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The Influence of Utilizing Jabung Temple as a Social Studies Learning Resource on Students' Learning Motivation

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Abstract

This study aims to examine the effect of utilizing Jabung Temple as a Social Studies learning resource on students' learning motivation. The study was motivated by students' low learning motivation due to limited learning resources and a lack of contextual learning experiences. Previous studies have mainly focused on classroom instructional media, while the use of local historical sites as contextual learning resources in Social Studies remains underexplored. This study employed a quantitative approach using a quasi-experimental method with a nonequivalent control group design. The population consisted of 58 eighth-grade students at SMP Negeri 2 Paiton, Probolinggo, divided into an experimental group (n = 29) and a control group (n = 29). The experimental group participated in contextual learning through Jabung Temple, including site observation, exploration of historical values, and guided learning activities, while the control group received conventional classroom instruction. Data were collected using a learning motivation questionnaire and analyzed with the Independent Samples t-test in SPSS version 27. The experimental group achieved a higher mean motivation score (M = 53.86, SD = 3.079) than the control group (M = 51.97, SD = 2.784). The hypothesis test revealed a significant difference between the groups (t(56) = -2.461, p = .017), with a Cohen's d of 0.65, indicating a moderate effect. These findings suggest that integrating Jabung Temple as a local historical learning resource provides authentic learning experiences, enhances student engagement, and effectively improves learning motivation in Social Studies.

Keywords: learning motivation, learning resources, social studies, historical site, contextual learning

Abstrak

Penelitian ini bertujuan untuk mengkaji pengaruh pemanfaatan Candi Jabung sebagai sumber belajar Ilmu Pengetahuan Sosial (IPS) terhadap motivasi belajar siswa. Penelitian ini dilatarbelakangi oleh rendahnya motivasi belajar siswa akibat terbatasnya variasi sumber belajar dan kurangnya pengalaman belajar kontekstual. Penelitian sebelumnya umumnya berfokus pada penggunaan media pembelajaran di kelas, sedangkan pemanfaatan situs sejarah lokal sebagai sumber belajar kontekstual dalam pembelajaran IPS masih terbatas. Penelitian ini menggunakan pendekatan kuantitatif dengan metode kuasi eksperimen melalui desain nonequivalent control group. Populasi penelitian terdiri atas 58 siswa kelas VIII SMP Negeri 2 Paiton Probolinggo yang dibagi ke dalam kelompok eksperimen (n = 29) dan kelompok kontrol (n = 29). Kelompok eksperimen mengikuti pembelajaran IPS kontekstual melalui pemanfaatan Candi Jabung yang meliputi observasi langsung, eksplorasi nilai sejarah, dan aktivitas pembelajaran terarah, sedangkan kelompok kontrol mengikuti pembelajaran konvensional di kelas. Data dikumpulkan menggunakan angket motivasi belajar dan dianalisis dengan uji Independent Samples t-test menggunakan SPSS versi 27. Hasil analisis menunjukkan bahwa kelompok eksperimen memperoleh rata-rata skor motivasi belajar lebih tinggi (M = 53,86; SD = 3,079) dibandingkan kelompok kontrol (M = 51,97; SD = 2,784). Uji hipotesis menunjukkan perbedaan yang signifikan antara kedua kelompok (t(56) = -2,461; p = 0,017), dengan nilai Cohen's d sebesar 0,65 yang menunjukkan pengaruh kategori sedang. Temuan ini menunjukkan bahwa integrasi Candi Jabung sebagai sumber belajar sejarah lokal mampu memberikan pengalaman belajar autentik, meningkatkan keterlibatan siswa, serta meningkatkan motivasi belajar pada mata pelajaran IPS.

Kata kunci: motivasi belajar, sumber belajar, Ilmu Pengetahuan Sosial (IPS), situs sejarah, pembelajaran kontekstual.

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Introduction

Social Studies learning plays an important role in developing students' understanding of various social, historical, and cultural issues. However, in practice, Social Studies learning is still often dominated by a teacher-centered approach and reliance on textbooks, which limits student participation and tends to result in low learning motivation (Sardiman, 2014). Learning activities that emphasize memorization rather than meaningful learning experiences reduce students' interest and engagement in the learning process. As a result, students tend to become passive learners and show low curiosity toward the material being studied.

Learning motivation is one of the main factors influencing academic achievement and students' participation in classroom learning activities. Students with high learning motivation tend to be more active in participating in learning processes, demonstrate persistence in completing academic tasks, and achieve better learning outcomes. According to Schunk and DiBenedetto, learning motivation is closely related to students' beliefs in their ability to achieve learning goals (Schunk & DiBenedetto, 2020). Therefore, improving learning motivation requires learning strategies that actively involve students and provide meaningful learning experiences.

In essence, learning is a process of behavioral change that occurs through experience and interaction with the surrounding environment (Pane & Dasopang, 2017). Therefore, Social Studies learning needs to be designed using innovative and contextual approaches so that students can connect classroom concepts with real-life situations. Such learning experiences are expected to increase student engagement, foster curiosity, and strengthen their intrinsic motivation to learn.

In addition, high learning motivation is a key factor in determining the success of the learning process. Students with high motivation will be more active, enthusiastic, and have strong internal drive to achieve learning goals. Learning motivation is an important factor in determining student learning success. It is defined as internal and external encouragement that drives a person's desire to learn and achieve specific goals. Students with high motivation tend to be more active, enthusiastic, and capable of achieving optimal learning outcomes. Schunk and DiBenedetto explain that learning motivation is closely related to an individual's belief in their ability to achieve learning goals (Schunk & DiBenedetto, 2020).

Furthermore, student engagement is an important indicator in increasing learning motivation. Fredricks, Blumenfeld, and Paris state that school engagement includes behavioral, emotional, and cognitive aspects that are interrelated in supporting learning success (Fredricks, Blumenfeld, & Paris, 2004). Local wisdom-based learning can help students develop higher-order thinking skills and increase their engagement in the learning process (Abidinsyah, Ramdiah, & Royani, 2019). The use of the surrounding environment as a learning resource can also provide direct experiences for students, making it easier for them to understand learning materials.

In the context of modern education, teachers are no longer merely knowledge transmitters but act as facilitators who create meaningful learning experiences (Sanjaya, 2016). Therefore, the learning process should connect classroom material with real-life situations so that students can gain deeper conceptual understanding (Johnson, 2002).

The development of education demands that teachers apply innovative learning models and strategies. The use of contextual approaches and environmental resources can help students understand learning materials in a more concrete and meaningful way. Research conducted by Ajeng Eka Prastuti, Sarmini, and Nugroho Hari Purnomo shows that the implementation of contextual teaching and learning in Social Studies can improve students' motivation and achievement because learning materials are linked to students' real-life experiences (Prastuti, Sarmini, & Purnomo, 2020). In addition, learning innovation is also needed to make students more active in the learning process. Widyastuti, Marini, and Maksum state that innovative learning models can improve student learning outcomes through more creative and participatory learning (Widyastuti, Marini, & Maksum, 2022).

However, in practice, Social Studies learning in schools still tends to be conventional and teacher-centered (Sardiman, 2014). Learning materials are generally delivered through textbooks and simple presentation media, resulting in one-way learning processes that provide limited opportunities for students to actively participate. This limited use of methods makes learning less varied and less engaging. As a result, students often act as passive recipients of information rather than active learners constructing their own knowledge. In addition, the lack of innovative and contextual learning media makes the material feel less relevant to students' daily lives. Meanwhile, teachers play an important role in creating an active and enjoyable learning environment. Minsih states that teachers have a strategic role in managing classrooms so that learning becomes effective and increases student participation (Minsih, 2018).

This condition leads to low student learning motivation, which can be seen from indicators such as lack of interest in attending lessons, low attention to teacher explanations, and minimal participation in classroom activities such as asking questions, discussing, and expressing opinions. Students tend to become easily bored, less enthusiastic, and show little curiosity toward the material being studied. If this condition continues, it may negatively affect students' understanding and learning outcomes. Therefore, it is necessary to develop more innovative, interactive, and contextual learning strategies and media to improve student engagement and

motivation. Learning motivation is a key factor determining students' success in achieving learning objectives, as it serves as the main driving force in learning activities (Uno, 2016).

Social Studies learning should be able to connect classroom concepts with students' real-life experiences through contextual learning. Contextual learning allows students to construct knowledge by linking learning materials to authentic situations, making the learning process more meaningful (Anwar, 2018). One way to implement this approach is by utilizing local historical sites as learning resources. Unlike textbooks, historical sites provide authentic learning experiences by allowing students to directly observe historical evidence, explore local cultural heritage, and connect learning materials with their surrounding environment. Such learning experiences are expected to increase student engagement and motivation by making Social Studies learning more relevant and meaningful (Majid, 2014; Widiastuti, 2017).

In addition, the use of environment-based learning resources is also in line with the implementation of active learning models that emphasize student involvement in the learning process. Harefa et al. explain that learning models involving collaboration and student activity can significantly improve learning outcomes (Harefa, Telaumbanua, Gee, Ndruru, & Hulu, 2022). This shows that active student involvement is an important factor in improving motivation and learning outcomes. In Social Studies learning, the use of Jabung Temple as a learning resource provides students with direct experiential learning, where they can observe historical evidence, interact with local cultural heritage, and connect classroom concepts with real-life situations. This experience encourages active participation, stimulates curiosity, strengthens perceptions of material relevance, and enhances intrinsic motivation through meaningful knowledge construction based on real experience. Therefore, the use of Jabung Temple is expected to create more engaging, authentic, and meaningful Social Studies learning experiences.

The use of historical sites as learning resources provides students with more concrete learning experiences. Fikri (2019) explains that temples as historical heritage can be used as effective learning resources because they help students understand historical material in a more concrete and contextual way. One of the learning resources that can be used in Social Studies is historical sites such as temples. Temples have historical, cultural, and educational value relevant to Social Studies material, especially in the history and culture of Indonesian society. Their use provides students with real learning experiences so that learning is not only theoretical. Rahmawati (2020) states that environment-based learning increases student engagement because students learn through direct experiences with their surroundings.

Jabung Temple is one of the historical heritage sites of the Majapahit Kingdom located in Probolinggo Regency, East Java. It has great potential to be used as a Social Studies learning resource because it contains historical, cultural, and local wisdom values that support contextual learning. Local wisdom-based learning can increase students' motivation because they feel closer to the material being studied.

In addition to being a learning resource, the use of temples in Social Studies learning can also help teachers create more meaningful evaluation processes. Aman (2011) states that history learning should be developed through evaluation that not only focuses on cognitive aspects but also includes understanding, attitudes, and learning experiences. By using Jabung Temple as a learning resource, students gain direct experiences that enable deeper understanding of historical, cultural, and social values. This positively influences student motivation because learning becomes more active, contextual, and experience-based.

Furthermore, contextual learning that utilizes the surrounding environment helps students understand material more deeply. Dewi (2021) explains that contextual learning plays an important role in increasing student motivation because learning materials are linked to real-life situations. In implementation, teachers must also understand appropriate approaches, methods, strategies, and learning models to achieve learning objectives effectively. The proper selection of learning strategies helps create an effective, innovative, and student-centered learning process (Puspita, Indarti, & Nurhayati, 2023). Thus, the use of Jabung Temple as a Social Studies learning resource is expected to create an engaging, active, and enjoyable learning environment that improves student motivation. Appropriate learning resources also improve learning outcomes and quality. Research by Damanik, Sihotang, and Sinaga (2023) shows that optimal use of learning resources can improve student achievement.

Based on preliminary observations conducted at SMP Negeri 2 Paiton Probolinggo, students' motivation in Social Studies learning is still relatively low. Classroom observations show that only a small number of students actively participate by asking or answering questions, while most students tend to remain passive during learning activities. In addition, students show low enthusiasm in participating in lessons and rely heavily on teacher explanations rather than actively engaging in discussions. Furthermore, Social Studies learning is still dominated by conventional methods and heavily dependent on textbooks, with limited use of contextual learning resources. Although the school is relatively close to Jabung Temple, this historical site has not yet been integrated into the learning process. This condition indicates the need for a more contextual and experiential learning approach that actively involves students through direct interaction with authentic historical environments.

Based on the identified research gap and empirical problems at SMP Negeri 2 Paiton Probolinggo, this study aims to examine the effect of utilizing Jabung Temple as a Social Studies learning resource on students' learning

motivation. Specifically, this study seeks to answer the following research question: Does the use of Jabung Temple as a Social Studies learning resource significantly affect students' learning motivation?

Based on the theoretical framework of contextual learning and experiential learning, this study proposes the following hypotheses:

H_a: The utilization of Jabung Temple as a Social Studies learning resource has a significant positive effect on students' learning motivation. H_o: The utilization of Jabung Temple as a Social Studies learning resource has no significant effect on students' learning motivation.

Literature review

Theoretically, the use of historical sites as learning resources is aligned with the Contextual Teaching and Learning (CTL) approach, which emphasizes experience-based learning (Johnson, 2002). Through this approach, students are encouraged to relate learning materials to their daily lives, making the learning process more meaningful. In addition, constructivist theory highlights that knowledge is actively constructed through direct experience and interaction with the environment (Piaget, 1954). Learning resources are defined as all forms of materials, tools, environments, data, and individuals that can be utilized to support the learning process (Sudjana, 2010). Learning resources play a crucial role in enhancing the effectiveness of learning, as they help students understand the material more easily and in a more engaging way. In general, learning resources can be categorized into two types, namely designed resources (by design) and utilized resources (by utilization), such as the environment and historical sites (Nasution, 2012).

Learning motivation refers to internal and external drives that influence an individual's willingness to engage in learning activities (Uno, 2016). It encompasses several indicators, including the desire to succeed, learning needs, future aspirations, recognition in learning, engaging learning activities, and a conducive learning environment (Sardiman, 2014). High learning motivation encourages students to become more active, enthusiastic, and persistent in the learning process. Students with strong motivation tend to demonstrate greater involvement in learning activities, both individually and in groups. They do not merely receive information but strive to understand, explore, and relate the learning material to their own experiences. Moreover, strong motivation also enables students to express opinions, ask questions, and actively participate in classroom discussions. When facing learning difficulties, highly motivated students tend to be more resilient and persistent, seeking solutions to overcome challenges rather than giving up easily. Therefore, learning motivation plays a vital role in determining students' success, as it influences not only their level of participation but also the quality of their understanding and learning outcomes.

The Contextual Teaching and Learning (CTL) approach emphasizes the importance of connecting learning materials with real-world situations (Johnson, 2002). Through this approach, students construct their own knowledge based on direct experiences, which is consistent with constructivist theory (Piaget, 1954).

The present study is grounded in the Contextual Teaching and Learning (CTL) approach and constructivist learning theory, which emphasize that knowledge is constructed through meaningful interaction with real-world environments (Johnson, 2002; Piaget, 1954). Within this framework, the utilization of Jabung Temple as a historical site-based learning resource provides students with authentic learning experiences through direct observation, exploration, discussion, and reflection. These experiential learning activities enable students to actively construct historical understanding, connect classroom concepts with local cultural contexts, and perceive the relevance of Social Studies to their everyday lives. Such meaningful learning experiences are expected to stimulate students' curiosity, increase classroom engagement, strengthen intrinsic motivation, and ultimately improve their overall learning motivation. Therefore, this study conceptualizes the utilization of Jabung Temple as the independent variable that influences students' learning motivation through contextual and experiential learning processes.

Previous studies have shown that the use of historical site-based learning resources has a positive impact on the learning process. Research conducted by Misnah (2019) indicates that the use of real environment-based learning resources, such as museums, can strengthen students' understanding and improve their learning outcomes in Social Studies. These findings suggest that direct engagement with concrete learning objects provides deeper learning experiences compared to abstract learning. Similarly, research by Isnaini also demonstrates that the utilization of real environment-based learning resources, particularly museums, contributes positively to improving students' understanding and learning outcomes in Social Studies. Both studies emphasize the importance of authentic learning environments in supporting effective learning processes.

Likewise, Wulandari (2022) revealed that the use of virtual museum-based learning media is effective in improving students' understanding in history subjects. This effectiveness is attributed to the ability of such media to create interactive and contextual learning experiences in line with constructivist principles, where students become the center of the learning process. Thus, both direct and virtual utilization of museums contribute positively to improving the quality of learning.

Furthermore, Lestari et al. (2024) concluded that the use of local context-based learning resources not only enhances students' understanding of historical concepts but also fosters appreciation for local cultural values. Learning that is connected to local contexts makes the material more relevant and meaningful, thereby easier for students to comprehend. In addition, Umam (2025) found a significant qualitative improvement in students' cognitive, affective, and social aspects. Students not only showed improved understanding but also became more active, motivated, and proud of their local cultural heritage. Collectively, these findings strengthen the argument that the use of environment-based and local context-based learning resources is an effective strategy for improving the quality of Social Studies learning.

Based on the theoretical framework and previous empirical findings, this study addresses an important research gap by examining the utilization of Jabung Temple as a contextual Social Studies learning resource to improve students' learning motivation. Unlike previous studies that primarily investigated museums, virtual museums, or focused on students' learning outcomes, this research specifically investigates the motivational impact of a local historical site through the Contextual Teaching and Learning (CTL) approach. Accordingly, this study is expected to provide new empirical evidence regarding the effectiveness of historical site-based learning in fostering students' intrinsic motivation within junior high school Social Studies education.

However, studies that specifically examine the use of Candi Jabung as a learning resource in Social Studies are still limited, both in terms of quantity and depth. Most previous studies have focused on general learning media or other historical sites, with few specifically addressing the local potential of Candi Jabung in the context of junior high school education. This limitation provides an opportunity for further research to explore in greater depth how the use of such historical sites can significantly impact students' learning motivation.

This study possesses novelty because it specifically examines the utilization of as a Social Studies learning resource, which has not been investigated in previous studies. The focus of this research, which analyzes the influence of utilizing historical sites on students' learning motivation, also differs from prior studies that primarily emphasized learning outcomes or conceptual understanding. In addition, this study utilizes a local learning resource from Probolinggo, applies the Contextual Teaching and Learning (CTL) theoretical framework, and is conducted in a context that has not previously been explored, namely eighth-grade students at. Furthermore, this study employs a quantitative approach to examine influence, thereby providing new empirical contributions.

Method

In the research method used, the researcher employed a quantitative approach. The quantitative approach is a method used to answer research questions by applying a structured design in accordance with scientific research procedures. The type of research used in this study is an experimental approach with a quasi-experimental design. This design was chosen because, although there is a control group in the study, the researcher does not have full control over all external variables that may affect the research results (Sugiyono, 2018), in order to examine the effect of utilizing Jabung Temple as a learning resource on students' learning motivation. The research design used is a nonequivalent control group design (Arikunto, 2013), which involves two non-randomly selected groups, namely the experimental group and the control group. The experimental group was given treatment in the form of learning by utilizing Jabung Temple as a learning resource, while the control group was taught using conventional learning methods. Both groups were given a pretest to determine their initial condition before treatment, as well as a posttest after the treatment was applied. The comparison of pretest and posttest results from both groups was used to determine the effect of utilizing Jabung Temple on students' learning motivation.

The population in this study consisted of all eighth-grade students at SMPN 2 Paiton Probolinggo, totaling 58 students. The sampling technique used in this study was nonprobability sampling. Nonprobability sampling is a sampling method that does not provide an equal opportunity for each individual in the population to be selected as a sample (Sugiyono, 2018). The type of sampling technique used in this study was saturated sampling (census). Saturated sampling is a sampling technique in which all members of the population are used as the sample. In other words, the sample size is equal to the population size because the population is relatively small, easily accessible, or entirely relevant to be studied. The population in this study was divided into two classes, namely class VIII A as the control group and class VIII B as the experimental group, each consisting of 29 students. The instrument used in this study was a learning motivation questionnaire developed based on several indicators of learning motivation (Uno, 2016).

The experimental group participated in contextual learning activities by utilizing Jabung Temple as a social studies learning resource. The treatment included classroom learning orientation, direct observation of historical objects at Jabung Temple, guided exploration of historical and cultural values, group discussions, completion of student worksheets (LKPD) based on field observations, presentation of discussion results, and reflection activities. Meanwhile, the control group studied the same material through conventional classroom learning using textbooks and teacher explanations without involving field-based learning activities.

The research instrument used was a learning motivation questionnaire developed based on learning motivation indicators proposed by Uno (2016). The questionnaire consisted of several indicators, namely: (1) desire and willingness to learn, (2) encouragement and need for learning, (3) hopes and future aspirations, (4) rewards in learning, (5) interesting learning activities, and (6) a conducive learning environment.

Table 1. Questionnaire framework

No	Indicator	Item Number	Type of question	Scoring
1.	Desire and willingness to learn	1,2	Positif	SS–STS = 4–1
		3	Negatif	SS–STS = 1–4
2.	Encouragement and need for learning	4,5	Positif	SS–STS = 4–1
		6	Negatif	SS–STS = 1–4
3.	Hopes and future aspirations	7,8	Positif	SS–STS = 4–1
		9	Negatif	SS–STS = 1–4
4.	Rewards in learning	10,11	Positif	SS–STS = 4–1
		12	Negatif	SS–STS = 1–4
5.	Interesting learning activities	13,14	Positif	SS–STS = 4–1
		15	Negatif	SS–STS = 1–4
6.	A conducive learning environment.	16,17	Positif	SS–STS = 4–1
		18	Negatif	SS–STS = 1–4

Before being used in the research, the questionnaire was first tested for content validity and empirical validity to ensure that all items accurately measured the intended construct (Arikunto, 2013). The item validity test was conducted using the Pearson Product-Moment correlation, and the results showed that all questionnaire items met the validity criteria (r count > r table), so they were declared valid for data collection. Furthermore, the reliability of the questionnaire was tested using Cronbach's Alpha coefficient, which produced a value of 0.848 ≥ 0.7. This value indicates that the instrument has good internal consistency and is reliable for measuring students' learning motivation.

The research data were collected through the distribution of learning motivation questionnaires before and after the treatment was given. A pretest was conducted to determine the initial level of students' learning motivation in both groups, while a posttest was administered after the learning treatment to measure changes in students' learning motivation. Before hypothesis testing was carried out, prerequisite tests were first conducted, including a normality test using the Shapiro–Wilk test and a homogeneity test using Levene's Test. The results of the normality test showed that all data were normally distributed, with significance values of 0.672 for the control group pretest, 0.531 for the control group posttest, 0.186 for the experimental group pretest, and 0.217 for the experimental group posttest (all Sig. > 0.05). In addition, the homogeneity test results showed a significance value of 0.498 (> 0.05), indicating that the variances of the two groups were homogeneous. Thus, all assumptions required for parametric statistical analysis were met. Furthermore, the research hypothesis was tested using an Independent Sample t-test with the help of SPSS version 27 at a significance level of 0.05 to determine whether the use of Jabung Temple as a social studies learning resource had a significant effect on students' learning motivation.

Results & Discussion

Result

The data presented in this report include the results of the learning motivation questionnaire administered to the control class and the experimental class, namely the eighth-grade students of, consisting of 58 students. The research findings are presented in the form of tables, including Table 2, which contains the overall average score of the learning motivation questionnaire for the control class students, and Table 3, which contains the overall average score of the learning motivation questionnaire for the experimental class students. The following is the presentation of the data obtained from the questionnaire results:

Table 2. Presentation of the Average Score Data of the Learning Motivation Questionnaire for the Control Class Students

No	Student Code	Score	Average
1	S1	50	2,8
2	S2	46	2,6
3	S3	54	3,0
4	S4	49	2,7
5	S5	55	3,1
6	S6	51	2,8
7	S7	55	3,1
8	S8	50	3,8
9	S9	55	3,1
10	S10	51	2,8
11	S11	49	2,7
12	S12	51	2,8
13	S13	51	2,8

No	Student Code	Score	Average
14	S14	51	2,8
15	S15	52	2,9
16	S16	57	3,2
17	S17	51	2,8
18	S18	48	2,7
19	S19	54	3,0
20	S20	48	2,7
21	S21	52	2,9
22	S22	52	2,9
23	S23	52	2,9
24	S24	52	2,9
25	S25	56	3,1
26	S26	54	3,0
27	S27	58	3,2
28	S28	52	2,9
29	S29	51	2,8
Total			84
Rata-rata Kesekuruhan			2,89

Meanwhile, the questionnaire data from the experimental class are presented in the following table:

Table 3. Presentation of the Average Score Data of the Learning Motivation Questionnaire for the Experimental Class Students

No	Student Code	Score	Average
1	S1	56	3,1
2	S2	48	2,7
3	S3	56	3,1
4	S4	53	2,9
5	S5	52	2,9
6	S6	58	3,2
7	S7	56	3,1
8	S8	52	2,9
9	S9	56	3,1
10	S10	57	3,2
11	S11	54	3,0
12	S12	53	2,9
13	S13	55	3,1
14	S14	55	3,1
15	S15	57	3,2
16	S16	53	2,9
17	S17	58	3,2
18	S18	60	3,3
19	S19	54	3,0
20	S20	52	2,9
21	S21	53	2,9
22	S22	52	2,9
23	S23	48	2,7
24	S24	49	2,7
25	S25	55	3,1
26	S26	56	3,1
27	S27	48	2,7
28	S28	52	2,9
29	S29	54	3,0
		Total	87
		Rata-rata Kesekuruhan	2,99

Based on the data presented in the table, it can be concluded that there is a difference in the average learning motivation scores between the control class and the experimental class. The average learning motivation score of students in the control class was 2.89, while the average score in the experimental class was 2.99.

In this study, data analysis and hypothesis testing were conducted using the SPSS for Windows Version 27 program. Before conducting the hypothesis test, prerequisite tests for data analysis were first carried out, including

the normality test and the homogeneity test. These tests were intended to determine whether the data to be analyzed were normally distributed and had homogeneous variances.

1. Normality Test

The decision-making criterion in the normality test is that if the significance value is greater than 0.05 (> 0.05), the research data are considered to be normally distributed. Conversely, if the significance value is less than 0.05 (< 0.05), the research data are considered not normally distributed. In this study, the normality test was conducted using SPSS for Windows Version 27 through the Shapiro–Wilk method. The results of the normality test are as follows:

Table 4. Presentation of Shapiro–Wilk Normality Test Data

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Postest Kontrol	.185	29	.013	.969	29	.531
Pretest Eksperimen	.144	29	.130	.950	29	.186
Postest Eksperimen	.135	29	.190	.953	29	.217
Pretest Kontrol	.071	29	.200*	.974	29	.672

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test that had been conducted, it was found that the significance value was greater than 0.05. Therefore, it can be concluded that the learning motivation questionnaire data in both the experimental class and the control class were normally distributed.

2. Homogeneity Test

After conducting the normality test, the next step was to perform the homogeneity test. The homogeneity test aims to determine the similarity of variances between data from two groups, so that it can be identified whether the two classes have the same or different variances. The decision-making criterion in the homogeneity test is that if the significance value is greater than 0.05 (> 0.05), the variances of the two data groups are considered equal or homogeneous. Conversely, if the significance value is less than 0.05 (< 0.05), the variances of the two data groups are considered unequal or not homogeneous. The homogeneity test in this study was conducted using SPSS for Windows Version 27. The results of the homogeneity test are as follows:

Table 5. Presentation of Homogeneity Test Data

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	.464	1	56	.498
	Based on Median	.421	1	56	.519
	Based on Median and with adjusted df	.421	1	55.887	.519
	Based on trimmed mean	.456	1	56	.502

Based on the results of the homogeneity test above, the significance value (sig) obtained was 0.109, which is greater than 0.05. Therefore, it can be concluded that the variance of the questionnaire data from the experimental class and the control class in the eighth grade was homogeneous.

3. Hypothesis Test

The hypothesis test in this study used the Independent Samples t-Test. This analysis was conducted after both prerequisite assumptions had been fulfilled, namely that the data were normally distributed and had homogeneous variances. The Independent Samples t-Test was performed using SPSS for Windows Version 27. The decision-making criterion in this analysis is that if the significance value (2-tailed) is less than 0.05 (< 0.05), then the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Conversely, if the significance value (2-tailed) is greater than 0.05 (> 0.05), then the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. The results of the analysis regarding the influence of the utilization of on learning motivation are presented in the following table:

Table 6. Presentation of Hypothesis Testing Data

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	.464	.498	-2.461	56	.017	-1.897	.771	-3.441	-.352
	Equal variances not assumed			-2.461	55.440	.017	-1.897	.771	-3.441	-.352

Based on the results of the t-test above, the significance value (2-tailed) obtained was 0.017. This value indicates that the significance value (2-tailed) is less than 0.05, therefore the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Thus, it can be concluded that there is a significant influence of the utilization of Candi Jabung on the learning motivation of eighth-grade students at.

The findings of this study indicate a clear difference in the level of students' learning motivation between the experimental group and the control group. Students who participated in learning activities utilizing Candi Jabung as a learning resource demonstrated higher levels of motivation compared to those who received conventional classroom-based instruction. This difference is not only observable in general terms but is also reflected quantitatively in the mean scores of the learning motivation questionnaire administered after the treatment. The experimental group showed improvement across several indicators of learning motivation, including a stronger desire to succeed, increased interest in learning activities, and active participation throughout the learning process. Students in this group tended to be more enthusiastic, more attentive to explanations, and more willing to participate through questioning, discussion, and expressing opinions. This indicates that learning activities that utilize authentic historical objects are capable of creating more engaging and meaningful learning experiences.

In contrast, the control group, which received conventional instruction, exhibited relatively lower levels of learning motivation. This is evident from limited student participation, minimal interaction during the learning process, and lower levels of enthusiasm in classroom activities. The teacher-centered and less varied instructional approach resulted in students being more passive and less encouraged to participate actively. Consequently, students' interest and attention toward the learning material were relatively low, leading to less optimal conditions for fostering learning motivation.

To determine whether the observed difference between the two groups was statistically significant, an Independent Sample t-Test was conducted. The results of the analysis revealed a significance value of 0.017, which is lower than the significance level of 0.05 (Sugiyono, 2018). This finding indicates that there is a statistically significant difference in learning motivation between the experimental and control groups, suggesting that the difference is not due to chance. Therefore, it can be concluded that the utilization of Candi Jabung as a learning resource has a significant effect on improving students' learning motivation. Overall, the results of this study emphasize that the integration of contextual, environment-based learning resources can create a more effective learning process. Learning that incorporates real-world objects provides more meaningful learning experiences, thereby enhancing students' engagement and motivation in Social Studies learning.

Discussion

The findings of this study indicate that the utilization of Candi Jabung as a learning resource has a significant positive impact on students' learning motivation. This is demonstrated by the higher level of motivation in the experimental group compared to the control group, which received conventional instruction. This difference suggests that environment-based learning, particularly through the use of historical sites, is able to create more effective learning conditions in enhancing students' motivation.

The higher level of learning motivation in the experimental group can be attributed to the direct learning experiences gained by students through interaction with authentic historical objects. Learning activities conducted outside the classroom provide students with opportunities to directly observe historical evidence, making the learning process not only theoretical but also concrete and contextual. This condition enables students to understand the learning material more easily, as they are able to connect it with real objects they observe in the field.

Such learning experiences make the learning process more meaningful, as students are not merely passive recipients of information but are actively involved in the learning process. This engagement is reflected in activities such as observing, analyzing, and interpreting the historical remains found at Candi Jabung. These activities encourage students to think more critically and deeply in understanding the learning materials.

In addition, learning that involves direct experiences also has a positive impact on students' interest and attention. The learning atmosphere, which differs from conventional classroom instruction, makes students more enthusiastic and less likely to feel bored. Therefore, the utilization of Candi Jabung as a learning resource not only enhances conceptual understanding but also significantly contributes to the overall improvement of students' learning motivation.



Figure 1. Class VIII-B learning at Jabung Temple

The findings of this study are consistent with constructivist learning theory, which emphasizes that knowledge is constructed through direct experience and interaction with the environment (Piaget, 1954). When students interact directly with learning objects, they are able to construct their own understanding, which in turn enhances their interest and motivation in the learning process. In this study, students who learned through field visits to Candi Jabung were able to connect abstract historical concepts with real-world contexts, resulting in deeper understanding and stronger learning motivation.

In addition, these findings are also in line with the principles of Contextual Teaching and Learning (CTL), which emphasize the importance of relating learning materials to real-life situations (Johnson, 2002). The use of Candi Jabung enables students to experience history learning in an authentic context, making the learning process more relevant and meaningful. This relevance is an important factor in increasing learning motivation, as students tend to be more interested when they perceive the usefulness of what they are learning.

Another contributing factor to the increase in learning motivation is the element of novelty and variation in the learning process. Conventional classroom learning is often perceived as monotonous due to repetitive teaching methods and limited learning resources. In contrast, learning conducted in historical site environments provides students with new and engaging experiences. This novelty attracts students' attention, reduces boredom, and increases enthusiasm in learning (Sardiman, 2014). As a result, students become more active and participative during the learning process.

The utilization of Candi Jabung as a learning resource also promotes higher levels of student engagement and interaction in the learning process. Students in the experimental group showed a greater tendency to actively participate in learning activities, including discussions, questioning, and exploration of learning materials. These activities reflect an increase in participation that is not only quantitative but also qualitative, as students are more deeply involved in the knowledge construction process. This condition indicates that experiential learning environments can foster a more student-centered learning approach, where students no longer act as passive recipients of information but as active learners who independently construct their understanding. Through direct interaction with learning objects, students are encouraged to think critically, ask questions, and develop interpretations of the information obtained.

The increase in participation is closely related to the enhancement of students' learning motivation. Active engagement in the learning process can foster a sense of ownership toward learning activities, thereby increasing students' interest and willingness to participate continuously. Therefore, the use of environment-based learning resources such as Candi Jabung not only contributes to increasing student activity but also plays an important role in enhancing overall learning motivation.

These findings are also supported by previous studies. Misnah (2019) found that the use of real environment-based learning resources, such as museums, can strengthen understanding and improve students' learning outcomes in Social Studies. Similarly, Isnaini reported that museum-based learning resources positively contribute to improving students' understanding and learning outcomes in Social Studies. Likewise, Wulandari (2022) found that virtual museum-based learning media is effective in improving students' understanding in history subjects, as it provides interactive and contextual learning experiences aligned with constructivist principles, where students become the center of the learning process. Lestari et al. (2024) also concluded that local context-based learning resources not only improve students' understanding of historical concepts but also foster appreciation of local cultural values through more concrete and meaningful learning experiences. In addition, Umam (2025) found

significant qualitative improvements in students' cognitive, affective, and social aspects. Students became more active, motivated, and proud of their local cultural heritage. Moreover, historical site-based learning also strengthens students' cultural identity and nationalism, as they are able to understand historical values in a contextual and meaningful way. Although these studies primarily focus on learning outcomes and interest, the present study complements these findings by demonstrating that learning motivation is also significantly influenced by the use of contextual and environment-based learning resources.

Nevertheless, this study has several limitations that should be carefully considered as a basis for reflection and future research development. This study was conducted in only one school with a relatively small sample size, thus limiting the generalizability of the findings. Differences in student characteristics, school environments, and socio-cultural backgrounds may lead to variations in results if similar studies are conducted in different contexts. Furthermore, the relatively short duration of the treatment limits the ability to comprehensively examine the long-term impact of historical site-based learning on students' motivation. Other factors such as the sustainability of implementation, teacher consistency, and students' adaptation to contextual learning were also not fully addressed in this study. Therefore, future research is recommended to involve larger and more diverse samples, include various schools with different characteristics, and employ a longer research period to obtain a more comprehensive and accurate understanding of long-term effects. Future studies may also consider other variables such as cognitive achievement, attitudes, and social skills as outcomes of environment-based learning.

Overall, this study highlights the importance of innovative, varied, and contextual learning resources in Social Studies education. The integration of local historical sites such as Candi Jabung as learning resources provides more concrete, engaging, and meaningful learning experiences, as students are able to connect learning materials with their daily lives and surrounding environment. This not only enriches students' historical understanding but also significantly enhances curiosity, active engagement, and learning motivation. Environment-based learning also encourages students to develop greater appreciation for local cultural and historical values, thereby contributing to character building and national identity formation. Therefore, teachers are encouraged to be more creative and innovative in designing learning activities by integrating environment- and culture-based learning resources. In this way, the learning environment becomes more interactive, enjoyable, and relevant to students' lives, ultimately supporting the achievement of learning objectives in an optimal and sustainable manner.

Conclusion

Based on the research findings, it can be concluded that the use of Jabung Temple as a Social Studies learning resource has a significant effect on the learning motivation of eighth-grade students at SMPN 2 Paiton Probolinggo. This is proven by the Independent Sample t-test, which shows a significance value of 0.017 (< 0.05), indicating a significant difference in learning motivation between students who learned using Jabung Temple-based learning resources and those who received conventional instruction.

These findings indicate that history site-based learning provides a more meaningful and contextual learning experience because students can directly interact with historical objects. This approach is able to enhance students' engagement, interest, curiosity, and learning comfort, thereby increasing their motivation in Social Studies learning. Therefore, teachers are encouraged to integrate local history and environment-based learning resources to create more active, interactive, and less monotonous learning.

Future research is recommended to involve a larger and more diverse sample and to be conducted in multiple schools to improve the generalizability of the results. In addition, the duration of the study should be extended to examine the long-term impact of history site-based learning. Further studies may also explore other variables such as learning outcomes, critical thinking skills, creativity, and students' social skills to obtain a more comprehensive understanding.

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