

The analysis of factors influencing the motivation of subdistrict North Padang high schoolers in following tuition classes program

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Abstract

The aim of the research is to establish the factors that determine motivation of students in following tuition classes. The population of the study include students of senior high school in subdistrict of North Padang. The sample of the study determined by using the area sampling method with 284 people as the respondent. The tool for analyzing data in this study is factor analysis. The result of the study shows there is a reduction from 20 to 19 variables in determine the motivation of students who follow the tuition classes. Those 19 variables compose 4 main factors: (a) learning competition factors, (b) motivational learning support factors, (c) learning quality factors, (d) learning achievement factors. The trial of those variables has been tested by KMO and shows a number of 0,851 which mean it is include in satisfaction chategory.

Keywords : motivation, tuition classes



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Introduction

Non-formal education for community members requires education services that served as substitute, addition, or complement to formal education in order to support long life education (Depdiknas 2009). Tudor (2013) learning activities in schools need to incorporate formal strategies that are specific to informal and non formal strategies outside the classroom. The existence of tuitional classes is expected to provide solution for students who gain difficulties in learning and improve their academic achievement to continue the higher education. The reality we encounter in every everyday life is in relation to learning activities, each individuals, the students, are not the same, these individual differences cause differences in learning behavior among students. In circumstances where students cannot learn properly, then this tutoring service can be a useful solution.

Students can get a profit from the situation of learning in tuitional classes because the number of students is much less than the number of students in the class at the school. Other profit is students also have the opportunity to repeat the school lessons in order to mastering the subject. The high motivation of formal school students in following the tuitional classes outside school shows that there is a dissatisfaction of students and parents to the learning process in formal school. Parents feel dissatisfied with the ability achieved by their children from studying in school. And coupled with the determination of the minimum passing grade of students determined by the government, therefore parents feel that

students need to add hours of study outside of study hours in formal schools. Therefore schools should improve their services to students so that students do not need to seek additional lesson outside school to follow the tuitional classes in order to keep their achievements through the material provided with the tuitional classes which used new and innovative methods. Teachers and schools should be able to change their learning styles to be more fun and provide better educational services so that students' rights are not left behind. To improve the quality of Indonesian human resources in the field of high school education, the government raises the standard of high school graduates every year called as SKL (Graduates Competency Standards), with the provisions of high school graduation standards to pass the National Examination (UN) that going higher and the higher competition for seats in favorite State College (PTN), many students who feel anxious about it trying to find additional places to study outside the school hours such as the Tutoring Institute (LBB) by expecting that later on they passed the final examination (UN) with a high value above the SKL provisions and pass SNMPTN and SBMPTN at the desired PTN.

The result of initial observations that researcher done in state senior high school of north Padang district especially at SMAN 1 Padang and SMAN 3 Padang showed several factors that influence students to follow the tuitional classes program from various institution in Padang city, one of the reason among other is to achive a better grade in school and achieve the KKM and SKL in national examination. Based on the observation, SKL for national examination has increased from year to year which indicates the increasing quality of students graduation standart fom years to years. It is as expected gives effect to students to fight in a higher level. If the student gets a score below the SKL then they will experience various failure in undergoing further education process such as failing to finish school and repeat the next year exam then they will failed to continue their study in colledge. However students motive not onlybased on the SKL some of them expecting a supperior value from their friends.

The description of the number of students attending the tutoring program can be seen in table 1.1 and table 1.2

Table 1. Percentage of of of SMAN 1 Padang students grade XII who following tuitional program.

Classes	Number of students	Number of students following tuitional classes	Percentage of Students who follow tuitional classes
XII MIA 1	32	30	93,75
XII MIA 2	32	27	84,38
XII MIA 3	34	28	82,35
XII MIA 4	33	27	81,81
XII MIA 5	33	28	84,84
XII MIA 6	32	26	81,25
XII MIA 7	32	29	90,63
XII MIA 8	33	26	78,78
XII MIA 9	34	28	82,35
XII IS	29	18	62,06

Source : observation at SMAN 1 Padang 2017

Table 2. Percentage of SMAN 3 students grade XII Padang who follow tuitional classes

Classes	Number of students	Number of students following tuitional classes	Percentage of Students who follow tuitional classes
XII MIA 1	32	29	90,63
XII MIA 2	33	27	81,81
XII MIA 3	34	28	82,35
XII MIA 4	32	26	81,25
XII MIA 5	33	29	87,88
XII MIA 6	34	27	79,41
XII MIA 7	34	27	79,41
XII IPS 1	26	14	53,85
XII IPS 2	28	16	57,14

Source : observation at SMAN 1 Padang 2017

From table 1.1 and 1.2 its seen that the percentage of senior high school students participation in Padang Utara sub-district shows that the motivation of participating tuition program is much higher in science students than social students. The average percentage of science student participation in each class ranges from 78.78% to 93.75%. While the participation of social students only 53.85% to 62.06%. So generally more than 80% of science students follow the tuitional program and more than 50% of social students follow the program in the district of North Padang.

Table 3. Percentage of SMAN 1 Padang students grade X and XI who following tuitional program

Classes	Number of students	Number of students following tuitional classes	Percentage of Students who follow tuitional classes
X1 MIA 1	32	20	62,50
XI MIA 2	33	18	54,54
XI MIA 3	31	15	48,38
XI MIA 4	32	16	50,00
XI MIA 5	32	17	53,13
XI MIA 6	33	17	53,13
XI MIA 7	32	19	59,37
XI MIA 8	31	16	51,61
XI IPS	20	8	40,00
X MIA 1	32	16	50,00
X MIA 2	33	16	50,00
X MIA 3	32	14	43,75
X MIA 4	34	14	41,17
X MIA 5	34	15	44,11
X MIA 6	32	16	50,00
X MIA 7	32	15	46,87
X MIA 8	31	15	48,39
X IPS	25	7	28,00

Table 4. Percentage of SMAN 3 Padang students grade X and XI who follow tuitional classes

Classes	Number of students	Number of students following tuitional classes	Percentage of Students who follow tuitional classes
XI MIA 1	32	15	46,88
XI MIA 2	33	14	42,42
XI MIA 3	32	13	40,63
XI MIA 4	31	12	38,70
XI MIA 5	33	12	36,36
XI MIA 6	32	13	40,63
XI MIA 7	32	13	40,63
XI IPS 1	30	5	16,67
XI IPS 2	29	6	20,69
X MIA 1	32	14	43,75
X MIA 2	33	13	39,39
X MIA 3	32	12	37,50
X MIA 4	31	11	35,48
X MIA 5	30	12	40,00
X MIA 6	31	12	38,71
X MIA 7	32	13	40,63
X MIA 8	33	11	33,33
X IPS 1	28	6	21,43
X IPS 2	29	5	17,24

Source : Observation at SMAN 3 Padang

From table 1.3 and 1.4, the mean of student participation (class X and XI science) in each class ranged from 35.48% to 62.50%. While the participation of social students (class X and XI) only 16.67% up to 40.00%. Based on the table above the percentage of high school students participation in X and XI classes majoring on science is higher than social majors.

Based on the observations on the four tables above it can be concluded that in every classes, the students already follow tuitional classes. It happened because students follow the program for various reasons and goals. The numbers of students of grade XII who follow the tuitional classes are higher than the students of class X and XI who follow the program. This happens because the class XII students have challenges and strong competition to face various series of tests and exams such as semester exam, UN, and SBMPTN. While students of class X and XI join the tuitional classes in preparation for semester exam and up grading test. Therefore the challenges faced by class XII is higher than the class X and XI students

The reasons of students who following tuitional classes can be seen from two point of view, the school point of view and point of view of the tuitional classes itself. Schools provide a learning system that demands every student to understand each indicator of learning materials, but not all students can master every core of the material, even students who are smart feel dissatisfied and most of the participants of tuitional program are students who are smart, The development of science and technology they faced are very tight so the competition to enter their dream PTN, lead them to compete to beat their rivals to achieve what is desired. For students who are smart and students who need further understanding of learning materials called as the group student who follow tuitional classes for a reason that that come from themselves, peers, the surrounding environment and many other factors require tuitional classes as a companion in understanding the material at school and in preparation for various tests.

While in terms of tuitional program point of view, tuitional classes provide different kinds of strategies and different learning tricks from the schools facilities in understanding the learning concepts. Rapid strategy in understanding the material offered by the tuitional classes make students interested in following the program because it makes them easier in mastering and solving various learning problems. In tuitional classes, students have been taught how to understand the problem and answer the right questions in a short time.

Based on the description above the number of students who follow the program is due to the motivation that comes from within and from outside the student itself. There are various factors that motivate students to follow the tuitional program. So does State Senior High School in Subdistrict of North Padang, SMA Negeri 1 and SMA Negeri 3, where both are included as favourite schools in Padang city. The schools categories as a favourite schools because it has more value than other schools such as have a better accreditation because the students often get the highest achievement of the highest UN score in Padang region, then the percentage of students who received in college through SNMPTN are higher, and the acceptance of their students in universities through SBMPTN are higher. These reasons cause the students of these school join the tuitional classes in quite a high percentage. As we know, to enter the favourite school or college, the students should follow several test depending on their respective school policies. From those explanation, it has been seen that the fighting power and competition to enter favourite schools are so high so that students who graduate from the schools must have an excellent potential and academic, then the competitiveness among students in seizing the achievement also high. Moreover, most of them get financial and moral support from their parents. So concerning the requirement for mastering the learning materials, facing a high level competition and sharpen their skills, the students decided to follow the tuitional classes program.

While the tuitional classes program taken by students is diverse, starting from the up level program, the national exam preparation program plus intensive program for entry State University and super intensive program for enter state College. Based on the program of tuitional classes, the researcher conducted the initial observation by interviewing the parents of the students who involve their children in tuitional classes. There are several reason appears for joining the tuitional classes program such as to make their children directed and trained in solving school matters more intense than in school.

Tuitional classes program claim as a capable institution and trusted to contribute in olympic. They are trusted to make the students get achievements in schools and participate in physics olimpiad competition, mathematics, economic and other scientific contest. They are also contribute to guide the students to achieve high score in Trials National test and graduated in desires State Universities. Tuitional program has an important role in improving learning motivation so that students can go to next level in schools or achieve national or international level. Tuitional program also become a problem solving for students in solving learning difficulties and able to increase students confidence to compete. Another factor that affect the students participate in tuitional program is students can get acquaintance with students from other schools, knowing teachers who are proficient in discussing the problem of test or exam questions and fill in the blank time used for mastering the subject matters in schools.

The motivation of students to follow the tuitional classes program in the institutions is to achieve success in learning school subject materials, can understand and master the subject given at school, get the value of rehearsal, exam semester and a good national exam, feel comfortable in following teaching and learning process, obtaining important information about state universities and information about the majors or study programs of state university related to higher level of study and socialize with other student in tuitional classes environment.

Based on the phenomenon above, there are various motivational factors seen to influence the students to following tuitional classes. Based on literature or theory that has been found previously, the following describes the supporting theories based on the phenomenon that have already occurred.

Putra et al (2014) explain that the intrinsic motivation of students following tuitional program is self potential, learning attitudes, and improvement of achievement. Whereas the extrinsic motivation of students following tuitional program is learning strategy and learning environment. Widodo (2016) said student motivation to follow the tuitional program comes from themselves, the encouragement of peers, or parents. In addition, according to Valerio (2013) tutoring activities such as private learning conducted by students with various reasons such as student typology, curriculum implementation, and continuous learning. Dimiyanti and Mudjiono (2010:97) argue that the students physical condition can affect students learning motivation. A healthy and fit physical condition will have a positive effect on individual learning activities. Conversely, a weak physical condition or pain will inhibit the achievement of maximum learning results. According to Djamarah (2011) Learning attitude is something that has not been known to encourage students to learn and find out something. Students take attitude with their interest in an object. Students have confidence and stance about what they should do. It is the attitude that underlies and leads to the act of learning. Thus, the attitude of the student can be influenced by motivation so that he can determine the attitude of learning. The individual's attitude toward a project involves emotion (feeling happy or unhappy), direction or avoidance of the object and a cognitive goal that is how the individual imagines or perceives something. Djamarah (2011: 163) also suggests the size of a learning achievement will affect the student's learning intensity. So it can be concluded that student achievement affects the learning intensity, then the students will always spurred to increase the intensity of learning both in school and outside school by following tuitional classes program to improve learning achievement. According Ahmadi (2008: 77) Learning difficulties is a situation where students cannot learn properly. Learning difficulties are conditions of learning process characterized by certain constraints to achieve learning outcomes. Learning difficulties are not always due to low intelligence factors (mental factors), but can also be caused by non-intelligence factors. Thus, a high IQ does not necessarily guarantee a success in learning, so learning difficulties are factors that determine the motivation of students following tuitional classes. According to Tjiptono (2008: 24) satisfaction or dissatisfaction of students as service users of educational institutions is the customer response to the evolution of discrepancies perceived between the previous expectations and the actual performance of the product or in this case the services of educational institutions perceived, for that satisfaction in obtaining students when following the tutoring can improve students' motivation in following tuitional classes program with various learning guidance programs that have been described previously.

The goals of the students in following tuitional classes program are to pass the national examination with the best value, accepted in state universities, and as a means in realizing their dreams. Competency Standards for Graduates in educational units are used as guidance for assessment in determining graduation of learners. In accordance with the Regulation of the Minister of National Education of the Republic of Indonesia No. 23 Year 2006 establishes the Graduate Competency Standards (SKL) for the elementary and secondary education units. According to Alma (2004: 382) The existence of the location or place of tuitional classes institution can influence the motivation of students to follow the program in that place. The distance of tuitional classes location to residence or the distance to school is important in determining their choice because students will wonder whether the place can be reached by public transport or not. The consideration also including whether the place located in a comfortable environment. According to Alma (2004: 383) learning facilities or physical appearance of buildings of tuitional classes program also affects the motivation of students in choosing the institution. According to Alma (2004: 383) a process in learning activities at the institution of tuitional classes, able to create

conditions that lead students to be motivated to do learning activities. Teachers or instructors in learning process make efforts to grow and provide motivation for students to do learning activities better. According to Nasution (2004: 98) Promotion is activities of a company designed to provide information, to persuade or remind the other parties about the company concerned and the goods and services offered. Promotion is an activity that can motivate students in taking decisions to follow a tuitional classes program in certain institution for example with the existence of discounts and other bonuses.

The teaching staff can be a reference to motivated students or parents in attending a tuitional classes program. According to Alma (2004: 378) parents of students or students have an understanding of good teaching staff, 1). Lecturers who have scientific competence can master the material that becomes the tutor's responsibility. 2). Authorization in teaching methods. Students and parents desires the tutor can explain the lesson fluently, systematically and easily understood, able to master the class and have the skills in discussing material matters quickly and accurately. 3). Emotional control. Students expect the tutor to be not emotional, not irritable, have no armaments, not pretending to besmart, can communicate well with students, and friendly. 4) Discipline. Students are happy with the disciplined tutor, Kwartolo (2005) states that tutor is qualified if they have personal competence, social competence and professional competence. Slameto (2010: 60) states the family environment as the elements that affect the motivation of students following tuitional classes as the way of parents in educating and understanding the counseling learning given outside the school through the tuitional classes program. Dimiyanti (2010: 97) statethe student environment that can affect students' learning motivation include the natural environment, residence or family, peers, and community life.

The literature stated will form factors that influence the motivation of students in following the guidance of learning.

Method

In accordance with the problems studied, the type of this study is descriptive eksploratif. Population of this research is 976 students of State Senior High School in subdistric North Padang. The technic of sampling in this study is the sampling areas with the number of samples are 284 people. The type and sources of this study used primary data. Instrument in this research is questioner with likert scale.

Data collection techniques use two stages: (1) Preparatory stage, the preparation of instrument and instrument verification. The instrument used is questionnaire for student motivation in following tuitional classes. Instrument preparation activities in this research aim to compose and develop the grids and grains that will be used as the contents of the research instrument (2) Implementation stage is in the form of data selection through research instruments respondents who become sample of the research.

The data analysis technique used to process the result of this research is factor analysis and descriptive analysis with SPSS media. Analysis of this factor aims to determine the factors in motivating factors of students who follow the tuitional classes program. Meanwhile descriptive analysis used to see the visible picture based on factors that have been formed.

Results and Discussion

To analyze the research, the data is processed by data analysis techniques as factor analysis, and descriptive analysis. Factor analysis used to determine the factors that formed from various factors analyzed, while the descriptive analysis used to describe the factors that have been formed. Factors that have been reduced have beennamed, where the naming factor depends on the names that become a group on the interpretation of each analysis and other aspects, so that this naming is subjective and there is no definite provision in naming these factors (Santoso and Tjiptono , 2001: 269).

Table 5. Identification on factor's name

No.	Indicator	Factor	Eigen Value	Loading Factor
1	Self Potential	Learning Competition	8,396	0,738
2	Self			0,808
3	Physical condition			0,555
4	Learning attitude			0,819
5	Learning difficulties			0,624
6	Satisfaction			0,717
7	Lecturer staff	Motivational Learning Support	2,596	0,736
8	Curriculum			0,554
9	Peer friends			0,702
10	Location			0,855
11	Learning Cost			0,802
12	Image	Learning Quality	1,516	0,699
13	Learning Facilities			0,513
14	Learning process			0,701
15	Promotion	Learning Achievements	1,007	0,862
16	Learning improvement			0,523
17	Learning motives			0,608
18	Learning interest			0,779
19	Environment			0,541

Based on the result of factor analysis, all indicators are eligible for further analysis and clustered into 4 variables with new names. The names of these new variables are (1) learning competence, (2) motivational learning support, (3) learning quality, and (4) learning achievement. The name given will be described as follows:

The first variable named the variable of Learning Competence with the highest eigen values 8.396. This name is given based on the variables included in this group, namely (1) Self potential factors, is the talent and ability that specify the student's motivation in following tuition classes program, whereas after getting the subject matter in school students can polish their skills by following the program. (2) The factors of student selves, the students follow tuition classes on their own desires. This factor arises because the self awareness of the students, (3) Physical condition factors, is a psychological condition that encourages students when learning, (4) learning attitudes, is the mindset of students to interpreting the lessons that learned in school and tuition classes that assist students in self-actualizing. (5) learning difficulty is an obstacle experienced by students in implementing learning so that students look for various alternatives and solutions to learning materials and solving problems - perceived difficult problems, (6) satisfaction is the conformity between expectations and reality, or the reality that got bigger than expectation.

(7) Teaching staff, by providing strategies and ways of learning that make students quickly understand each core of learning. Each student has a different understanding on the different learning materials. For students who do not understand with the material presented in the school, looking for escort teachers in tutoring class can make them better in understanding the material presented, while for students who already understand with what is taught by teachers in their schools also need a tutoring for further development of the problem because the limited time of their PBM with teachers at school whereas in tutoring classes, students have a lot of time with their tutor for solving learning problems. (8) The curriculum, which consists of KTPS and K13, students who feel confused in discussing the material based on their respective curriculum will be helped by tuition class's curriculum because regardless of the curriculum they learn in the school, tuition center has its own curriculum that can help these students solve the problems they face.

This factor can explain the variant of 44.192% if viewed from the loading factor, the variable of learning attitude determine most of students motivation in state senior high school (SMA Negeri) of North Padang District to follow the tuition classes program with loading factor achieved 0,819, while the lowest variable loading on learning competence factor is the curriculum variable in the number of 0,554.

The second variable is the variable of Motivational learning support with eigenvalues around 2,596. These variables can explain variant diversity until 13,663. The name is given based on the variables included in this group, (1) the fact that the peer is related to the invitation of the friend encouraging the students to follow the tuition classes program. Students who previously not following tuition classes will join the program because of his friends who made him feel left behind in schools matter. (2) Location factor, the place of tuition program which is strategic from school and from student's house make it is easier to facilitate student access to study, (3) learning cost factor, is the resources released by parents as a support for students in following tuition program. Competitive cost that can be reached by the parents as the basic benchmark for choosing an institution, (4) image, student's will view of the tuition center from their reputation, good service, and the number of graduates students that received in state universities. When viewed from the loading factor, the location variable mostly determine the motivation of students to follow the tuition program by giving the loading factor in amount of 0.855, while the lowest variable of loading factor is the image variable 0.699.

The third variable named as learning quality variable with 1.516 eigenvalue value. Factors in this variable are learning facilities, learning process, and promotion. These factors may explain the variant's diversity of 7.979%. When viewed from loading factor, the most determinant factor of student motivation to follow tuition classes program equal to 0.862, while factor with lowest loading is factor of learning facility that equal to 0.513.

Fourth variable is learning achievements variable with eigenvalues equal to 1.007. Factors that exist in this variable are the improvement of achievement, learning objectives, interest in learning, and environment. These factors can explain the variant variation of 5.303%. The naming is based on factors included in this group, (1) learning achievement, related to the enhancement of student test scores that serve as a tool of evaluation to students ability. (2) The purpose of learning is the final goal expected by students after attending various learning activities undertaken when following the program. (3) Learning interest is learning talent possessed by students in learning. Talent in learning can appear when students following the tuition classes, learning talents that have been owned in the school can be developed in tuition classes program, (4) the environment, the circumstances surrounding the residence such as family environments are able to encourage students in following the tuition program. As viewed from the factor loading, the most determine variables that motivate the student to follow tuition

classes program is learning interest variable with loading factor 0.779, and the lowest is the enhancement of students achievement.

Based on the results of the research, four variables are obtained and can determine the motivation of students to follow tutorial classes program in State Senior High School (SMA Negeri) in North Padang Subdistrict. The variables are as follows:

Learning Competition

First variable is learning competence factor with the highest eigenvalues up to 8.396. The variables in this factor are self potential, self, physical condition, learning attitude, learning difficulties, satisfaction, teaching staff, and curriculum, wherein this variable can explain variance diversity up to 44,192%. Viewed from the loading factor, the learning attitudes determine most of the students' motivation in following tutorial classes program with loading factor of 0.819, while the lowest loading variable is on the curriculum factor with a value of 0.554.

The name is given based on factors included in this group, such as (1) Self potential factors, personal ability possessed by each student in solving various problems of learning at school, but because of limited time given when studying in school hence students develop their own talent in solving learning problems at tutorial classes. (2) Individual Factor, there is a desire within the students to be better at understanding the concepts and learning materials at tuition center, for these students, tuition center are able to solve their problems personally and they feel more intense to discuss material they do not understand, (3) Physical condition factors, students feel the excellent physical condition that can make them concentrate more when following tuition classes. It is also accompanied by high spirits, because it is often found that students whose spirit of learning is high even though their physical condition is less conducive are still learning in their tutorial classes. (4) The attitude of learning is the student's overall behavior and outlook towards the system and the method of learning they are faced. This attitude of learning determines the willingness of each student to follow tuition class's activities. Often found students take an action to learn more outside the school by following the tutorial classes and even among the students, many of them, take program more than one. It proves that students feel dissatisfied with studying in school, for that they take the attitude to learn in tutorial class that can help them in developing the competence of learning. (5) Learning difficulties, often every learning problem experienced by students in their schools need tuition classes as a solution. It is seen among many students who find it difficult to understand the material and problems in their study but in tuition center they get answers to their questions both on the subject matter that they do not understand in school, or to problems that are difficult to be easier in the settlement. (6) Satisfaction, when all learning problems are solved in tuition classes then students who learn in the program will satisfy with the products provided by the program and they have a loyal attitude to their chosen tuition center. Students get services that are in accordance with the reality they expected so they feel satisfied in studying (7) The teaching staff, learning in tutorial classes make the students dealing with lecturer staff or teacher that provides different strategies and ways of learning from what is obtained by students in school. Tuition classes program has a trick and a quick way to understand the concept of learning materials, and tricks to do things quickly and accurately. They get it from tuition tutors. So the way of learning makes them easier to understand learning materials and easier in solving learning evaluation questions, (8) Curriculum, tuition class has an additional curriculum that can support the school curriculum. Students who experience obstacles in accepting the curriculum from their school go to tuition class for the concept of understanding toward the learning curriculum. This indicates that the tuition classes are able to provide school's curriculum implementation solutions. For example with the implementation of the curriculum 2013, many of the

students who do not understand the curriculum go to follow tuition classes and find solutions from the solving of the curriculum they studied.

The discussion about learning competition have been supported by Putra research, et al (2014) that said the motivation of students who follow the tuition classes consists of intrinsic factors such as learning potential, learning attitudes, and improvement of achievement, while extrinsic motivation for students in following tuition classes consists of learning strategies, and learning environments.

In addition Valerio (2013) said that the tuition class's activities can be done by students with various reasons such as student typology, curriculum implementation, and continuous learning. Dimyanti and Mudjiono (2010:97) said that the students physical condition can affect students learning motivation. The teaching staff can be a reference to motivate student or parent to join the tutoring program, Buchori (2004: 378).

Motivational Learning Support

Second variable named as motivational learning support factor with eigenvalues up to 2,596. The variables contained in this factor are peers, location, cost of study; the image of tuition center. This factor can explain the variant diversity up to 13.663%. When viewed from the loading factor, the location factor mostly determine the motivation of students to follow the tuition classes with loading factor 0.855, while the lowest loading factor is the image factor 0.699.

This naming is based on factors included in this group, as (1) peers, among the students who follow the tuition class, most of them are encouraged by his friends who have been in the program. It happens because they do not want to feel left behind from friends who had already followed the program. This is pointed to the attractiveness provided by peers in following the tutoring program. (2) Location factors, the accessible places that easily accessible from home or from school or the strategic location helps students to attend tuition classes. (3) The learning cost factor is a resource that is issued when following the program. Affordable and competitive prices are taken into consideration by parents to encourage their children to follow the tutoring program, (4) imagery, is a reputation of the tuition classes that can determine the student's choice to follow the classes. Such a good name or good reputation becomes an attraction for students to take tuition classes as a proper learning option.

This is in accordance with the opinion from Widodo (2016) who states that the motivation of students following tuition classes outside the school comes from the students themselves and the encouragement of peers and parents. According to Alma (2004: 382) the existence of the location or place of tuition center can influence the motivation of students to follow the tuition classes as the place of learning. According to Eriany et al (2014) peers also affect the motivation of students in following tuition classes until 21.37%.

Learning Quality

The third variable is named as the learning quality factor with an eigenvalue equal to 1.516. The variables found in this factor are learning facilities, learning process, and promotion. These factors may explain the variant's diversity up to 7.979%. When viewed from loading factor, promotion factor mostly determine student motivation to follow tuition classes with factor loading equal to 0,862 whereas the lowest loading factor is learning facility that equal to 0.513. Thenaming is based on factors which included in this group that are (1) Factor of learning facility, is infrastructure owned by tuition classes program or tuition center. The facilities are complete and comfortable to make students interested in following the classes. Completeness of facilities such as cleanness and comfortable classrooms, completeness of stationery and others that support the smooth learning process in the program. (2) Learning process is an activity of learning program that conducted in school has limited time so that

students have tuition classes as a follow-up step for their learning process, so that they are expecting maximal time from learning process they can be reached. The learning process in tuition classes are more flexible and can be done personally by each student outside the obligatory study hours in the program such as consultation with the teaching staff can be intensively done personally by students to learn the materials of learning. So the students get two learning processes at once, in addition to regular meetings in the classroom, they can also consult themselves with the tuition teachers, where they do not get in school. (3) Promotion is an activity program conducted by tuition classes institute that can give information about the importance of tuition classes, excellence tutoring activities, and what is obtained by students when follow the course, so that the information given can attract students desire to learn in tuition classes.

The quality factor of learning is supported in the opinion of Alma (2004: 383) motivation to follow the tuition classes is influenced by the learning process and learning facilities. Form of physical appearance of buildings / learning facilities that serve as a place of learning in tuition center also affects the motivation of students in choosing the institution of tutoring. A process in learning activities at tuition center is able to create conditions that lead students to be motivated to do learning activities. According to Nasution (2004: 98) states Promotion is the activities of a company designed to provide information, persuade or remind other parties about the company concerned and the goods and services offered. This can be done by tuition center to be able to motivate students to follow the program.

Learning Achievements

Forth variables named as the learning achievement factor with eigenvalues 1.007. The variables found in this factor are learning improvement, learning objectives, learning interests and the environment. These factors can explain the variant diversity until 5.303%. When viewed from the loading factor, the most determine factor that motivate student to follow the tuition classes is learning interest with loading factor up to 0.779. The naming is based on factors included in this group, (1) learning improvement is the improvement of learning evaluation result on school after the student follow the tuition classes program. The enhancement can be seen from the improvement of students' grades each semester, the average improvement of student report cards, as well as the acceptance of students in public universities. So tuition classes program not only focus on the semester examination and the value of the report card, but also provide preparation for students to be able to graduate in state universities either through the SNMPTN line, or the SBMPTN line.

(2) The purpose of learning is the final goal that students want when following the program. The goal of each student is to get a good score when facing every exam in school, can solve the Olympic questions when participating in the Olympic race, choosing the right direction through the SNMPTN and SBMPTN. Students make this program as a means to realize the goal (3) learning interest, students often increase their learning interest when faced with new ways of learning, learning strategies that are different from those previously obtained. Tuition classes program has different strategies, ways, and tricks to learn so as to make students increase their interest in learning when in course. Learning interest that has been formed is developed by students so that students are fonder on learning. (4) The environment, the conditions that exist in the environment around students such as families who provide encouragement for students in learning at tuition center. Parents of students who encourage their children to get good learning outcomes and able to continue their education to a higher level in accordance with the talents and interests of the child that make the parents play a role in putting their children to study in the tuition classes program because it can be used as a means to realize the wishes of their children.

The learning achievement factor is supported by Erianyresearch et al (2014) who states that the motivation of students in following tuition classes is influenced by, the value / achievement while

following the tuition classes as 21.64%, the purpose of following the tuition classes 20.39%, interest on following tuition classes 15.85%, and family / environmental factor 45.80% and it is also influenced by other factors. Meanwhile, according to Putra et al (2014) enhancement in achievement and learning environment influence students' motivation to follow the tuition center that is in a good enough categories.

Conclutions

Based on the results of the analysis and discussion, the conclusion can be drawn as follows:

The final result of Kaiser Meyer Olkin (KMO) shows the number of 0.851 which is in satisfactory category. That means the value of Kaiser Meyer Olkin (KMO) can explain the variables that determine the motivation of students in State Senior High School of Subdistrict North Padang in following tuition classes program is good and is sufficient to be analyzed further.

There are four factors that determine the motivation of students in following tuition classes as (a) factors of learning competence, the factors contained in this variable are, self potential, physical condition, learning attitudes, difficulty in learning, satisfaction, teaching staff, and curriculum (b) motivational learning support, factors that belong to this variable are: peer, location, cost study, and image (c) quality factor of learning, they are learning facilities, learning process, and promotion. (d) Learning achievement, factors that exist in this variable are the learning achievement, learning interest, learning objectives, and environment.

The dominant factor that influences the motivation to follow the tuition classes is the achievement factor.

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