

Comparative Study of Student Learning Motivation From A Farmer's Family Environment Family Environment

Ika Fenny Yunianti, IAIN Pekalongan, ikafennyi001@gmail.com

Muh Ali Imron, IAIN Pekalongan, muhaliimron1977@gmail.com

Abstract

For the whole educational process, learning is a very important activity for students. The factor that determines success or failure in learning is motivation. With strong motivation, children will make enough effort to face the assigned task. In this study, the authors propose problems, how is the learning motivation of SDN 01 BATURSARI students from a farming family environment, how is the learning motivation of SDN 01 BATURSARI students from a street vendor family environment, and how are the differences and similarities in the learning motivations of SDN 01 BATURSARI students who come from farming families cultivators with street vendors' family environment. The purpose of this study was to find out about the learning motivation of SDN 01 BATURSARI students from smallholder farmer families, to determine the learning motivation of SDN 01 BATURSARI students from street vendors' families. The results of this study are expected to provide an overview of the level of learning motivation of children from a farming family environment, can provide an overview of the level of learning motivation of children from a street vendor family environment, can provide an overview of the level of differences and similarities in student learning motivation of SDN 01 BATU RSARI from cultivating farmer families with street vendors, can provide insight and discourse that the active role of the family (parents) is needed to motivate children in learning, and can open insight for writers about the existence of families in motivating children's learning, as well as material bibliography for education enthusiasts/observers. In this study, the approach used is a quantitative approach with the type of field research which is cased in a case study and there are two variables, namely the learning motivation of students at SDN 01 BATURSARI from the family environment of smallholder farmers, as Variable I, and learning motivation of SDN 01 BATURSARI students from street vendors' families, as variable II. The population of this study amounted to 29 students with details of 18 students from working farmers' families and 11 students from street vendors' families, so

this study includes population research. The data collection method that the writer uses in this research is the observation technique, and the interview technique, the questionnaire technique, and the documentation technique. While the data analysis method used is the “t” test comparative analysis technique. After researching the field, it was concluded that there was no significant difference in the mean of learning motivation of students at SDN 01 BATURSARI who came from the family environment of smallholder farmers and those who came from the family environment of street vendors. This is evidenced from the results of calculations using the “t-test” analysis technique. “ obtained t_o -1.148 while t_t at 5% significance level is 2.05 and at 1% significant level is 2.77. Thus the value of t is smaller than the value of t both at 5% significance level is 2.05 and at a significant level 1% ($2.05 > -1,148 < 2.77$). This means that H_o is accepted, i.e. there is no (no) significant difference in the mean between the learning achievement of students at SDN 01 BATURSARI who come from the family environment of smallholders and students from the environment. street vendor family.

Keywords: Comparative Study, Student Learning Motivation, Family Environment.

A. Introduction

In another context, the presence of the West as the ruler of science and technology has serious implications for Muslims (Sholehuddin et al., 2021), because science and technology developed in the West are secular in nature, where religion is placed as what happened in Turkey, the attempt to implement secularism is seen as unsuccessful, in fact it is caused by the lack of seriousness of Muslims in implementing secularism in the arena of state life (Arif, 2021).

In the world of education, of course, we know school education and outside school. The two educational centers are very influential on the progress of students in developing knowledge as used for self-development and finally being able to achieve the desired goals. Both are interrelated and influence each other. in student educational success.

Education is the main capital that is very basic in improving the progress of the nation, therefore the government is always trying to develop it so that its role can be better with the changes that have been made. This effort will be better if

supported by the role of the school concerned and the family where the student is staying.

The family is the first environment where the student lives. That is where the child gets training, affection, education, and experience that will shape his personality which will affect his intelligence.

The family environment of farmers or traders is one of the existing communities that also have a role in developing their children's education, so their role needs to be activated in the future. Batusari village which is included in the Talun sub-district is an environment where the majority of the population live as farmers and traders so that the pattern of life and education is influenced by the profession.

With this reality, the role of the family is very influential in determining the ongoing education of their children, in the implementation of the learning process. Good achievement is the hope of every child and his parents, where the results are marked by grade increases and graduation, the achievement is of course influenced by the level of education. Learning motivation.

B. Theoretical Review

Motivation is an inner factor Functions to generate, underlie, direct the act of learning. Motivation is a willingness to expend a high level of effort towards organizational goals conditioned by ability. Efforts to meet an individual need.

a. Definition of Learning Theory

To carry out certain activities to achieve goals, readiness is needed which is often identified with motivation. Motivation becomes active at certain times, especially when the need is urgent and must be achieved.

Motivation comes from the word "motive" which means a set (readiness that makes individuals tend to carry out activities and to achieve goals). Motivation means giving or generating motives or things that become motives. at certain times, especially when the need to achieve a goal feels very urgent.

Broadly speaking, motivation can be defined as follows:

- 1) Motivation is an impulse that arises in a person consciously or unconsciously to take action with a specific purpose.

- 2) Motivation is the tendency of the soul to do something because they feel there is an interest in that thing.
- 3) Motivation is an effort to provide conditions so that people want to do it.

Motivation is a “push” a conscious effort to influence a person’s behavior. Here are some opinions of experts about the Definition of Motivation:

Duncan argues that in the concept of management, motivation means a business attitude based on influencing a person’s behavior to increase his ability to the maximum to achieve organizational goals.

Vroom argues that motivation refers to a process of influencing individual choices of the various forms of activity desired.

McDonald argues that motivation is a change of energy in a person’s self which is characterized by effective encouragement and reactions to achieve goals.

According to S. Nasution, motivating students in creating in such a way that the children want to do what they can do.

Crow and Crow argued that motivation is a dynamic force that affects thoughts, emotions, and behavior. While learning is a process that causes a change or renewal in behavior and or skills.

In terms of understanding learning, experts have different opinions in expressing their formulations. However, the most basic thing in terms of learning is the changes that occur in the individual who learns. Therefore, someone who carries out learning activities and at the end of the activity gets a change in himself with the ownership of new experiences, then that person is said to be learning.

These changes involve very broad things, involving all aspects of the individual’s personality. These changes can all relate to the mastery and addition of knowledge, skills, attitudes, values, motivations, habits, interests, and so on. Likewise, experience relates to all forms of experience or things that have been experienced, such as reading, seeing, hearing, feeling, doing, analyzing, solving, and so on.

Caplin limits learning to two kinds of formulations, first, learning is the acquisition of relatively permanent changes in behavior as a result of practice and experience. Second, learning is the process of obtaining responses as a result of special training,

Reber in his dictionary, dictionary of psychology limits learning to two kinds of definitions, first, learning is a process of acquiring knowledge, second, learning is a relatively lasting change in the ability to react as a result of strong practice.

Briggs defines learning in three formulations, namely quantitative formulations, institutional formulations, and qualitative formulations. quantitatively, learning is an activity of filling or developing cognitive abilities with as many facts as possible. Institutionally, learning is seen as a process of validation (validation) of students' mastery of the materials they have learned. Institutional evidence that shows students have learned can be known about the teaching process. Qualitatively, learning is the process of obtaining meanings and understandings and ways of interpreting the world around students. Same to formulates learning is a process of effort made by individuals to obtain a new behavior change as a whole, as a result of the individual's own experience in interaction with the environment.

From the opinions of the experts above, it can be understood that learning is an activity carried out by involving two elements, namely body, and soul. involving cognitive, affective, and psychomotor aspects.

Muhibbin syah concluded that learning, in general, can be understood as a stage of change in all individual behavior that is relatively permanent as a result of experience and interaction with the environment that involves cognitive processes.

From the description above, it can be concluded that learning motivation is an encouragement to carry out learning activities so as to encourage individuals to succeed better than existing learning achievements. Highest achievement.

b. Types and nature of motivation

1. Types of Motivation

Motivation can be divided into two, namely: Primary motivation and secondary motivation.

a. Primary motivation

The primary motivation is motivation based on basic motives. These basic motivations generally come from a sociological aspect of humans and include the primary motivation is the need to eliminate hunger, thirst, and the need for clean air. Humans are physical creatures so that their behavior is influenced by instincts or their physical needs.

b. Secondary motivation

Secondary motivation is a learned motivation. This is different from primary motivation. Secondary motivation is not brought from birth but is formed along with individual development. This secondary motive develops thanks to learning efforts such as painting, dressing, creating, and others

According to the division of Woodworth and Margolis, the type of motivation can be divided into three, namely:

- a) Motives or organic needs, such as the need to eat, drink, breathe, sexual, act, and the need to rest
- b) Emergency motives. which includes this type of motive is the urge to save oneself, the urge to retaliate, to try, and to hunt.
- c) Objective motives. In this case, it concerns the need to explore, manipulate to take interest.

2. Nature of Motivation

A person's motivation can come from within oneself, known as intrinsic motivation, and from outside oneself, known as extrinsic motivation.

a) Intrinsic motivation

Intrinsic motivation is motivation whose function does not need to be stimulated from outside. In the individual, there is that drive. Intrinsic motivation comes from the heart. Generally, if there is conformity with the field being studied.

Intrinsic motivation can be found if the content or main theme of the object of behavior is in accordance with or different in the content or main theme of the object of behavior.

b) Extrinsic Motivation

Extrinsic motivation is motivation due to stimuli from outside (environment), such as parents, friends, and community members. Extrinsic motivation is found when the content or main theme of the object of behavior does not match or is excluded from the content or main theme of the object. From a cognitive perspective, the motivation that is more significant for students is intrinsic because it is more pure and lasting and does not depend on the encouragement or influence of others, the drive to achieve achievement, and the drive to have knowledge and skills by the future, for example, have a strong influence on students and are relatively

lasting when compared to the encouragement of gifts or compulsions from parents or teachers.

C. Purpose and Function of motivation

1. Motivational goals

In general, the purpose of motivation is to move or use someone so that the desire and ability to increase their learning achievement are achieved so that educational goals are achieved as expected in the school curriculum.

2. Motivational Function

Motivation has several functions, including the following:

- a. Encouraging humans to act, so motivation serves as a driving force or a motor that releases energy.
- b. Determine the direction of action, namely towards the goal to be achieved.
- c. Selecting actions, namely determining what actions must be carried out that is compatible to achieve that goal, by setting aside actions that are no longer useful for that purpose.
- d. Determine the direction of action, namely the direction and activities that must be carried out by the formulation of the objectives.
- e. Selecting actions, namely determining what actions must be done that are compatible to achieve the goal by setting aside actions that are not useful for that goal.

3. Characteristics of Learning Motivation

Sardiman AM presented about the characteristics of children who have high learning motivation are as follows:

1. Diligent in facing the task (can work continuously for a long time, never stop before finishing)
2. Tenacious in facing difficulties (not easily discouraged), Does not require external encouragement to perform as well as possible (not quickly satisfied with the achievements he has achieved).
3. Shows interest in various problems for adults (eg problems of development, religion, politics, justice, eradication, KKN, and so on).
4. Prefer to work independently

5. Get bored quickly on routine tasks (things that are mechanical, just repetitive so they are less creative)
6. Can defend his opinion (if you are sure of something)
7. It's not easy to let go of things you already believe in
8. Enjoy finding and solving problems.

Furthermore, he cites the opinion of John Crites who suggests the characteristics or characteristics of individuals who have high learning motivation are as follows:

1. In doing something always want to achieve the best results
2. There is a strong drive or motivation from within
3. Have a clearer goal in looking at the future
4. Have more confidence in dealing with something.

C. Research Method

The method is one way or way to determine the data obtained in research. Accuracy in using research methods is the main requirement in data search. If someone conducts research that is not appropriate with his research method, then that person will experience difficulties and the research results are not as expected. Not explained by Dr. Wardi Bachtiar that the method is a way to achieve goals.

In this study the authors use the following methods:

1. Research Design

a. Quantitative Approach

This study uses a quantitative approach. This approach emphasizes the analysis is on numerical data (numbers) which are processed by statistical methods

Types of research

The type of research is field research which is focused on case studies (in-depth studies). To produce a well-organized and complete picture of the social unit. By conducting a case study, researchers will be able to determine, collect data and collect information about the differences and similarities in the learning motivation of students at SDN 01 BATURSARI from a farming family environment with a merchant family environment.

2. Operational Definition of Research Variables

Variable is something that will be the object of research observation

The variables of this research are stated as factors that play a role in events or symptoms to be studied.

Variable I Learning motivation of SDN 01 BATURSARI students from a farming family environment with indicators of learning provisions, doing school assignments, and paying attention to the learning process and learning outcomes.

Variable II Student learning motivation of SDN 01 BATURSARI from a merchant family environment with indicators of learning provisions, doing school assignments, and paying attention to the process and learning outcomes.

3. Population and sample

The population is the whole object of research. While the sample is part or representative of the population under study. Or the real object of a study.

In this study, the population was students of SDN 01 BATURSARI who came from 18 farmers' families and 11 merchants' families.

This study will examine the entire population (as research subjects) that is, will examine the differences in student motivation of SDN 01 BATURSARI between children from farming families and children from merchant families.

Because the researcher examines the entire population, this research is said to be a population study, so there is no need to take a sample as a representative of the population

4. Data resource

- a. Primary data is data that must exist and is needed in research. In this study, the primary data sources were students of SDN 01 BATURSARI from families of farmers and traders.
- b. Secondary data are books that are relevant to this research, teachers of SDN 01 BATUR SARI, documents, and other data related to the problem being studied.

5. Data Collection

- a. Observation method

Observation methods are observations and recordings systematically to the phenomena studied. In this case, the writer observes directly the situation and condition of SDN 01 BATURSARI.

b. Interview method

An interview is a form of direct communication between researchers and respondents. This method is used to determine the learning motivation of elementary school students directly, and this method is shown to teachers, principals, and parents of students.

c. Questionnaire Method

Questionnaires are several statements that are used to obtain information from respondents in terms of reports about themselves or things they know. This method is used by the author to obtain information from students who come from a family environment of farmers with a family environment of traders about their learning motivation.

d. Documentation method

Documentation is a method of finding and recognizing things or variables which are transcript notes, books, newspapers, magazines, inscriptions, meeting minutes, agendas, and so on. This method is used to obtain data on the history of its establishment, vision and mission, organizational structure, goals The general condition, facilities, and infrastructure at SDN 01 BATUR SARI, Talun District, Pekalongan Regency.

6. Data Analysis Method

In analyzing the data that has been collected, the researcher uses the t-test comparative analysis technique for an independent sample with the following steps:

a. Formulating the Hypothesis

The formulation of the hypothesis is:

1. H_0 : There is no significant difference in mean between samples/between variable I and Variable II
2. H_a : There is a significant difference in mean between samples/between variable I and Variable II

b. Hypothesis test

Test the hypothesis, which is to compare the value of t (t table) with t . The value of t is seen in the table of t values with degrees of freedom $df = N_1 + N_2 - 2$.

In this hypothesis test the following provisions apply:

If $t_o > t_t$ then H_o is rejected, H_a is accepted. It means that it is concluded that there is a significant difference between Variable I and Variable II.

If $t_o < t_t$, then H_o is rejected. It means that there is no significant difference between Variable I and variable II.

D. Discussion

1. The Development of Knowledge in Muslim Society in the Classical and Middle Ages

During the period of the three great empires (Ottoman, Safavid, and Mughal) between 1500-1800 AD, Muslims also made progress in the field of science and technology, and gave rise to many scientists, such as Muhammad Baqir ibn Muhammad Damad, and so on. However, the progress achieved during the three great kingdoms was not at the same level as the progress in classical times, for several reasons:

- a. The method of thought that develops is the traditional method, where the thinking that develops is more directed to fatalistic thinking, although there is also dynamic qadariyah thought. The notion of human independence, including the development of technological thought, has been rejected.
- b. In the classical period, freedom of thought developed rapidly with the inclusion of Greek philosophical thought. Meanwhile, during the period of the three great kingdoms and so on, philosophical thought did not get a place. Intellectuals such as Nurcholish Madjid said that this was part of the effect of Imam al-Ghazali's criticism of philosophy, thus giving rise to the effect of imprisoning Islamic intellectual creativity (Rusydi, 2014).

2. Knowledge and Scientific Methodology in the Modern Perspective of Islam

As already stated, the modern period in Islamic history began in 1800 until now. In the early modern era, Muslims were in the penetration of European

colonialism, which brought many consequences. Only since the mid-20th century, various Muslim countries rose and freed themselves from colonialism (Karčić, 2015). The post-independence period marked the era known as the era of the revival of Muslims, or what is often referred to as renewal, which had actually started since the era of Western colonialism over various Islamic worlds (Fogg, 2012).

3. Offering Critical-Epistemological Views of Contemporary Muslim Scholars

Based on these conditions, there are many methodological offers from Muslim scholars and scholars, as a strategic effort to catch up.

1. The Salafiyah Movement

Efforts to restore the strength of Muslims must begin with the purification of Islamic teachings from foreign elements that cause the decline of Muslims. This was tried to, arose not because of western influence, but emerged from concerns about the condition of Muslims who had been seen as corrupted by their monotheism (Suhilman, 2019).

a. Overview of SD Negeri 01 Batusari

1. School Place

SD Negeri 01 Batusari is located on Jalan Raya Batusari, precisely in Batusari Village, Talun District, Pekalongan Regency. The boundaries for SD Negeri 01 Batusari are:

- a. North side: rice fields
- b. East side: river
- c. South side: sub -district village
- d. West side: District road

The location of SD Negeri 01 Batusari is very strategic because it can be reached using transportation. The yard of SD Negeri 01 Batusari is wide enough so that it can be used for playing, exercising, and as a place for flag ceremonies every Monday.

2. History of the establishment of SD Negeri 01 Batusari

SDN 01 Batusari, Talun sub-district, Pekalongan district was established in 1966. At the beginning of its establishment SDN 01 Batusari the situation was not like the current situation. Initially, there were 5 buildings, namely 1 office, and 4

classrooms, then in 1968 got additional classrooms, 2 more classrooms, so that there are 6 classrooms and 1 teacher's office. The total land area is 1750 m² consisting of the area of school/classroom buildings, offices, and others.

3. Teacher's condition

The teacher in the teaching and learning process plays an active role as a driving force that guides and directs a teaching and learning activity in a predetermined direction. The responsibility of a teacher is very large in achieving learning success so that creativity and scientific insight are more required. preparation of weighty material and the use of methods following the condition of the students. Everything is the responsibility of a teacher who teaches them.

4. Facilities and infrastructure

Both facilities and infrastructure are factors supporting the success of students in the teaching and learning process, both are in the teaching and learning process because without success it will be difficult to achieve.

a. Gedung sekolah

At SD N 01 Batusari there are 6 buildings for classrooms, 1 office building, 1 warehouse, and 1 bathroom, so it consists of 9 buildings.

b. UKS room

SDN 01 Batusari has a UKS room (school health business) but the UKS room is still in the fourth-grade room because it doesn't have its room.

c. Library

SDN 01 Batusari has a library and many book references, such as supporting books, fairy tales, books about prayer, and others.

d. Props

SDN 01 Batusari has teaching aids, science subjects such as the human skeleton. Social studies teaching aids such as cubes, prisms, cylinders. Javanese language teaching aids such as puppets, clowns, and sports equipment.

e. Computer

SD Negeri 01 Batusari already has 1 unit of computers. Computers are used for class VI students. Computer lessons are held after the hours are over. Computer lessons must be followed by Class VI students.

f. Tambourine/Rebana

SD Negeri 01 Batusari has a tambourine group. This tambourine group was attended by students from SD Negeri 01 Batusari which consisted of 12 students, Class II as many as 2 children, Class III as many as 3 children, Class IV as many as 3 children, Class V as many as 3 children, and Class VI as many as 2 children.

b. Students condition

The students of SD Negeri 01 Batusari as a whole for the 2006/2007 school year were 104 students, which were divided into 6 classes: Class 1 consisted of 19 students, Class II, consisted of 22 students, Class III consisted of 17 students, Class IV consisted of 18 students, Class V 14 students, Class VI Consists of 14 students, and for more details can be seen in the following table:

**TABLE
NUMBER OF STUDENTS BY GENDER**

NO	Class	M	F	Quantity
1	I	11	8	19
2	II	16	6	22
3	III	6	11	17
4	IV	12	6	18
5	V	6	8	14
6	VI	8	6	14
	Quantity	59	45	104

a. Background of parents of SD Negeri 01 Batusari

1. Number of parents by occupation The number of parents based on parental occupation can be seen in detail in the following table:

**TABLE
Parents Profession Types**

Class	PNS	Farmer	Cultivator	Street Vendor	Laborer	Entrepreneur	Quantity
1	-	-	-	3	16	-	19
II	-	3	2	2	7	8	22
III	2	10	3	2	-	-	17
IV	-	-	-	3	11	4	18
V	-	6	7	1	-	-	14
VI	2	6	6	-	-	-	14
Quantity	4	25	10	11	34	12	104

The work group of parents of students at SD Negeri 01 Batusari is divided into several categories, but in this study, the author only took two groups of parents of students at SD Negeri 01 Batusari, namely street vendors and sharecroppers. There were 43 farmers, while the rice farmers themselves were 25. 18 people and cultivators and 11 traders

a. Student motivation of SD Negeri 01 Batusari

Learning motivation is a type of motive obtained from experience and learning. In its actualization, it is strongly influenced by the environment, especially the family. There are several characteristics of children who have learning motivation:

1. Persevere in the face of the task
2. Be tenacious in the face of adversity
3. Shows interest in various problems for adults
4. Prefer to work alone
5. Get bored quickly on routine tasks
6. Can defend his opinion
7. It's not easy to let go of what you believe in.
8. Enjoy finding and solving problems and questions

On the other hand, it explains the differences in family backgrounds in terms of the type of work, namely smallholders and street vendors. From a mental point of view, each group is different. With different attitudes, the treatment of parents in educating and guiding their children will be different too. Because learning motivation can be influenced by environmental factors, especially the family environment, while from each group, both groups of farmers and street vendors in treating their children differently, it can be assumed that students' learning motivation of each group is also different.

To find out the truth of the assumptions mentioned above, the authors conducted a questionnaire to collect data on the learning motivation of students at SDN 01 Batusari from a farming family environment with SDN 01 Batusari students from a street vendor family environment. The questionnaire consisted of 25 items with 4 answer options, namely A was given a value of 4, B was given a value of 3, C was given a value of 2, and D was given a value of 1.

1. Students' motivation to learn from smallholder farming families

TABEL
HASIL ANGKET MOTIVASI BELAJAR SISWA SDN 01 BATURSARI DARI LINGKUNGAN KELUARGA PETANI PENGGARAP

No	Nama	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Jumlah
1	Nur Wahida	4	2	4	4	2	3	4	3	4	1	4	1	4	3	4	4	3	2	1	4	1	4	3	3	4	76
2	Untung A	3	3	4	3	2	4	3	3	3	3	1	4	3	2	2	3	3	2	2	4	3	3	4	3	4	75
3	Suci Indrawati	4	3	4	3	2	3	4	3	4	1	4	1	4	3	3	4	3	2	2	4	1	4	3	3	4	76
4	Moh Afif	3	3	4	3	3	4	4	4	3	4	3	1	4	3	3	3	4	2	2	4	3	4	4	3	4	82
5	Zainal Abidin	4	4	4	4	3	3	4	4	4	4	1	1	1	1	3	3	2	2	2	3	2	4	3	4	4	77
6	Risma Apriyani	3	2	3	2	3	3	3	3	4	4	4	4	4	2	3	3	2	2	2	3	2	1	3	3	4	71
7	Makanah	4	2	4	2	3	3	4	3	4	1	4	1	4	3	3	4	3	2	1	4	1	4	3	3	4	75
8	Latifa	3	2	2	3	4	3	2	3	2	2	2	2	2	2	3	3	2	2	4	2	2	2	3	4	3	64
9	Nur Amalia	4	2	4	1	2	3	2	3	4	1	4	1	3	2	2	3	2	2	2	2	1	2	1	4	3	60
10	Ofa Erviana	3	1	3	3	2	3	3	3	3	2	3	1	3	3	2	3	3	2	3	2	2	2	3	4	4	66
11	Elisa F	3	4	3	2	2	3	3	3	3	2	3	2	3	3	3	3	2	1	3	3	3	4	4	3	3	71
12	Imroatu R	3	3	3	3	3	3	3	3	3	2	3	1	3	3	2	3	3	2	3	3	3	3	3	4	4	72
13	Wihndri S	3	2	4	4	4	4	4	4	3	2	4	3	4	3	4	4	4	2	4	4	4	4	3	4	4	89
14	Abdul Hamid	3	3	3	4	3	3	2	3	2	3	1	4	3	3	4	4	3	3	3	3	3	4	4	4	3	78
15	Isnaeni	4	4	3	3	3	3	3	3	3	2	3	3	2	3	3	3	3	2	4	3	3	4	4	3	4	77
16	Habiba	4	4	4	1	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	4	4	4	4	4	92
17	Saputriana	3	3	3	3	3	4	3	4	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	84
18	Milatul Ulfa	3	3	3	4	4	4	4	4	3	4	4	3	4	4	3	4	3	4	3	3	3	4	4	3	4	89
		61	50	62	56	48	60	58	60	59	45	60	37	59	51	54	60	51	40	48	58	45	61	60	63	68	1374

2. Student learning motivation from street vendor families

TABEL
HASIL ANGGKET MOTIVASI BELAJAR SISWA SDN 01 BATURSARI DARI LINGKUNGAN KELUARGA PEDAGANG KAKI LIMA

No	Nama	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Jumlah
1	Abdul Rozak	3	4	3	3	2	4	2	3	4	4	4	4	4	4	1	4	3	2	2	1	4	4	3	3	4	79
2	Aji Septi	4	4	4	4	4	4	1	4	4	4	4	4	4	4	1	4	4	4	4	3	1	4	1	3	4	86
3	Tri Teguh	4	3	4	4	3	3	1	3	4	4	4	4	4	4	3	4	3	4	4	1	4	4	4	3	4	87
4	Siti Farekha	4	3	3	3	2	4	2	3	3	1	4	2	4	3	3	3	3	3	2	2	3	3	3	1	4	71
5	Deni P	3	3	4	4	4	4	4	3	4	4	3	2	4	4	3	3	3	4	2	4	3	4	3	4	4	87
6	Aldi	3	3	4	3	3	3	2	3	4	4	2	2	4	2	3	3	4	2	2	3	2	3	3	4	4	75
7	Huda Muttaqin	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	2	3	1	3	1	4	70
8	Kharis M	3	3	4	3	3	4	3	4	3	2	4	2	4	2	2	3	4	2	2	4	2	4	3	4	4	78
9	Misbakhul	3	3	4	4	3	3	4	3	3	2	4	4	4	3	4	4	4	3	2	4	2	4	3	4	4	85
10	Fuadil Umam	3	2	4	3	3	3	3	3	4	4	4	3	4	3	4	4	3	3	3	4	3	3	3	4	3	83
11	M. Alfiyanto	3	2	4	4	2	3	4	3	4	2	2	2	4	2	4	4	4	3	2	4	3	3	3	4	3	78
		36	33	41	38	32	38	28	35	40	34	38	32	43	33	31	39	38	33	28	32	28	39	30	38	42	879

E. Concluding Remarks

The learning motivation of SDN 01 BATURSARI students who come from the family environment of cultivators is with an average (mean) of 76.4 with the highest score of 92 and the lowest score of 60. After qualifying the grades, the learning motivation of SDN 01 Batur Sari students from the farming family environment which has a mean of 76.4 is in the interval of 73.2 -78.8 this shows that the learning motivation of students at SDN 01 BATURSARI from a family of smallholder farmers is included insufficient qualifications.

As for the indicators of learning provisions get 43%, indicators doing schoolwork are 7%, and indicators of attention to the learning outcomes process are 50%.

1. The learning motivation of SDN 01 BATURSARI students who learn from the family environment of street vendors is with an average (mean) of 80.1 with the highest score of 87 and the lowest with a score of 70. After qualifying the grades, the learning motivation of SDN 01 BATURSARI from The family environment of street vendors which has a mean of 80.1 is in the interval 78-82.5. This shows that the learning motivation of SDN 01 Batur Sari students from the family environment is included in good qualifications. schools 9%, and indicators of attention to the process and learning outcomes 51%.
2. After the analysis using the comparative analysis” test, it was found that the value of $t_0 = -1.468$. While the value of t_t at a significant level of 1% = 2.77 and the value of t at a significant level of 5% = 2.05. Thus the value of t is smaller than the value of t both at a significant level of 1% and 5%. This shows that the learning motivation between students of SDN 01 Batursari who come from a farming family environment and with students who come from families of street vendors, there is no significant difference (same). Both in the 1% and 5% significant level ($2.77 > -1,468 < 2.05$), in the sense that the students of SDN 01 BATURSARI between those from the family environment of smallholders and those from the family environment Street vendors have the same learning motivation. While the difference lies in the qualification of grades, namely the learning motivation of SDN 01 Batur Sari students from the family environment of

smallholders are in the sufficient category, while those who come from a street vendor family environment are in a good category.

Thus, the hypothesis that the author proposes (there is a difference in the learning motivation of SDN 01 BATURSARI students from a farming family environment with a merchant family environment) is rejected.