they constitute instrumental contributors to the holistic development of students and the attainment of educational objectives. Consequently, these facilities' meticulous planning, strategic design, vigilant maintenance, and efficient utilization emerge as quintessential considerations in the relentless pursuit of an efficacious and high-caliber educational system.

c. Key Principles of ISO 9001:2015

1. Process Approve

   All organizational activities are viewed as interrelated processes, designed to add value and deliver consistent outcomes.

2. Risk-Based Thinking

   Risks and opportunities are identified in every process to prevent nonconformities and improve the overall system's effectiveness.

3. Leadership

   Top management must play an active role in guiding and supporting the quality management system.

4. Customer Focus

   The organization must continuously understand and fulfill the needs and expectations of its customers (students, staff, and stakeholders).

5. Context of the Organization

   The organization should understand both internal and external factors that influence its goals and strategic direction.

6. Planning and Support

   Necessary resources, competencies, and awareness must be provided to operate and sustain the quality management system.

7. Operation

   Control over all processes directly related to products and services delivered to customers must be maintained.

8. Performance Evaluation

   The organization must monitor, measure, analyse, and evaluate its system to ensure compliance and effectiveness.

9. Improvement

   Continuous improvement must be promoted across all aspects of the quality management system.

b. Benefits of Implementing ISO 9001:2015 at IAIN Palopo

1. Enhances efficiency in academic and non-academic governance

2. Ensures consistent quality in higher education services

3. Increases satisfaction among students, lecturers, and other stakeholders

4. Serves as a foundation for developing the Internal Quality Assurance System (SPMI)

5. Supports both national and international institutional accreditation.

In this research, the standard used is ISO 41001:2018, which focuses on Facility Management (FM) — specifically, the management system, its requirements, and guidance for implementation. This international standard provides a framework for organizations to develop, implement, and maintain effective facility management systems that align with strategic objectives. ISO 41001:2018 addresses various aspects of facilities, including buildings, equipment, and services that support the core activities of an organization. The standard aims to ensure that these assets are managed efficiently and sustainably, enhancing the quality of life for occupants and improving business performance. It applies to both in-house and outsourced facility management services.

By following ISO 41001, organizations can improve the integration of people, places, processes, and technologies. This standard helps in optimizing operational efficiency, reducing costs, and ensuring compliance with legal and regulatory requirements related to facilities. Ultimately, ISO 41001 supports organizations in creating safe, productive, and environmentally responsible environments.

As per Mayur's perspective, learning motivation signifies a student's inclination to engage in learning endeavors propelled by their aspiration to attain the highest achievement or learning outcomes. Motivation is a compelling force or catalyst capable of kindling enthusiasm and effecting positive changes in an individual's behavior for

personal advancement[13]. Following Dornyei's definition, motivation is the underlying driving force within students that instigates their participation in learning activities. It ensures the continuity of these activities and provides a sense of purpose to guide them towards attaining their desired learning objectives. Motivation represents a transformation within an individual, marked by the emergence of emotions and responses aimed at accomplishing goals. Motivation can be categorized into two distinct types: intrinsic motivation, which arises from an internal drive within the individual, and extrinsic motivation, which originates from external influences. The surrounding environment shapes behavioral patterns[14].

Based on the preliminary observation at IAIN Palopo, the researcher found that the results of the pre-observation indicate variations in the use of educational facilities and learning resources by students at IAIN Palopo. The educational facilities available at IAIN Palopo include language laboratories, libraries, classrooms, and many more. Student learning motivation appears to be influenced by factors such as interest in the subjects, instructor support, and recognition.

Consequently, the focal point of this research is to methodically dissect and categorize the diverse array of educational facilities available at

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[13] Mayur Borah, ―Motivation in Learning,‖ *Journal of Critical Review* 8, no. 02 (2021): 550–52

[14] Zoltan Dornyei, *Innovations and Challenges in Language Learning Motivation* (Routledge, 2020).

IAIN Palopo, discerning their impacts on nurturing and augmenting the inherent motivation levels of students engaged in the learning process. By meticulously analyzing the correlation between the use of these facilities and the student's motivation, this research offers comprehensive insights into the pivotal role these resources play in shaping and enhancing students' drive and enthusiasm for academic pursuits. The aim is to identify the specific facilities and the nuanced ways these resources contribute to and influence the students' intrinsic motivation towards their education.

2. **Learning Motivation**

a. **The Definition of Learning Motivation**

The term "motivation" etymology can be traced back to its Latin root, "*movere*," denoting the concept of movement or the impetus to initiate movement. Motivation plays a pivotal role in shaping an individual's path to success. It is worth emphasizing that motivation and learning share a recipssrocal relationship wherein they mutually influence each other[15]. The impetus for learning motivation can emanate from internal and external factors. Nevertheless, it is imperative to underscore that these factors are invariably rooted in contemporary stimuli,

instigating an individual's heightened propensity to engage in learning activities with increased vigor and enthusiasm[16].

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[15] Dornyei, *Innovations and Challenges in Language Learning Motivation*.
[16] Ryan Hidayat Rafiola et al., ―The Effect of Learning Motivation, Self-Efficacy, and Blended Learning on Students' Achievement in the Industrial Revolution 4.0,‖ *International Journal of Emerging Technologies in Learning* 15, no. 8 (2020): 71–82,

Numerous experts have contributed to the conceptualization of motivation. For instance, Niknam, Dhillon, and Jeffery posit that motivation encompasses all stimuli that prompt behavioral responses to fulfill one's needs[17]. Rahardjo defines learning motivation as a student's volition to engage in learning activities to attain the highest academic accomplishment[18]. Moreover, Wardani, Gunawan, and Kusumaningrum contend that learning motivation is underpinned by the innate need to cultivate optimal skills, enabling individuals to excel, achieve success, and exhibit creativity[19]. Additionally, Khan, Johnston, and Ophoff characterize academic motivation as the enjoyment of school-based learning characterized by a mastery-oriented disposition, a sense of curiosity, perseverance, intrinsic motivation, and an inclination toward mastering challenging, intricate, and novel tasks[20]. These multifaceted definitions collectively contribute to our understanding of the intricate construct of motivation within the learning context.

Learning motivation is a complex construct attributed to a confluence of internal and external stimuli, which collectively prompt an

https://doi.org/10.3991/ijet.v15i08.12525.

[17] Solmaz Niknam et al., ―Federated Learning for Wireless Communications : Motivation , Opportunities and Challenges,‖ *International Journal of Emerging Technologies in Learning (IJET)* 15, no. 8 (2020): 71–82.

[18] Agus Rahardjo, ―Learning Motivation and Students ' Achievement in Learning English : A Case Study at Secondary School Students in the Covid-19 Pandemic Situation,‖ *JELITA: Journal of English Language Teaching and Literature* 1, no. 2 (2020): 56–64.

[19] Adetya Dewi et al., ―Student Learning Motivation : A Conceptual Paper,‖ *Atlantis Press* 487, no. Ecpe (2020): 275–78.

[20] Tasneem Khan, Kevin Johnston, and Jacques Ophoff, ―The Impact of an Augmented Reality Application on Learning Motivation of Students,‖ *Advances in Human-Computer Interaction*, 2019.

individual to engage in actions aimed at achieving specific goals, thereby inciting transformative processes. Following Zheng and Bhagat's perspective, motivation manifests as an inherent and extrinsic force that resides within students actively involved in the learning process, precipitating alterations in behavior. It is noteworthy that motivation often exhibits discernible indicators and is reinforced by various supporting elements, all of which contribute to its comprehensive essence. This multifaceted nature of motivation underscores its paramount significance in learning, where it acts as a driving force behind behavioral change and personal development[21].

As Rafiola, Setyosari, Radjah, and Ramli asserted, motivation can be conceptualized as the overarching impetus that propels students to engage in learning activities. The significance of students' learning motivation cannot be overstated within the realm of education. Learning motivation assumes a pivotal role in amplifying the efficacy of the learning process, imbuing it with heightened performance levels[22]. Motivation is a reservoir of energy, driving students to exert effort and diligence in their educational pursuits. Consequently, it exerts a discernible influence on students' overall success and achievement within the educational sphere.

According to Hariri et al., motivation is dynamic and closely linked

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[21] Lanqin Zheng et al., ―The Effectiveness of the Flipped Classroom on Students ' Learning Achievement and Learning Motivation : A Meta-Analysis The Effectiveness of the Flipped Classroom on Students ' Learning Achievement and Learning Motivation : A Meta-Analysis,‖ *Journal of Educational Technology & Society* 23, no. 1 (2020): 1–15.

[22] Rafiola et al., ―The Effect of Learning Motivation, Self-Efficacy, and Blended Learning on Students' Achievement in the Industrial Revolution 4.0.‖

to one's goals. High motivation in students is characterized by initiative, diligence, proactiveness, a strong drive for excellence, punctuality, and discipline. In psychological terms, motivation is a cognitive force that directs human behavior, particularly in the context of learning. It represents the wasingness to activate, mobilize, and guide a learner's attitudes and actions toward specific educational objectives. This motivational impetus is crucial in shaping learning behavior and influencing outcomes[23].

Rafiola, Setyosari, Radjah, and Ramli have identified several critical characteristics of motivation, particularly in the context of an individual's motivation to learn. These characteristics include a diligent approach to task completion, a strong determination to take action, the allocation of sufficient time for study, a wasingness to prioritize learning over other obligations or tasks, a prudent manner of addressing challenges, a persistent interest in tackling a wide range of complex issues, a preference for working independently, and the ability to uphold personal convictions. These attributes collectively illuminate the multifaceted nature of individual motivation, especially within the framework of motivation to learn. They underscore the significance of these qualities in driving individuals towards successful and motivated learning experiences[24].

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[23] Hasan Hariri et al., ―Motivation and Learning Strategies: Student Motivation Affects Student Learning Strategies,‖ *European Journal of Educational Research* 10, no. 1 (2020): 39–49, https://doi.org/10.12973/EU-JER.10.1.39.

[24] Rafiola et al., ―The Effect of Learning Motivation, Self-Efficacy, and Blended

Numerous discernible characteristics are associated with students who are highly motivated to learn. As elucidated by Timor et al., these attributes manifest during classroom teaching and learning processes. Such characteristics include demonstrating genuine interest in lecturerss, indicating a positive orientation toward the subject matter, displaying a heightened enthusiasm, and maintaining focused attention, particularly directed toward the instructors[25]. These motivated students often express a keen desire to participate in group activities actively, demonstrating an eagerness to be recognized by their peers. Moreover, they consistently exhibit self-discipline in their actions, habits, and ethical conduct. Additionally, these students display a proclivity for retaining and revisiting the lessons, maintaining a steadfast commitment to their learning, and exhibiting a sense of self-regulation within their learning environment.

Peng and Fu delineate the concept of motivation into two distinct categories, each with unique characteristics. The first category, intrinsic motivation, is inherently generated within an individual without any external stimuli. Intrinsic motivation is characterized by an individual's innate drive and personal interest in a particular task or activity, often stemming from the sheer pleasure or satisfaction derived from engaging in it. In contrast, the second category, extrinsic motivation, emanates from

Learning on Students' Achievement in the Industrial Revolution 4.0.‖

[25] Agus Rahmad Timor et al., ―Effectiveness of Problem-Based Model Learning on Learning Outcomes and Student Learning Motivation in Basic Electronic Subjects,‖ *International Journal of Multi Science* 1, no. 10 (2021): 1–8.

external sources or factors. These external influences may encompass tangible rewards such as gifts or compliments and other forms of external recognition or inducements[26]. The differentiation between these two forms of motivation holds significance in understanding the underlying forces that propel individuals toward various goals and tasks, particularly within educational and learning contexts.

In summary, the researcher's conclusion underscores the profound psychological dimension of learning motivation, which is pivotal in shaping students' disposition toward their educational pursuits. This motivation instills a sense of seriousness and engenders unwavering concentration in students, empowering them to make judicious choices regarding their learning activities. It is imperative to recognize that motivation is an intrinsic driving force within each student, providing both the impetus and guidance for successful learning. Consequently, heightened motivation levels are directly correlated with increased facilitation of learning achievement, elucidating the fundamental principle that higher motivation considerably eases attaining learning objectives.

b. The Function of Learning Motivation

Motivation is intricately interwoven with the attainment of success, and particularly within the realm of education, it serves as a psychological force that kindles the ardor and zeal of students. Learning motivation is

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[26] Renzhong Peng and Rongrong Fu, ―The Effect of Chinese EFL Students' Learning Motivation on Learning Outcomes within a Blended Learning Environment,‖ *Australasian Journal of Educational Technology* 37, no. 6 (2021): 61–74, https://doi.org/10.14742/ajet.6235.

akin to a reservoir of psychological energy, serving to invigorate the passion and fortitude of students. Its significance lies in its multifaceted functions, which are imperative for all students to possess.

As delineated by Yin et al., motivation plays a pivotal role with several positive functions. Firstly, it acts as a catalyst, propelling individuals to initiate and persevere in their endeavors to achieve predefined goals. Secondly, motivation is a guiding force, providing a clear path and direction toward the desired objectives. Lastly, motivation serves as a discerning filter, imbuing motivated individuals with the ability to be selective in their actions and steadfast in maintaining focus on the end goal[27]. The relationship between motivation and success becomes evident when considering these functions, as motivation significantly contributes to the initiation, navigation, and perseverance required for achieving academic and personal objectives.

Hardiasnyah and Rasia elucidate learning motivation's significant and multifaceted roles, highlighting their importance in the educational context. These roles underscore motivation's profound influence on various aspects of the learning process. Firstly, learning motivation plays a decisive role in determining the efficacy of learning reinforcement, influencing how individuals respond to educational stimuli. It catalyzes clarifying the learning goals, imparting a sense of purpose and direction to

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[27] Jiaqi Yin et al., ―Conversation Technology With Micro-Learning: The Impact of Chatbot- Based Learning on Students' Learning Motivation and Performance,‖ *Journal of Educational Computing Research* 59, no. 1 (2021): 154–77, https://doi.org/10.1177/0735633120952067.

the learning process, which, in turn, translates into the determination of the types of control students exert over their response to learning stimuli[28].

Furthermore, learning motivation functions as an intrinsic self-controller, regulating students' reactions and attitudes toward the stimuli encountered during their educational journey. It fosters an environment conducive to learning diligence, encouraging students to approach their educational pursuits with diligence and unwavering commitment. In essence, learning motivation can be likened to the physical movement within students, infusing them with passion and serving as a self-regulatory mechanism in their engagement with learning stimuli, ultimately culminating in cultivating learning diligence.

c. Indicator of Learning Motivation

Indicators of learning motivation are observable behaviors, attitudes, and characteristics that signify a student's motivation to learn. These indicators provide insight into the extent to which a student is engaged, focused, and committed to their learning activities[29]. Some common indicators of learning motivation include:

1) Duration of activity

The duration of time that a student allocates to a specific task can

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[28] Framz Hardiansyah and Muhammad Misbahudholam AR, ―Enhancing Students' Learning Motivation through Changing Seats in Primary School,‖ *Mimbar Sekolah Dasar* 9, no. 1

[29] Nova Asvio and Iain Batusangkar, ―The Influence of Learning Motivation and Learning Environment on Undergraduate Students' Learning Achievement of Management of Islamic Education, Study Program of Iain Batusangkar In 2016,‖ *Noble International Journal of Social Sciences Research ISSN* 2, no. 2 (2017): 16–31, https://shorturl.at/ryBE3.

serve as a noteworthy indicator of their motivation levels. When highly motivated, students are more likely to exhibit a protracted engagement with a task, demonstrating sustained focus and dedication. This temporal dimension, where motivation is implicated, can manifest in various aspects of the learning process, including the time spent studying, the duration of concentration during class activities, and the persistence in working on assignments or projects. The washiness to invest an extended period in a task underscores a student's commitment to achieving their learning objectives and signifies their intrinsic drive to excel. This temporal indicator is valuable in gauging the depth of a student's motivation and capacity to sustain their efforts toward educational endeavors[30].

2) Frequency of activity

The frequency with which students engage in a specific activity can be a salient indicator of their motivation. This temporal aspect provides valuable insights into a student's level of commitment and enthusiasm concerning the activity in question. A motivated student is likelier to engage in the activity regularly and consistently, reflecting their intrinsic drive and genuine interest in the subject matter or task. This indicator can be applied across various educational contexts, including classroom participation, self-directed study, and pursuing extra-curricular interests. The regularity of engagement demonstrates the depth of a student's

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[30] Nova Asvio and Iain Batusangkar, ―The Influence of Learning Motivation and Learning Environment on Undergraduate Students' Learning Achievement of Management of Islamic Education, Study Program of Iain Batusangkar In 2016,‖ *Noble International Journal of Social Sciences Research ISSN* 2, no. 2 (2017): 16–31, https://shorturl.at/ryBE3.

motivation and underscores their proactive approach to learning and their washiness to invest time and effort in furthering their educational goals[31].

3) Interest in activities

Motivated students frequently exhibit a distinct proclivity for cultivating a genuine interest in their learning activities. This intrinsic interest is emblematic of their motivation and underscores their propensity to pursue educational pursuits with fervor and enthusiasm. When coupled with such intrinsic interest, a high degree of motivation can galvanize students, enhancing their commitment to their academic endeavors and rendering them more likely to immerse themselves in the learning process. This phenomenon is observable across a spectrum of educational activities, as motivated students are prone to actively seek out opportunities to explore and engage with subject matter, thereby fostering a dynamic and enriching learning experience[32].

4) Conducive learning environment

A conducive and supportive learning environment is pivotal in fostering student motivation within the educational context. Such an environment provides a setting wherein students are more likely to experience heightened motivation to engage in the learning process[33].

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[31] Nova Asvio and Iain Batusangkar, ―The Influence of Learning Motivation and Learning Environment on Undergraduate Students' Learning Achievement of Management of Islamic Education, Study Program of Iain Batusangkar In 2016,‖ *Noble International Journal of Social Sciences Research ISSN* 2, no. 2 (2017): 16–31, https://shorturl.at/ryBE3

[32] Hardiansyah and AR, ―Enhancing Students' Learning Motivation through Changing Seats in Primary School.‖

[33] Asvio and Batusangkar, ―The Influence of Learning Motivation and Learning Environment on Undergraduate Students' Learning Achievement of Management of Islamic Education, Study Program of Iain Batusangkar In 2016.‖

5) Intrinsic dimension

Intrinsically motivated students demonstrate a proactive and self-directed approach to learning, driven by an inherent curiosity and a deep desire to understand topics relevant to their lessons. Their independent pursuit of knowledge is fueled by an internal passion for learning, rendering external incentives or pressures largely unnecessary. This self-regulation and intrinsic drive epitomize a profound commitment to educational engagement that transcends mere compliance[34].

6) Emotional and behavioral indicators

Positive affect, interest/arousal, and enjoyment serve as tangible indicators of motivation, encompassing cognitive, emotional, and behavioral responses that signify a student's motivational state[35].

7) Energy

Vigilance and a composed determination are discernible indicators that often signify a high level of motivation. These observable behaviors denote a heightened readiness and a deliberate commitment to a particular task or objective. Such signs of motivation are frequently associated with an individual's focused engagement and sustained effort to pursue their goals. They serve as outward manifestations of the internal drive and resolve that underlie a person's motivation, reflecting their capacity to channel their cognitive and emotional resources into productive and goal-

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[34] Timor et al., ―Effectiveness of Problem-Based Model Learning on Learning Outcomes and Student Learning Motivation in Basic Electronic Subjects.‖

[35] Peng and Fu, ―The Effect of Chinese EFL Students' Learning Motivation on Learning Outcomes within a Blended Learning Environment.‖

oriented actions[36].

8) Commitment

A dedication to a shared overarching objective can serve as an additional indicator of elevated motivation. This commitment to a collective goal aligns individual and group interests, underscoring the participants' motivation to work together towards a common purpose. This motivation to contribute to a shared aim indicates a cooperative spirit, suggesting a collective drive to achieve a defined outcome. It signifies that the participants are intrinsically motivated to engage in activities and tasks to fulfill the shared purpose. This demonstration of shared commitment underscores motivation's influential role in fostering collaborative efforts within a group or community[37].

9) Staying Power

The capacity to persist and demonstrate resilience when confronted with challenges or adversity is a conspicuous indicator of motivation. This resilience denotes an individual's drive to overcome obstacles and continue their pursuit of goals, even in the face of setbacks or difficulties. It signifies a commitment to surmounting hurdles, reflecting their unwavering motivation to succeed. This aspect of motivation is particularly evident in an individual's ability to maintain a steadfast resolve and an enduring focus on their objectives, showcasing their determination

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[36] Peng and Fu, ―The Effect of Chinese EFL Students' Learning Motivation on Learning Outcomes within a Blended Learning Environment.‖

[37] Peng and Fu, ―The Effect of Chinese EFL Students' Learning Motivation on Learning Outcomes within a Blended Learning Environment.‖

and tenacity in the face of adversity[38].

10) Skill

Possessing a diverse set of skills is a discernible indicator of an individual's purpose and ambition. These skills encompass competencies and proficiencies often acquired and honed through dedicated effort and learning. These skills signify a commitment to personal and professional growth, aligning with an individual's overarching purpose and ambition. Developing and mastering skills can manifest intrinsic motivation and a deliberate drive to excel in various endeavors. Additionally, these acquired skills often position individuals to pursue and contribute to their broader aspirations and goals actively, thus reinforcing their sense of purpose and ambition[39].

11) Single-Mindedness

The focused and directed application of energy along a singular trajectory can serve as a conspicuous indicator of motivation. This concentrated effort is often channeled towards a specific goal or task, signifying an individual's intrinsic drive to achieve that particular objective. The unidirectional energy expenditure underscores their commitment and motivation to pursue their intended outcome relentlessly. This focused application of energy can be observed across various domains, including academic, professional, or personal endeavors, and it is

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[38] Peng and Fu, ―The Effect of Chinese EFL Students‗ Learning Motivation on Learning Outcomes within a Blended Learning Environment.‖

[39] Peng and Fu, ―The Effect of Chinese EFL Students‗ Learning Motivation on Learning Outcomes within a Blended Learning Environment.‖

indicative of an individual's resolute determination and unwavering motivation to accomplish a specific aim[40].

12) Responsibility

The wasingness to actively seek and embrace responsibility represents a discernible indicator of motivation. This wasingness demonstrates an individual's intrinsic drive and commitment to taking charge and being accountable for tasks, projects, or roles. It indicates a sense of ownership and initiative in one's endeavors, reflecting the motivation to contribute and make a positive impact. Those who wasingly seek and accept responsibility often exhibit a proactive stance, demonstrating an internal drive to effect change and bring about meaningful outcomes. This indicator underscores the intrinsic motivation to play an active role in various responsibilities and aligns with a sense of purpose and determination[41].

3. **Educational infrastructure**

Educational infrastructure refers to the physical and organizational structures needed to support learning and teaching processes. This includes school buildings, classrooms, laboratories, libraries, computer facilities, and access to the internet. It also encompasses essential services such as electricity, clean water, sanitation, and transportation. Quality
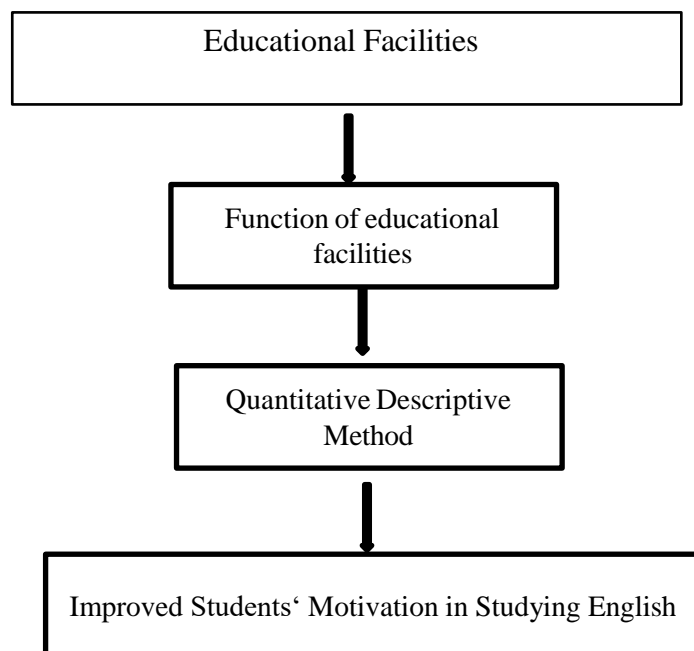
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[40] Yin et al., ―Conversation Technology with Micro-Learning: The Impact of Chatbot- Based Learning on Students' Learning Motivation and Performance.‖
[41] Yin et al., ―Conversation Technology With Micro-Learning: The Impact of Chatbot- Based Learning on Students' Learning Motivation and Performance.‖

infrastructure helps create a safe and conducive learning environment, which is vital for effective education. In addition to physical structures, educational infrastructure involves the availability of learning materials, technology, and trained personnel to manage and maintain the facilities. Modern educational infrastructure often integrates digital tools to enhance teaching methods and expand access to knowledge. Adequate infrastructure not only supports academic achievement but also promotes equity by ensuring that all students, regardless of location or background, have access to quality education.

C. Conceptual Framework

Chart 2.1 Conceptual Framework

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┌─────────────────────────────────────────┐
│         Educational Facilities          │
└─────────────────────────────────────────┘
                     │
                     ▼
          ┌────────────────────────┐
          │  Function of educational │
          │        facilities        │
          └────────────────────────┘
                     │
                     ▼
          ┌────────────────────────┐
          │  Quantitative Descriptive │
          │          Method           │
          └────────────────────────┘
                     │
                     ▼
┌─────────────────────────────────────────────┐
│ Improved Students' Motivation in Studying English │
└─────────────────────────────────────────────┘
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The conceptual framework outlined in these research focuses on the relationship between educational facilities and students' learning

motivation. It suggests that the quality and availability of educational infrastructure play a significant role in shaping students' motivation to learn. The framework is visually represented in a chart that links infrastructure, the function of educational facilities, and learning motivation, indicating that well-functioning and accessible facilities can positively influence student engagement. The study uses a qualitative research method to explore these relationships in depth. Through qualitative inquiry, the researcher aims to gather detailed, context-rich data about students' experiences with educational facilities and how these experiences affect their motivation. This approach allows for an in-depth understanding of how physical learning environments contribute to educational outcomes beyond what quantitative data alone might reveal. By cantering the conceptual framework around the interaction between facilities and student motivation, the research highlights the importance of investing in educational infrastructure. It emphasizes that facilities are not merely physical structures but also tools that support learning processes. Properly maintained and well-equipped environments can foster a sense of value and encouragement in students, ultimately boosting their motivation and academic success.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher was employing the descriptive quantitative According to Sugiyono in his book, quantitative research is a method grounded in positivist philosophy, used to study specific populations or samples. Data collection employs research instruments, and data analysis is quantitative or statistical, aiming to test predetermined hypotheses. This approach is considered scientific because it adheres to empirical, objective, measurable, rational, and systematic principles.

Furthermore, Sugiyono explains that quantitative research involves measuring variables using research instruments, resulting in numerical data that can be analysed statistically. This method is often referred to as positivistic because it is based on positivist philosophy. It is also called a scientific method because it fulfils scientific criteria: empirical, objective, measurable, rational, and systematic[42].

The approach that was used in this research is the quantitative approach. Quantitative research is a research approach without statistical figures but with descriptive exposure that tries to systematically, factually,

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[42] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D*
(Bandung: Alfabeta, 2010).

and accurately describe the facts and the nature of the relationship between the investigated phenomena[43].

B. Research Participants

The participants for this research comprise third-semester students and lecturers enrolled in the English Education Study Program at IAIN Palopo. There are 45 students divided into three classes and 26 participants. The reason for selecting third-semester students is because, by this point, they have completed two semesters and have become acquainted with college life and its activities. Furthermore, they have gained experience adhering to college rules and discipline as new members, which sets them apart from their previous school experiences.

The researcher selected the sample from the population through random sampling. As Santoso defines, random sampling ensures that each unit or individual within the population has an equal probability of being chosen as a sample[44]. In this study, the researcher employed simple random sampling, selecting 30 students from 3 classes and three lecturers as samples.

C. Research Instrument

The study applies the following methods of data collection:

1. Observations

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[43] Margarete Sandelowski, ―Telling Stories: Narrative Approaches in Qualitative Research,‖ *Image: The Journal of Nursing Scholarship* 23, no. 3 (1991): 161–66, https://doi.org/10.1111/j.1547-5069.1991.tb00662.x.

[44] T Santoso, *Metodologi Penelitian Kualitatif*, *Indigo Media* (Indigo Media, 2022), https://repository.petra.ac.id/19963/1/Publikasi1_85005_8485.pdf.

The researcher conducted direct observations at the location of IAIN Palopo to determine the various facilities available that support the learning process in enhancing student motivation.

2. Questionnaire

The researcher plans to administer a questionnaire distributed through Google Forms to gather data from students who are selected as participants for this study. The questionnaire is structured to capture relevant information regarding the subject matter, aiming to explore their perceptions, experiences, and opinions related to the topic under investigation. By utilizing this digital platform, the researcher ensures efficient data collection and facilitates easy access for participants to provide their responses.

D. The Procedure for Collecting Data

In collecting the data, the researcher was use some techniques as follows:

1. Observation

The researcher was conducting direct observations by visiting the premises of IAIN Palopo. Throughout these observations, meticulous documentation of the various facilities contributing to the learning environment and potentially impacting student motivation was be undertaken. Detailed notes were be taken to ensure accurate recording of observations, highlighting any notable aspects concerning the observed facilities.

2. Questionnaire

The researcher was creating a structured questionnaire utilizing Google Forms. This questionnaire has 10 questions was target selected students identified as participants for the study, inviting them to provide their responses. Its inquiries were sought to gather pertinent data pertaining to the research topic, specifically focusing on participants' perceptions, experiences, and opinions regarding the influence of educational facilities on their motivation levels. The Google Forms link was be distributed to participants through email or other suitable communication channels. Participants were be allotted a specified timeframe to complete the questionnaire, ensuring the prompt collection of data. Additionally, the researcher was overseeing the progress of completion and issue reminders as necessary to ensure comprehensive participation

E. Data Validity Check

1. Perseverance Observation

Perseverance observation means searching consistently for interpretation in various ways. In this regard, it is collecting data and analyzing data consistently. This technique is carried out by the researcher observing in detail and continuously in the research process in the field.

2. Triangulation

Triangulation is a data collection technique and existing data sources in data collection techniques. This technique means the researcher used

different data collection techniques to obtain data from the same source.

F. The Technique of Data Analysis

Data analysis is essential in qualitative research, where the researcher was developed and evaluate based on their comprehension of the concept and the relationships between the data. The researcher was taken some steps to gather the data.

1. Data Collection

Collecting data is collecting, measuring, and analyzing accurate insights for a study. For example, the researcher collects data from interviews about the influence of educational facilities on students' learning motivation at IAIN Palopo observations.

2. Data Reduction

Data reduction is the process of choosing, concentrating, simplifying, reducing, and formatting the data in the writing or transcript that has been

submitted. For example, the researcher was examining the findings of the interviews. According to the problem formulation, the researcher also writes some data using a data reduction process and only takes important data.

3. Data Display

A public display is a condensed and organized collection of data that enables inference and action. The researcher was using descriptive information to explain the findings. The researcher was collecting

significant data based on a research design and summarize it in the descriptive text.

4. Conclusion and Verification

Making conclusions is starting to determine what is meant by noting regularities, patterns, possible explanations, configurations, causal paths, and findings. Making conclusions confirms and describes the final results of the data analysis of this research. The researcher would analyze the data and findings[45].

5. Research Instrument

Researcher found that several facilities on campus really support the existing learning process. Looking at the results of the questionnaire, the average person strongly agrees with the facilities that support the learning process.

No.	Observation Aspect	Score			
		SS	S	TS	STS
1.	Tools provided for English language learning (e.g., textbooks, online materials) website.	√			
2.	I feel helped by the facilities and infrastructure available on campus.	√			

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[45] Anne Campbell, Olwen McNamara, and Peter Gilroy, ―Qualitative Data Analysis,‖ *Practitioner Research and Professional Development in Education*, 2011, 125–45, https://doi.org/10.4135/9780857024510.d49.

3.	The availability of multimedia facilities (videos, audio recordings, English books, etc.) enriches my learning experience in the English class.	√			
4.	The educational facilitation in my English class positively influences my motivation to learn.	√			
5.	I am satisfied with the educational facilities provided for learning English at IAIN Palopo such as LCD, English books, headphones, etc.	√			
6.	I am satisfied with the infrastructure provided to support the learning process at IAIN Palopo (Language Lab, microteaching room, park and library).	√			
7.	The campus has provided facilities that can improve English learning at IAIN Palopo.	√			
8.	I feel very satisfied with the facilities provided to improve my English at IAIN Palopo.	√			

9.	How do you feel when using educational facilities such as (language lab, projector and computer).	√			
10	How often do you use the facilities available to learn English?	√			

Based on the provided questionnaire instrument, the technique of data analysis employed involves quantitative descriptive analysis. Each item on the questionnaire uses a Likert scale format with options such as "Strongly Agree" (SS), "Agree" (S), "Disagree" (TS), and "Strongly Disagree" (STS). The responses are quantified by assigning numerical values to these categories, which allows the researcher to measure the frequency and percentage of each response. This technique is suitable for identifying general trends, perceptions, and satisfaction levels regarding the availability and usefulness of educational facilities for English learning at IAIN Palopo.

The data collected from the questionnaire is then organized into tables or charts to make interpretation clearer and more systematic. The researcher can calculate the mean, mode, and standard deviation to determine the central tendency and variability of responses. This approach enables a clear understanding of how respondents perceive the impact of facilities such as textbooks, multimedia tools, and language labs on their English learning process. It also helps to highlight which aspects are considered most helpful and where improvements might be needed.

Furthermore, this analysis technique provides insight into overall student satisfaction and the effectiveness of campus-provided infrastructure in supporting English learning. The interpretation of the results will be supported by narrative explanations, comparing the frequency of positive and negative responses. Such an approach allows for informed conclusions and recommendations that are grounded in empirical data. By using descriptive statistics, the researcher can offer a comprehensive overview of the role educational facilities play in enhancing student motivation and success in English language learning.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The results of observation and from questioner and interview with the students are presented by the researcher. The researcher measured some aspect. The result can be seen as follows. This research was conducted on Thursday, December 12, 2024. The research was conducted for first semester English Education students at IAIN Palopo. with a total of 18 students as respondents during 1 day of research on that day. The description of the research data was carried out by looking at the results of the answers from the respondents that had been distributed. data tendencies from the categorization of the scores of each variable.

a. Learning Facilities

Table 4.1 : Learning Facilities in IAIN Palopo

Facility	Excellent	Good	Fair	poor	Very poor	Reason (if applicable)
Library	✓					**Very worthy**
Language laboratory	✓					**Very worthy**
Multimedia classroom				✓		**Not ready**
Auditorium	✓					**Very worthy**
Computer Lab				✓		**Not ready**
Wi-Fi/Internet Access	✓					**Very worthy**
E-learning Platform	✓					**Very worthy**

				✓		**Not ready**
Smart Classroom Equipment				✓		**Not ready**
English Learning Materials	✓					**Very worthy**

Based on the table, The survey conducted at IAIN Palopo evaluated various learning facilities available to support students' educational experiences. According to the results, several facilities such as the library, language laboratory, auditorium, Wi-Fi/Internet access, e-learning platform, and English learning materials were all categorized as "very worthy." This indicates that these facilities are well-prepared, functional, and significantly contribute to enhancing the students' learning environment. Their quality ensures that students have access to essential resources needed for their academic success, particularly in the field of English language learning.

On the other hand, the multimedia classroom, computer lab, and smart classroom equipment were assessed as "not ready." This suggests that these facilities are currently insufficient or underdeveloped, requiring improvement before they can fully support learning activities. The lack of readiness in these areas might limit students' opportunities for interactive, technology-based learning experiences. Therefore, while many resources are strong and supportive, the survey highlights specific areas where further development and investment are necessary to create a more comprehensive and modern educational environment.

b. Material Facilities

Table 4.2 : Material Facilities in IAIN Palopo

| Facility	Excellent	Good	Fair	poor	Very poor	Reason (if applicable)
LCD Projector	✓					**Ready**
Whiteboard/Blackboard	✓					**Ready**
Chairs and Desks	✓					**Good**
Air Conditioning	✓					**Ready**
Fans	✓					**Ready**
Power Outlets	✓					**Ready**
Audio System	✓					**Good**
Lighting	✓					**Good**
Cleanliness and Maintenance	✓					**Good**

Based on the table, The material facilities survey at IAIN Palopo evaluated several essential classroom resources. The results show that facilities like LCD projectors, whiteboards/blackboards, air conditioning, fans, and power outlets were marked as "ready," meaning they are available and functional for daily use. This availability supports a more comfortable and efficient learning environment for students. Additionally, chairs and desks, the audio system, lighting, and cleanliness and maintenance were rated as "good," indicating that while they meet the necessary standards, there is still some room for minor improvements.

Overall, the condition of the material facilities at IAIN Palopo is quite satisfactory, contributing positively to the students' academic activities. The readiness of technological equipment like projectors and air conditioning systems enhances the quality of the classroom atmosphere, while well-

maintained basic furniture and cleanliness ensure students can focus better during lessons. Although some facilities could be upgraded from "good" to "excellent," the current condition already provides a strong foundation to support effective learning processes.

c. **The result of questinnaire**

1. **The availability of English learning resources (e.g., books, texts, online materials, websites)**
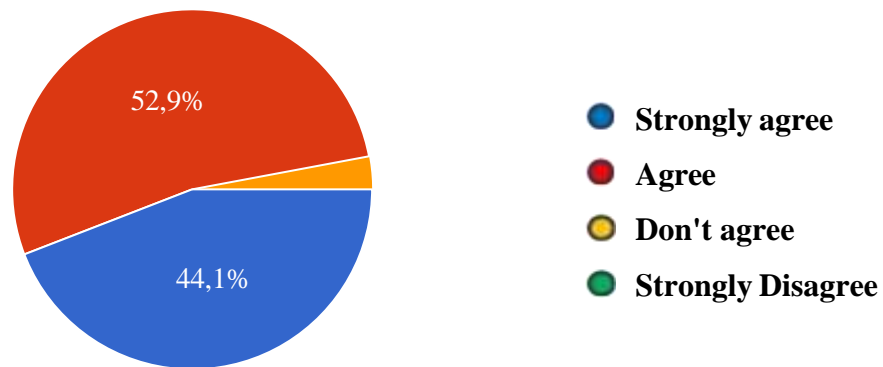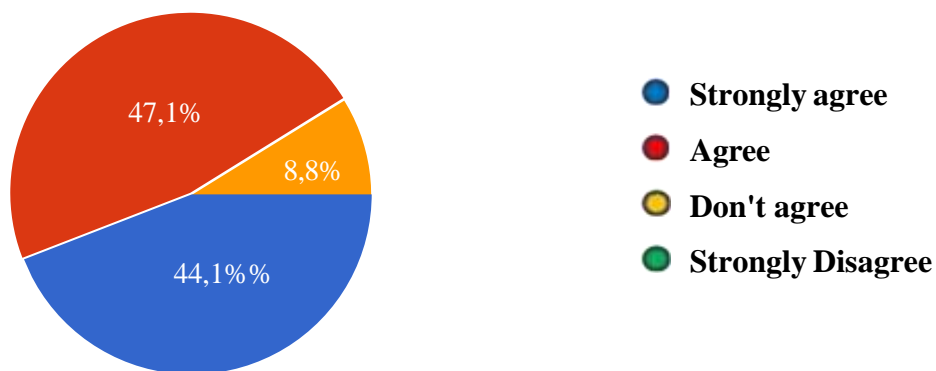

- Strongly Agree: **52.9%**

- Agree: **44.1%**

- Disagree: **2.9%**

This question examined students' perceptions of available English learning resources such as books, texts, online materials, and websites. The majority of students responded positively, with 52.9% strongly agreeing and 44.1% agreeing that these resources were accessible. Only 2.9% disagreed. These results suggest that most students at IAIN Palopo feel they are provided with sufficient learning tools. Access to a wide range of materials is

essential in language acquisition as it encourages independent learning and helps students explore various aspects of the English language. Having reliable online and offline resources can also foster better comprehension and skill development. The high level of agreement shows that the institution has made commendable efforts to provide academic materials, though periodic updates and better digital access could further enhance student satisfaction and learning outcomes.

2. I feel supported by the educational facilities and infrastructure available on campus
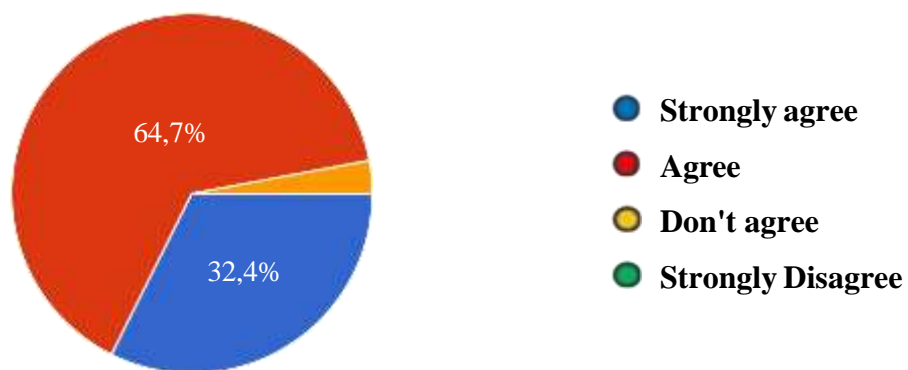

- Strongly Agree: **8.8%**

- Agree: **47.1%**

- Disagree: **44.1%**

This question focused on whether students feel supported by the available campus infrastructure. Only 8.8% of respondents strongly agreed, while 47.1% agreed and a significant 44.1% disagreed. These results indicate a mixed perception among students. Although nearly half of the students feel

adequately supported, the high percentage of disagreement suggests that many students perceive deficiencies in the infrastructure. This could include inadequate classroom equipment, insufficient library resources, or poor maintenance of study spaces. Such disparities may result in unequal access to quality learning experiences. It's essential for the institution to address these concerns through regular facility assessments and by involving students in feedback processes to improve the learning environment across all study areas.

3. The availability of multimedia facilities (videos, audio recordings, English books, etc.) enriches my learning experience in English classes:
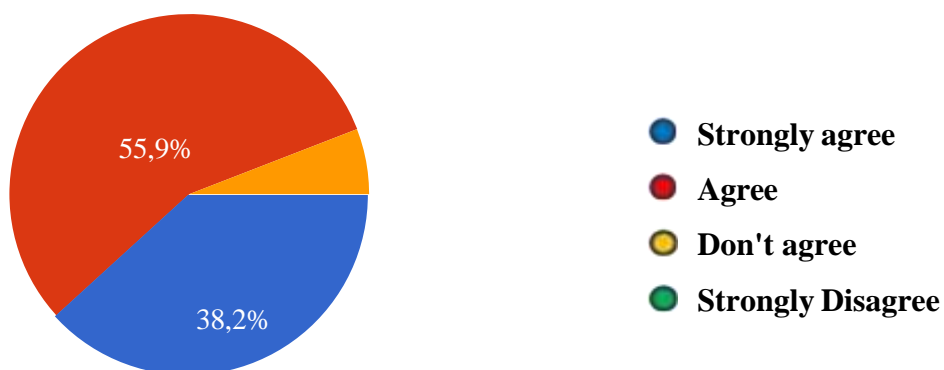

- Strongly Agree: **64.7%**

- Agree: **32.4%**

- Disagree: **2.9%**

This question assessed the influence of multimedia tools on students' classroom experiences. An impressive 64.7% strongly agreed and 32.4% agreed that multimedia resources enrich their English learning experience.

Only 2.9% disagreed. The high approval rate suggests that students recognize the value of using videos, audio materials, and books in learning English. Multimedia tools offer varied input and exposure to authentic language, which helps improve listening, pronunciation, vocabulary, and comprehension. They also create an engaging environment that stimulates students' interest and motivation. The use of such tools supports different learning styles and can be especially effective for visual and auditory learners. Therefore, expanding and updating these tools could further elevate the overall quality of English education at IAIN Palopo.

4. The educational facilities in my English class positively affect my motivation to learn
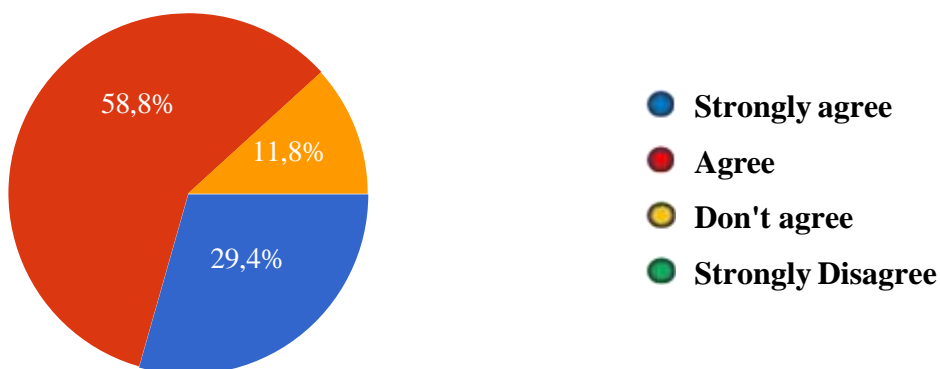

- Strongly Agree: **55.9%**
- Agree: **38.2%**
- Disagree: **5.9%**

A total of 94.1% of students (55.9% strongly agree and 38.2% agree) believe that the educational facilities in their English class contribute

positively to their motivation. This strong consensus shows that well-equipped classrooms can significantly impact students' enthusiasm for learning. Proper facilities—such as interactive whiteboards, audio-visual aids, and comfortable seating—create a conducive atmosphere that encourages students to engage more actively in lessons. When students are comfortable and can access learning tools easily, they tend to be more motivated and focused. The small percentage of disagreement may point to isolated issues, possibly in specific classrooms or departments. To maintain and further improve motivation, the institution should ensure consistency in the quality of classroom facilities across all levels.

5. I am satisfied with the educational facilities provided for English learning at IAIN Palopo (LCDs, English books, headphones, etc.)
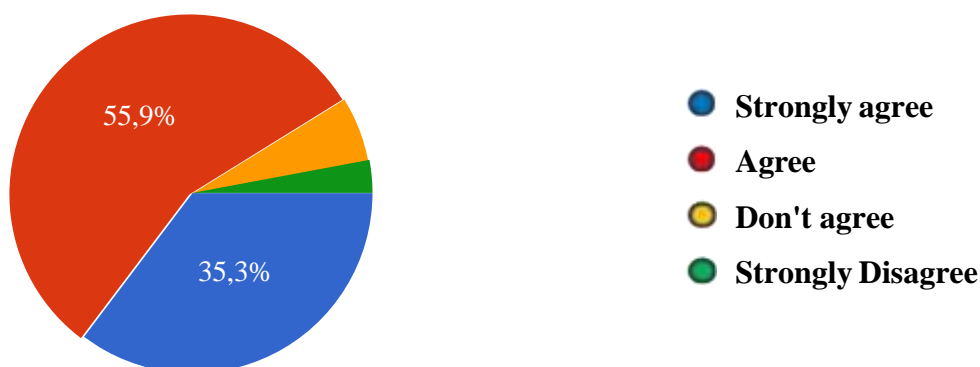

- Strongly Agree: **11.8%**
- Agree: **58.8%**
- Disagree: **29.4%**

This item measured students' satisfaction with specific educational facilities such as LCD projectors, English textbooks, and headphones. The

majority of respondents showed satisfaction, with 58.8% agreeing and 11.8% strongly agreeing. However, a notable 29.4% disagreed, suggesting room for improvement. Students rely heavily on such facilities for a smooth and effective learning process, particularly in language education. These tools assist in delivering varied content and improving student engagement. The presence of nearly one-third of students expressing dissatisfaction may reflect limited availability, outdated resources, or maintenance issues. Enhancing the quantity and quality of these facilities could lead to better satisfaction and learning outcomes.

6. I am satisfied with the infrastructure provided to support learning (language labs, microteaching rooms, parks, libraries)
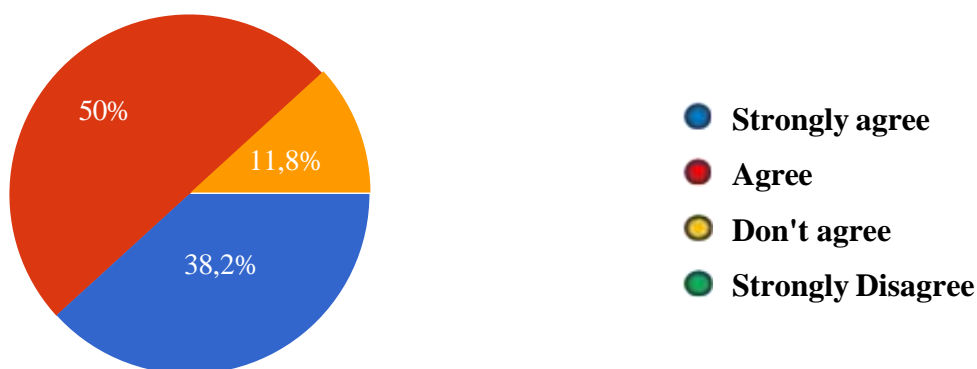

- Strongly Agree: **55.9%**

- Agree: **35.3%**

- Disagree: **8.8%**

Satisfaction with campus infrastructure is high among students, with 55.9% strongly agreeing and 35.3% agreeing that facilities like language labs,

microteaching rooms, libraries, and study areas support their learning. Only 8.8% expressed dissatisfaction. These results reflect a generally positive perception, indicating that students recognize the role of campus infrastructure in facilitating academic success. Access to specialized facilities like language labs enhances practical learning, especially for language students who benefit from interactive and immersive environments. Green spaces like parks and well-equipped libraries also contribute to student well-being and study effectiveness. Continued investment in these areas will help maintain and further improve student satisfaction and learning experiences.

7. The campus has provided facilities that enhance English learning at IAIN Palopo

- Strongly Agree: **11.8%**

- Agree: **50%**

- Disagree: **38.2%**

For this question, 61.8% of respondents believe that the campus provides facilities that support English learning, with 11.8% strongly agreeing and 50% agreeing. However, 38.2% disagreed, which is a significant portion. This

contrast indicates that while more than half of the students appreciate the available resources, a large number still feel that the facilities are insufficient or ineffective. It suggests that although efforts have been made by the institution, improvements in coverage, quality, or maintenance are still needed. Perhaps some students do not have equal access to these facilities, or some resources are outdated or underused. It is important for the institution to address this gap and ensure all students can benefit equally from English learning facilities.

8. I feel very satisfied with the facilities provided to improve my English at IAIN Palopo

- 🔵 **Strongly agree**
- 🔴 **Agree**
- 🟡 **Don't agree**
- 🟢 **Strongly Disagree**

- Strongly Agree: **17.6%**

- Agree: **44.1%**

- Disagree: **38.2%**

The satisfaction level with English learning facilities remains moderately positive, with 61.7% expressing satisfaction (17.6% strongly agree, 44.1% agree), while 38.2% were not satisfied. The responses show that although most students acknowledge the available facilities, a significant number

believe there is still a need for better infrastructure or resources to support English learning. These could include more modern equipment, wider access to digital tools, or better-maintained labs and study areas. Addressing these concerns is important because student satisfaction often directly impacts motivation and academic performance. Listening to students' feedback and making adjustments accordingly could greatly enhance the learning experience.

9. How do you feel when using educational facilities such as the language lab, projector, and computers?
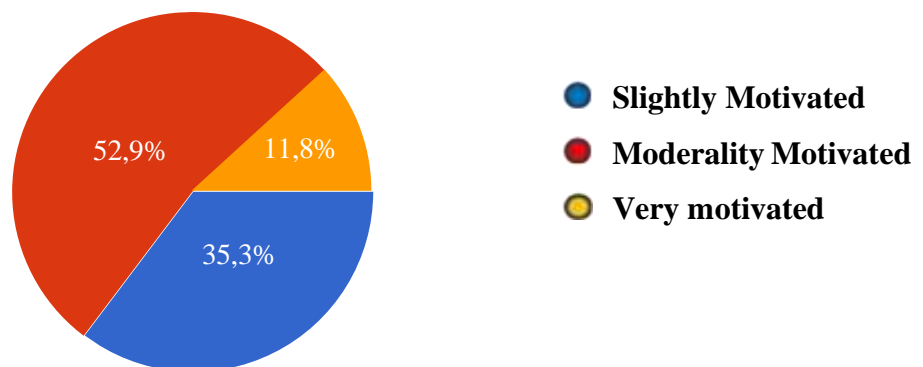

- Very Motivated: **11.8%**

- Moderately Motivated: **52.9%**

- Slightly Motivated: **35.3%**

This question explored the emotional and motivational impact of using educational facilities. The majority of students (52.9%) reported feeling moderately motivated, while 11.8% felt very motivated. However, 35.3% only felt slightly motivated. These responses suggest that while the facilities

are generally effective in stimulating interest and engagement, there is room for increasing their motivational impact. Students may require more interactive and technologically advanced tools, or more training and guidance on how to utilize the available resources effectively. For facilities to boost motivation, they must be not only accessible but also engaging and aligned with students' learning needs and preferences.

10. How often do you use the available facilities in learning English?
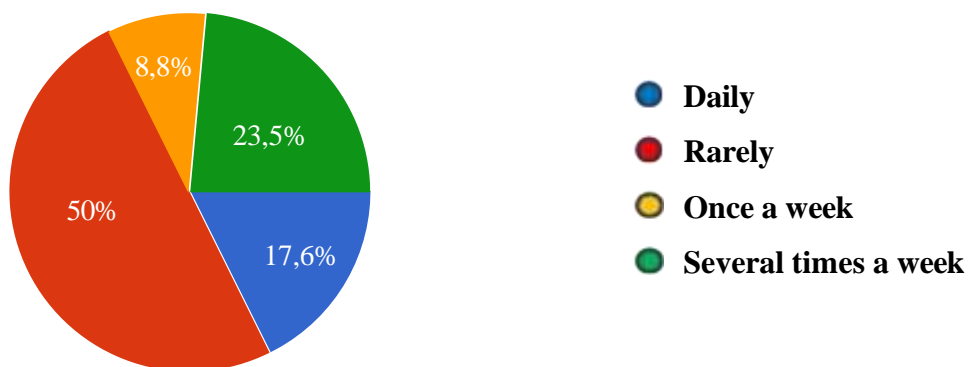
- Daily: **17.6%**

- Several times a week: **23.5%**

- Once a week: **8.8%**

- Rarely: **50%**

This final question revealed how frequently students use the facilities provided for learning English. Half of the respondents (50%) stated they rarely use them, while only 17.6% use them daily and 23.5% use them several times a week. This indicates that despite the availability of facilities, many students are not utilizing them regularly. The low usage rate could stem from factors such as limited access, inconvenient schedules, lack of awareness, or a

preference for personal learning tools. It emphasizes the need for the institution to not only provide facilities but also promote their use through orientation, guidance, and perhaps more flexible and student-centered policies that encourage regular use.

B. DISCUSSION

The findings of this study revealed that most learning facilities at IAIN Palopo are perceived as "very worthy" by students, particularly the library, language laboratory, auditorium, Wi-Fi access, e-learning platform, and English learning materials. These facilities are crucial in enhancing the learning environment, especially for English Education students. However, some facilities, such as the multimedia classroom, computer lab, and smart classroom equipment, were categorized as "not ready," suggesting that further improvement is needed. According to Basri (2014), adequate educational facilities significantly influence students' learning motivation and academic performance, indicating that investing in underdeveloped areas could yield better learning outcomes.

Material facilities such as LCD projectors, whiteboards, air conditioning, fans, and power outlets were generally rated as "ready," while chairs, desks, audio systems, lighting, and cleanliness were rated as "good." This suggests that while basic necessities are adequately provided, some facilities require upgrading to move from "good" to "excellent" status. Consistent with research by Hamid et al. (2017), the availability and quality of physical

learning tools strongly affect students' comfort and concentration levels during lessons. Therefore, continued maintenance and upgrades of these facilities would help sustain and even enhance student satisfaction.

The survey results regarding learning resources showed positive perceptions, with 52.9% of students strongly agreeing and 44.1% agreeing that English learning materials (books, websites, online materials) are available. These findings highlight the institution's success in providing access to a variety of learning tools, which is critical in language acquisition. As noted by Richards (2001), diverse and accessible resources encourage autonomous learning and allow students to explore beyond the classroom curriculum, thus enriching their language development.

Despite the overall positive feedback, student opinions about the infrastructure were mixed. While 47.1% of students agreed that they felt supported by the facilities, 44.1% disagreed, reflecting notable dissatisfaction among some students. This division aligns with findings from Azhar and Iqbal (2018), who emphasized that incomplete or outdated facilities can create barriers to learning and lower student engagement. To address this, institutions should prioritize student feedback in planning future facility improvements and ensure equitable access across departments.

In terms of multimedia usage, a large majority (64.7% strongly agree and 32.4% agree) reported that multimedia resources enhanced their

English learning experience. Multimedia tools provide varied and authentic language exposure, catering to multiple learning styles and boosting student interest. Previous studies by Mayer (2009) on multimedia learning theory have shown that when words and pictures are combined effectively, students experience deeper learning compared to traditional text-only methods. This finding strongly supports further investment in multimedia resources at IAIN Palopo.

Motivation is a critical factor influenced by facility quality. The study showed that 94.1% of students felt that educational facilities positively impacted their motivation to learn English. Proper facilities contribute to a learning-friendly environment, making students more engaged and enthusiastic about their studies. This is in line with Dörnyei's (1994) motivation theory, which asserts that external factors, including learning environments, play a substantial role in shaping student motivation and performance. Hence, it is essential that educational facilities are maintained and upgraded regularly to keep motivation levels high.

Finally, while many students are satisfied with the facilities provided, a significant number reported rarely using them, with 50% indicating infrequent usage. This suggests a gap between availability and actual utilization. As per Suryabrata (2004), effective use of educational facilities is as important as their availability. Therefore, efforts must not

only focus on facility provision but also on promoting and facilitating their use through training, workshops, and better accessibility. Addressing these challenges will help maximize the impact of facilities on English learning outcomes at IAIN Palopo.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion, it can be concluded that the learning and material facilities at IAIN Palopo have a significant influence on students' motivation and learning experiences, particularly in English education. Most of the facilities, such as the library, language laboratory, auditorium, Wi-Fi access, e-learning platforms, and English learning materials, are perceived as "very worthy" and support students' academic development effectively. However, some facilities like the multimedia classroom, computer lab, and smart classroom equipment are still categorized as "not ready," indicating the need for improvement and development.

The material facilities, including LCD projectors, air conditioning, fans, and power outlets, were generally considered "ready," while furniture and basic classroom equipment were rated as "good." Although most students were satisfied with the available resources, a considerable percentage expressed the need for upgrading some facilities to enhance their comfort and learning outcomes. Access to diverse English learning resources, such as online materials and textbooks, was positively acknowledged by the majority of students, promoting independent learning and language skill development.

The study also revealed that multimedia resources significantly enrich the English learning experience, aligning with previous research that emphasizes the benefits of multimedia in education. Students felt motivade

well-equipped educational facilities, with the majority expressing that good facilities positively influenced their enthusiasm and focus in learning English.

However, the frequency of facility usage remained relatively low, as 50% of students reported rarely using them. This gap suggests that beyond providing facilities, the institution should also focus on promoting regular and effective usage among students. Encouraging students through workshops, proper guidance, and ensuring facility accessibility can help maximize the utilization of the provided infrastructure.

In conclusion, while IAIN Palopo has made considerable efforts to support English learning through adequate facilities, there is still a need for consistent maintenance, updating, and promotion to ensure all students benefit equally. Enhancing both the quality and usage of educational facilities will contribute significantly to improving students' motivation, satisfaction, and academic achievement in English learning.

B. Suggestion

Based on the findings in the previous chapter, it is recommended that this research be considered as a support for motivating students in the process of improving English language learning using existing facilities on campus. Researchers divide several suggested sections:

1. For the Lecturers

   Lecturers can use the facilities provided in the learning process to improve students' abilities.

   2. For the Students

Students can use the facilities provided by the campus to improve their English skills by paying attention to the teaching materials that the lecturers have prepared.

3. For other Researchers

Researchers can test the effectiveness of using existing facilities on campus on various elements of English language skills in the future, considering that the use of facilities is increasingly diverse and increasingly advanced by technology.

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APPENDICES

LEMBAR QUITIONER

No.	Observation Aspect	Score			
		SS	S	TS	STS
1.	Tools provided for English language learning (e.g., textbooks, online materials) website.	√			
2.	I feel helped by the facilities and infrastructure available on campus.	√			
3.	The availability of multimedia facilities (videos, audio recordings, English books, etc.) enriches my learning experience in the English class.	√			
4.	The educational facilitation in my English class positively influences my motivation to learn.	√			
5.	I am satisfied with the educational facilities provided for learning English at IAIN Palopo such as LCD, English books, headphones, etc.	√			

6.	I am satisfied with the infrastructure provided to support the learning process at IAIN Palopo (Language Lab, microteaching room, park and library).	√			
7.	The campus has provided facilities that can improve English learning at IAIN Palopo.	√			
8.	I feel very satisfied with the facilities provided to improve my English at IAIN Palopo.	√			
9.	How do you feel when using educational facilities such as (language lab, projector and computer).	√			
10	How often do you use the facilities available to learn English?	√			

LEMBAR VALIDASI INSTRUMENT NEED ANALYSIS

THE INFLUENCE OF EDUCATIONAL FACILITIES ON STUDENTS' LEARNING MOTIVATION IN STUDYING ENGLISH AT EFL STUDENS OF IAIN PALOPO

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.

2. Beriiah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.

3. Pedoman skala penilaian adalah sebagai berikut:

   1: Tidak sesuai

   2: Kurang sesuai

   3: Sesuai

   4: Sangat sesuai

4. Anda dimohon kesediaannya untuk memberikan saran perbaikan pada akhir lembar ini.

B. Penilaian Kesesuaian Instrumen

No	Uraian	Kesesuaian			
I	**Aspek Isi**	1	2	3	4
a	Tujuan penelitian dinyatakan jelas			✓	
b	Tujuan kuesioner dinyatakan dengan jelas				✓
c	Petunjuk pengisian kuesioner mudah dipahami			✓	
II	**Aspek Cakupan (Isi)**	1	2	3	4
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.			✓	

			1	2	3	4
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.				✓	
III	**Aspek Bahasa**	**1**	**2**	**3**	**4**	
a	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.					✓
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.					✓
c	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.				✓	

C. Komentar

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D. Saran

....
Sajikan butir pertanyaan dalam bentuk tabel
agar memudahkan dalam pengisian & pengolaan data.
....
....
....

E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut.

....
TERLAMPIR
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Palopo, 04 FebRUARI 2025.

Validator

Fadhilah R Mum

DOKUMENTASI

- **Library**

- **English laboratorim**

- **Class room**

- **Tarbiyah Facullty**

- **Auditorium Phinisi**

- Lab Computer

- Clinic Pratama UIN Palopo

- Unit language Development