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The Role of Learning Motivation on The Influence of School Culture in Improving Students' Literacy

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A B S T R A C T

This study aims to analyze the role of learning motivation on the influence of school culture in improving literacy of class XII SMKN 1 Sorong City. This research uses quantitative methods. The population in this study were all students of class XII Accounting and Banking of SMKN 1 Sorong City which amounted to 123 students. The sample size was calculated using the Slovin formula with an error tolerance of 5%, so a sample size of 95 students was obtained. Data collection was carried out using a questionnaire, then the data was processed using the SEM PLS program. The results showed that (1) school culture has a positive and significant effect on the literacy of class XII SMKN 1 Sorong City (2) school culture has a positive and significant effect on the learning motivation of class XII SMKN 1 Sorong City, (3) learning motivation has a positive and significant effect on the literacy of class XII SMKN 1 Sorong City (4) class motivation influences positively and significantly on the influence of school culture, on the learning literacy of class XII SMKN 1 Sorong City.

A R T I C L E I N F O

1. INTRODUCTION

Education is a very important need in human life, because through education it is able to form a dignified character and civilization in order to educate the nation's life. In the National Education System Law (Sisdiknas) No. 20 of 2003 Article 4 paragraphs 3 to 5 states that education is organized as a process of acculturation and empowerment of learners that lasts throughout life. Based on the law, the government developed a reading culture by issuing the Minister of Education and Culture Regulation (Permendikbud) No. 23/2015 on Cultivating Noble Character in students by developing the School Literacy Movement (Gerakan Literasi Sekolah/GLS). The School Literacy Movement is carried out with the aim of increasing students' interest in reading. Literacy culture is a culture of literacy, which is a person's ability to understand and use reading and writing. The term literacy generally refers to the ability or skill to read and write (Fransiska, 2020). According to Budiharto, et al (2018) states that literacy is the ability to access, understand and use something appropriately through reading, writing, listening or speaking activities.

Higher literacy skills can affect students' success rate and ability to understand information clearly. Literacy itself is the ability to access, know, and do things intelligently through various activities, such as viewing, reading, listening, writing, and language (Ridho 2011). With a good literacy skill, students can develop their insights with the hope of bringing the world of Indonesian education far more advanced. High literacy skills do not come by themselves but require high encouragement and motivation both from within the student and the environment, especially schools. School culture also has a contribution to shaping good literacy in students such as teachers can activate literacy in the school in a way that teachers can hold literacy before the lesson starts by giving 10-15 minutes and others.

Basically, literacy activities aim to acquire information skills, namely collecting, processing and communicating information (Suragangga, 2017). The ability to explore and find information is a skill that needs to be mastered by students (Gigih, 2020). Literacy should be a routine in every level of formal education, from elementary school to university. Motivation is the willingness, will, desire, power that drives someone to do something. Experts and psychologists agree that motivation is very important for the success of students learning (Elis, 2016). Meanwhile, school culture refers to a system and norm values adopted by the school and inspired and implemented consciously so as to create a common understanding among all school personnel, both principals, teachers, staff and students. The classroom literacy movement requires the role of all school members and the most dominant is the teacher. School culture is a character that is owned by the school as a special characteristic of a school, school culture makes it easy for teachers to apply strategies in teaching and especially in applying the literacy movement so that the goals of the literacy movement can be realized (Munawwaroh, 2018). Students must have literacy skills as a basis for a future career. Literacy can also make a person think more broadly in acquiring skills.

According to Komarudin in (Endang, 2020) argues that, without a good school culture, it will be difficult to carry out character education for students. If the school culture is well established, anyone who enters and joins the school will almost automatically follow the existing traditions. If you consider the school culture in the current era has experienced a tremendous decline, this is marked by cheating on national exams, cooperation in working on questions, plagiarism, skipping class, teachers who are often late and skipping class while teaching, schools are often sent home early to the habit of student orientation period which is marked by violence against new students.. A school must have a mission to create a school culture that is challenging and fun, fair, creative, innovative, integrated, and produces

graduates with character and quality. According to Adiana in (Jumilah, et al 2019) Learning motivation can determine the level of success or failure of student learning activities. In learning activities or teaching and learning activities for a student, it will be difficult to achieve achievements and get optimal scores without motivation from a teacher and his family.

Budiharto, et al (2018) in their research mentioned that based on a survey conducted by the Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD) in 2019, Indonesia ranks 62nd out of 70 countries, or is the bottom 10 countries that have low literacy levels. PISA is a research study to evaluate the education system participated by more than 70 countries worldwide. Literacy activities can be done anywhere, both in and outside the classroom.Research by Azmi et al, (2021) states that UNESCO states that the reading interest of Indonesian people is only 0.001 percent. This means that out of 1,000 Indonesians only 1 person likes to read. The results of a different research titled World's Most Literate Nations Ranked conducted by Central Connecticut State University in March 2016, Indonesia was stated to be ranked 60th out of 61 countries regarding interest in reading (Evi, 2014). The data above shows that the phenomenon of literacy is still something that must be addressed in Indonesia. Books play a vital role in human life. Only a nation with a high interest in reading is a prerequisite for the information society which is a characteristic of modern society. Qualified human resources (HR) are needed ahead of the Golden Indonesia in 2045.

SMK Negeri 1 Sorong City is a public vocational school established in 1971. The school has 10 vocations consisting of institutional accounting and finance, office management and business services, banking services, multimedia, mining geology, computer network and telecommunication engineering, visual communication design, tourism service business, petroleum engineering, marketing, marketing and marketing. SMKN 1 Sorong City strongly emphasizes improving the literacy of its students in the form of students' ability to read, write, understand, and use information from various sources to complete academic and practical tasks in the vocational fields they study. However, based on interviews conducted at SMKN 1 Sorong City with several students sampled in this study, there are still phenomena related to low literacy in several classes at SMKN 1 Sorong City. The interview began by asking how well they knew what literacy was and how important it was in the school environment. Based on the answers received from all the students interviewed, they still do not understand what literacy is and how important literacy is in the school environment.

Table 1 Interview Results of Students of Class XII AKL and PKM

Indicators	Statements
Numeracy literacy	From the results of interviews that we asked about numeracy literacy, there are still many students who do not understand the explanations given by their teachers about the calculations taught by their teachers and not all class students are able to understand the material given by their teachers in one explanation that has been given.
Digital	Based on the results of interviews that we asked students about digital literacy, there is still a lack of students using digital to search for additional subject matter that they do not understand internally.
Culture	According to the results of interviews about cultural literacy, students lack of knowledge about the importance of culture in everyday life.
Read and write	The interviews from several students about literacy are still lacking in reading textbooks, they prefer to read comics or novels because they are considered more interesting than their textbooks.

Source: primary data processed 2023

Classroom Literacy

According to Budiharto, et al (2018) literacy is the ability to access, understand and use something appropriately through reading, writing, listening or speaking activities. According to Siti (2016) literacy is a symbol, system and sound system that contains meaning, is a basic competency that includes 4 aspects of language skills, namely listening, speaking, reading and writing. Based on UNESCO in (Haickal, 2021) literacy is the ability to identify, understand, interpret, create, communicate, calculate and use printed and written materials in relation to achieving various goals in developing their knowledge and potential, and to participate fully in their communities and society. Furthermore, according to Riley in (Frita et al, 2021) literacy is the basis for success in learning. The Ministry of Education and Culture (2017) states that the indicators of classroom literacy are 1) numeracy literacy, 2) science literacy, 3) digital literacy, 4) financial literacy, 5) cultural literacy and 6) literacy in reading and writing.

School Cultures

According to Danang et al, (2021) School culture is a set of values that underlie behavior, traditions, daily habits, and symbols that are practiced by principals, teachers, students and the community around the school. According to Novianto (2020) school culture is the embodiment of assumptions, values, norms and beliefs that are shared and firmly held by school members in order to achieve school goals. Rita (2016) states that school culture characterized by social culture, academic culture, quality culture and artifacts not only affects learning outcomes, but also affects student learning motivation. This is because school culture characterized by social culture, academic culture, quality culture and artifacts will affect student behavior in learning. Therefore, the stronger the school culture characterized by social culture, academic culture, quality culture and artifacts, the higher the motivation of students to learn. According to (Rohman et al, 2020) School culture will affect the classroom atmosphere, both the freedom that students enjoy in developing their thoughts and achievements or vice versa can be a restraint and limitation on the development of students and the school itself. According to Ade in Patta (2017), the indicators of school culture are 1) bureaucratic school culture, 2) toxic school culture and 3) collegial school culture.

2. METHODS

This research is a descriptive causative research that aims to see the effect of school culture on classroom literacy through learning motivation of class XII SMKN 1 Sorong City. This type of research is quantitative. The population in this study were all XII grade students of Accounting and Banking of SMKN Sorong City which amounted to 123 students. The number of samples was determined using the Slovin formula and a sample of 95 students was obtained. Furthermore, data collection was carried out using a questionnaire with a Likert scale, and analyzed using PLS (Partial Least Square) analysis techniques. After the data is collected, a validity test is carried out to determine whether an instrument is valid or not. After that, a reliability test is carried out to find out how much confidence in the results of a measurement.

3. RESULTS AND DISCUSSION

Table 2 below describes the characteristics of respondents based on gender, age, length of time using social media, length of time used to read books, articles or other scientific works in a day, the amount of pocket money and the source of pocket money per month.

Table 2 Respondent Characteristics

Respondent Characteristics	Quantity	%
Gender		
Women	74	77,89
Male	21	22,11
Number	95	100
Ages		
< 17 Years	44	46,32
17 - 23 Years	51	53,68
>23 Years	0	0,00
Number	95	100
Hours of using social media in a day		
< 3 Hours	19	20,00
3 – 6 Hours	44	46,32
> 6 Hours	32	33,68
Number	95	100
Hours of reading scientific articles, news, or books in a day		
< 3 Hours	84	88,42
3 – 6 Hours	8	8,42
> 6 Hours	3	3,16
Number	95	100
Monthly allowance for personal consumption		
< 1.000.000	84	88,42
1.000.000 - 3.000.000	8	8,42
> 3.000.000	3	3,16
Number	95	100
Source of monthly allowance		
Parents	88	92,63
Work	5	5,26
Scholarship	0	0,00
others	2	2,11
Number	95	100

Source: primary data processed 2023

According to Table 2 above, it can be concluded that the characteristics of respondents by gender are predominantly female, with as many as 74 students (77.89%). Age is mostly dominated by students aged 17-23 years (53.68%). Based on the hours of using social media 3-6 hours a day as many as 44 students (46.32%). Based on the hours of reading scientific articles, scientific news, or books for <3 hours a day, 84 students (88.42%). Based on pocket

money per month for personal consumption as many as 84 students (88.42%). The dominant pocket money used is <1,000,000. By the source of pocket money per month, there are 88 students (92.63%). Regarding the source of pocket money, it is dominated by the acquisition from parents.

Data Analysis with SEM PLS

Data analysis was carried out using the SEM approach using Smart PLS 4 software. PLS is an alternative approach from a covariance-based SEM approach to a variant-based one (Ghozali 2008). The steps of Partial Least Square (PLS) analysis with SmartPLS software are two models, namely the outer model to test the validity and reliability of indicators on latent variables and the inner mode to test hypotheses (Abdillah & Jogiyanto, 2015).

1. Outer Model

There are three criteria in using data analysis techniques with Smart PLS 4.0 to assess the outer model, namely convergent validity, discriminant validity and composite reliability.

a. *Convergent validity*

According to Ghozali and Latan (2013), a correlation can be said to fulfill convergent validity if it has a loading value of 0.5-0.6. The output shows that the loading factor provides a value above the recommended value of 0.7. So that the indicators used in this study have met convergent validity. The following are the results of data processing for convergent validity, namely:

Table 3 Results for outer loading

Statements	Valid	Invalid
X1	0,522	-
X2	0,686	-
X3	0,763	-
X4	0,670	-
X5	-	0,346
X6	0,795	-
X7	0,635	-
X8	0,733	-
Y1.1	0,658	-
Y1.2	0,609	-
Y1.3	0,683	-
Y2.1	-	0,401
Y2.2	0,506	-
Y2.3	-	0,220
Y3.1	0,600	-
Y3.2	-	0,405
Y3.3	-	0,432
Y4.1	-	0,449
Y4.2	0,581	-
Y4.3	-	0,491
Y5.1	0,700	-

Y5.2	0,626	-
Y5.3	0,617	-
Y6.1	-	0,393
Y6.2	0,650	-
Y6.3	0,577	-
Z1.1	0,638	-
Z1.2	0,536	-
Z2.1	0,619	-
Z2.2	0,555	-
Z2.3	0,704	-
Z3.1	0,713	-
Z3.2	0,699	-
Z4.1	0,694	-
Z5.1	0,606	-
Z5.2	-	0,487
Z6.1	-	0,232
Z6.2	-	0,272
Z7.1	-	0,113
Z8.1	-	0,485

Source: SEM-PLS Data 2023

b. Discriminant Validity

Discriminant validity is carried out to ensure that each concept of each latent variable is different from other variables. Based on the results of the crossloading table, it is found that all indicators have a value greater than 0.5 and the value of the variable indicators has the largest value compared to the value of indicators with other variables. The following are the results of data processing for discriminant validity, that is:

Table 4 Value of discriminant validity

variable	School Culture	Class Literacy	Learning Motivation
X1	0,522	0,375	0,222
X2	0,686	0,491	0,492
X3	0,763	0,466	0,469
X4	0,670	0,438	0,449
X5	0,346	0,290	0,186
X6	0,795	0,479	0,609
X7	0,635	0,348	0,354
X8	0,733	0,474	0,534
Y1.1	0,351	0,658	0,390
Y1.2	0,512	0,609	0,522
Y1.3	0,350	0,683	0,295

Y2.1	0,227	0,401	0,314
Y2.2	0,331	0,506	0,308
Y2.3	0,156	0,220	0,089
Y3.1	0,347	0,600	0,203
Y3.2	0,288	0,405	0,347
Y3.3	0,300	0,432	0,227
Y4.1	0,282	0,449	0,210
Y4.2	0,355	0,581	0,331
Y4.3	0,185	0,491	0,269
Y5.1	0,405	0,700	0,438
Y5.2	0,522	0,626	0,424
Y5.3	0,395	0,617	0,354
Y6.1	0,240	0,393	0,153
Y6.2	0,471	0,650	0,421
Y6.3	0,319	0,577	0,323
Z1.1	0,363	0,371	0,638
Z1.2	0,350	0,349	0,536
Z2.1	0,474	0,464	0,619
Z2.3	0,536	0,477	0,704
Z3.1	0,457	0,465	0,713
Z3.2	0,377	0,369	0,699
Z4.1	0,474	0,400	0,694
Z5.1	0,340	0,229	0,606
Z5.2	0,292	0,235	0,487
Z6.1	0,112	0,183	0,232
Z6.2	0,227	0,164	0,272
Z7.1	0,017	0,021	0,113
Z8.1	0,278	0,204	0,485

Source: Primary data processed by Smart PLS, 2023

c. Composite reability

The statistics used in composite reliability or construct reliability are the composite reliability value above 0.7 indicating high reliability as a measuring instrument. The following are the results of data processing for composite reliability, namely:

Table 5 Composite reliability analysis results

Variable	Composite reliability (rho_a)
School Culture	0,833
Class Literacy	0,873
Learning Motivation	0,849

Source: SEM-PLS Data 2023

Based on table 5 above, it shows that the composite reliability values for all constructs are above 0.7, which indicates that all constructs in the estimated model meet the criteria or are reliable.

2. Inner model

There are 3 criteria in using data analysis techniques with smart PLS 4.0 to assess the inner model, namely r-square and hypothesis testing. The inner model path coefficient is seen in the figure below. The results of data processing for the Inner model are as follows:

Figure 2. Path coefficient analysis

a. R-Square

R-square aims to see how much the value of the independent variable (exogenous) affects the dependent variable (endogenous). The following are the results of the r-aquare value in this study:
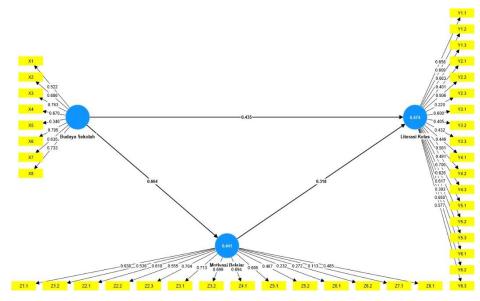
Table 6 R-*Square*

Variable	R-square adjusted
Class Literacy	0,463
Learning Motivation	0,435

Source: Primary data processed by Smart PLS, 2023

Table 6 shows that the adjusted r-square value of the classroom literacy variable is 0.463, this result shows that 46.3% of learning motivation and school culture variables can affect classroom literacy.

Whereas 54% is influenced by other variables not examined in this study. As for the classroom literacy variable obtained of 0.435, these results show that 43.5% of classroom literacy variables are affected by organizational culture variables, while 57% are influenced by other variables not examined in this study.

b. Hypothesis Testing

To understand the structural relation between latent variables, hypothesis testing must be done on the path coefficient between variables by comparing the p-value with alpha

(<0.05) or t-statistic of (>1.96). The amount of P-value and the t-statistic are obtained from the output on Smart PLS using the bootstrapping method. Based on the results of data processing for hypothesis testing, namely:

Hypothesis	Path Coefficient	(O)	(M)	(|O/STDEV|)	P values	Desc.
H1	School Culture -> Classroom Literacy	0,435	0,446	4,022	0,000	S.
H2	School Culture -> Learning Motivation	0,664	0,685	11,616	0,000	S.
H3	Learning Motivation -> Classroom Literacy	0,318	0,333	3,521	0,000	S.
H4	School Culture -> Learning Motivation -> Classroom Literacy	0,211	0,230	3,014	0,003	S.

Source: Primary data processed by Smart PLS, 2023

a. Hypothesis 1, it is clear that School Culture on Classroom Literacy has a significant influence with a positive direction, this can be seen from the t-statistics value of 4.022> 1.96 or from the p-value which is 0.000 <0.05. The original sample value is 0.830 which indicates that the direction of the relationship is positive. Therefore, hypothesis 1 is accepted.

b. Hypothesis 2, it appears that School Culture on Learning Motivation has a significant effect with a positive direction, this can be seen from the t-statistics value of 11.616> 1.96 or from the p-value which is 0.000 <0.05. The original sample value is 0.631 which indicates that the direction of the relationship is positive. Therefore, hypothesis 2 is accepted.

c. Hypothesis 3, it appears that Learning Motivation on Classroom Literacy has a significant effect, this can be seen from the t-statistics value of 3.521> 1.96 or from the p-value which is 0.000 <0.05. The original sample value is 0.02 which indicates that the direction of the relationship is positive. Therefore, hypothesis 3 is accepted.

d. Hypothesis 4, Learning Motivation (Z) significantly affects the effect of School Culture (X) on Classroom Literacy (Y) has a significant value, this can be seen from the t statistics value of 3.014> 1.96 and p value of 0.000 <0.05. That way hypothesis 4 is accepted.

The Influence of School Culture on Literacy Class XII SMKN 1 Sorong City
        The results of testing the first hypothesis show that school culture has a positive and significant effect on the literacy of class XII of SMKN 1 Sorong City. This means that the better the school culture, the better the classroom literacy. It can be concluded that improving classroom literacy is highly dependent on school culture. Students in class XII of SMKN 1 Kota Sorong already understand and follow the school culture well so that it can improve their literacy in the classroom. The results of this study are in line with Tasu'ah's research (2023) which states that school culture has a positive and significant effect on school literacy. According to Alif et al, (2018) the effectiveness of the principal's leadership which is considered to be one of the indicators of school culture has a positive and also significant influence on the development of a culture of literacy in schools.

The Effect of School Culture on Learning Motivation of Class XII SMKN 1 Sorong City

The results of testing the second hypothesis show that school culture has a positive and significant effect on learning motivation of class XII of SMKN 1 Sorong City. This means that if the school culture is getting better, the learning motivation will also be better. It can be concluded that to increase learning motivation is highly dependent on school culture. The results of this study are in line with the research of Fitriani & Hulaimi (2023) stating that there is a positive and significant effect on the effect of motivation on basic literacy skills, while basic literacy skills consist of numerical literacy, reading literacy, writing literacy. This research is also in line with the research of Muhammad & Baiq (2019) which states that there is a significant and positive effect of developing a culture of literacy in increasing students' interest in reading or motivation to learn. Research by Tabah (2021) also states that the literacy movement formed as a school culture is a significant effort in increasing students' interest in reading in elementary schools.

The Effect of Learning Motivation on Literacy Class XII SMKN 1 Sorong City

The results of testing the third hypothesis show that learning motivation has a positive and significant effect on the literacy of class XII of SMKN 1 Sorong City. This means that if learning motivation increases, class literacy will also increase. The results of this study are in line with the research of Mohammad et al (2022) which says that learning motivation in each student has an important role in influencing the results of his mathematical literacy. Because the higher the learning motivation of students, the higher the results of mathematical literacy, and vice versa. So to get good and maximum math literacy results, students must have good learning motivation as well. This research is also in line with the research of Nur et al (2019) which states that learning motivation has a positive and significant effect on classroom literacy through the quantum teaching learning model. And research according to Hendi & Tri (2021) states that learning motivation has a positive and significant effect on classroom literacy through the website.

The Influence of School Culture on Literacy Class XII SMKN 1 Sorong City Through Learning Motivation

The results of testing the fourth hypothesis show that learning motivation has a positive and significant effect on the influence of school culture on literacy in class XII of SMKN 1 Sorong City. Which means that when learning motivation is high, it will affect the relationship between school culture and class literacy. High learning motivation is able to mediate significantly to improve literacy in class XII of SMKN 1 Sorong City. The mediating role resulting from this research model is partial mediation. This means that school culture is able to significantly influence classroom literacy through its direct influence and indirect influence through the intermediary of learning motivation which both have a positive and significant effect. The results of this study prove the truth of the social literacy theory by Brian (2005) which says that a person's literacy is influenced by the culture and environment around him and the motivation that comes from within himself.

4. CONCLUSION

Based on the results of this study, it can be concluded that school culture has a significant positive influence on the literacy of class XII of SMKN 1 Sorong City. This means that the stronger the school culture, the more optimal the class literacy. And also school culture has a significant positive effect on learning motivation, this means that the better the

school culture, the better the learning motivation. And learning motivation has a significant positive effect on classroom literacy, this means that good learning motivation will improve classroom literacy. Learning motivation and school culture have a singnificant positive effect on classroom literacy, this indicates that learning motivation and good school culture will improve classroom literacy.

On the basis of the research results above, the researcher can provide suggestions regarding how class XII students of SMKN 1 Sorong City can improve classroom literacy through the influence of school culture and learning motivation. Ways that can be used to improve classroom literacy through the influence of school culture are the implementation of teaching and learning activities emphasizing the existence of instructions from homeroom teachers, all school policies follow input from homeroom teachers because homeroom teachers are considered to understand their students better so that they can provide input to school officials regarding policies to be made, honesty and communication between school residents are prioritized so that they can take place effectively. Class literacy can also be improved through the influence of learning motivation, namely by the way teachers must emphasize students in doing school assignments, teachers emphasize students collecting their assignments on time, students ask teachers and friends about material that has not been understood.

The limitation in this study is that the sample used cannot generalize the population because it only takes samples from two departments to represent SMKN 1 Sorong City so it is hoped that future researchers will pay attention to the generalization of the sample used.

5. AUTHORS' NOTE

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