

The Influence Of School Environment, Teachers' Attitude And Personality On Students' Motivation At SMK Nusantara Lubuk Pakam With Students' Self-Concept As The Intervening Variable

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Abstract: SMK Nusantara Lubukpakam is one level of Vocational education that produces the qualified human resources who are well-prepared to work through the teaching and learning process. The population of this research was 238 students of grade XI and XII and 150 students were selected as the samples by using proportionate random sampling. Technique of analysis used was path analysis. The research findings of the first sub-structure shows that the school environment, teachers' attitude and personality simultaneously influences positively and significantly on the concept of students with coefficient (R²) 50.4 percent. Partially, the school environment, teachers' attitude and personality influence positively and significantly on the students' self-concept. The research findings of the second sub-structure shows that the school environment, teachers' attitude, personality, students' self-concept simultaneously influence positively and significantly on the students' motivation with coefficient (R²) 92.6 percent. Partially, the school environment, teachers' attitude, personality, students' self-concept influence positively and significantly on the students' motivation. However, teachers' personality influences positively but insignificantly on the students' learning motivation. Students' self-concept is the intervening variable for the influence of school environment and teachers' attitude on the students' motivation.

Index Terms: School Environment, Teachers' Attitude, Teachers' Personality, Students' Self-Concept, Students' Motivation.

1 INTRODUCTION

Vocational High School is a secondary education that prepares students primarily to work in a particular field. One of the vocational sub-systems as a national education with the major aim to prepare graduates to enter the work field, meet the need for middle-skilled workers with capital and stock for the future in facing the challenges of the era and must be able to compete in the work field within three-year study program [1]. SMK Nusantara Lubukpakam is a vocational secondary education institution that prepares students to be ready to work. Vocational students need motivation to learn to support them in the learning process and demanded to understand the subject matter and able to implement it in real life situation. Motivation is as a process that explains the power of direction, and perseverance of a person in an effort to achieve goals [2]. Motivation is divided into two types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is a state that comes from within the student's own that can encourage the act of learning. While extrinsic motivation is the thing and circumstances that come from outside the individual students who also encourage them to do learning activities [3]. There are several things that must be noticed in improving learning motivation, such as school environment, teachers' attitude and personality, and the students' self-concept.

2 REVIEW OF LITERATURE

2.1 Students' Motivation

Motivation comes from the word "motif" that can be interpreted as the power possessed in the individual that causes individuals to act or to do [4]. Motive is like an energy to encourage or a power that cause an individual to act [5]. Motivation is a process that explains the strength, direction, and diligence of a person in an effort to achieve goals [2]. Motivation is divided into two namely intrinsic motivation and extrinsic motivation. intrinsic motivation is to achieve the goal contained in the learning act itself. Extrinsic motivation is to do something to get something because of an outside attack.

Extrinsic motivation is often influenced by external incentives such as rewards or punishments. For example, someone will study because he knows tomorrow there will be a test in the hope of getting good grades. There are two functions of reward, namely as an incentive so that the students want to work on a task in which the objective is to control students' behavior, and to contain information about mastery of skills [3].

2.2 School Environment

School is a formal educational environment, because there are curriculum in schools as education and teaching plan, more professional teachers, facilities and special educational facilities to support educational process and special education. School environment also plays an important role for the development of student learning. The school environment includes: the physical environment of the school such as, learning facilities and infrastructure, learning resources, and learning media, social environment, concerning the relationship of students with their friends, teachers and other school staff, the academic environment such as the school building, the implementation of teaching and learning activities, etc [6].

2.3 Teachers' Attitude

A teacher should have a good attitude in teaching activities. Attitudes are either pleasant or unpleasant evaluative statements about objects, people, or events [2]. Attitudes are a determinant of behavior, because they are related to perception, personality, and motivation [7]. There are three components of attitude stated as follows:

[1] Affective component is a feeling or emotion that someone has about the object or situation. Our feelings about a particular object or situation. For example, our feelings about people talking on a cell phone in a public place can be annoyed, reflecting the negative influence or feelings of the person. On the other hand, the affective component of the indifference to the person speaking with the mobile phone.

- [2] Cognitive components are beliefs or ideas that people have about objects or situations. What we think about the behavior of people talking on mobile phones in public places is less attention-grabbing, productive, acceptable, or abusive.
- [3] Behavioral components show how a person intends or wishes someone or something. How we intend to respond to the person who talks with the mobile phone when we are nearby [8].

2.4 Teachers' Personality

Personality is defined as a dynamic organization within an individual consisting of a psychophysical system determine the behavior and mind characteristically [9]. With a good personality, the teacher can react well and display positive emotions to the students. Robbins personality is the total number of ways in which individual individuals react with others [2].

2.5 Students' Self-Concept

Self-concept is one's own view of himself concerning what he knows and feels about his behavior, his thoughts and feelings, and how his behavior affects others [10]. Self-concept owned by the individual about himself as a physical, social, spiritual or moral [8]. The classifies self-concept into two main categories, namely general self-concept and special self-concept. Special self-concept includes the self-concept of academic, social self-concept, and self-presentation. Academic self-concept includes academic ability, academic achievement, and self-concept of class. Social self-concept includes self-concept in relation to peers and family. Self-presentation includes self-confidence and physical appearance [11].

3 RESEACH METHODS

The type of research was causal description which is a study conducted to investigate the cause and effect by looking at the consequences and possible factors (cause) that cause effect. The nature of this research used level of associative explanation, ie research that intends to explain the variables studied and the relationship between one variable with another variable. This research was conducted at SMK Nusantara Lubukpakam which is located at Jalan Tengku Raja Muda Number 1 Lubukpakam First Village and Lubukpakam Second Subdistrict Lubukpakam Deli Serdang Regency of North Sumatera Province, with population size (N) of 238 people, the sample size taken in this research was as many as using the theory of Slovin in determining the number of samples [12]. The sampling technique used in this study is propotionate random sampling then the sample size consisted of 150 people. Data collection techniques conducted by researchers in this study through three ways, namely Interview Techniques (interviews), documentation studies and questionnaires (questionare) that were given to students of SMK Nusantara Lubukpakam The measurement scale used in this research was Likert scale. The Likert scale has a high reliability in delivering sequences based on the intensity of the given attitudes. Validity test and Realiability done on 12th grade student of IPS scond SMA Nusantara Lubukpakam as many as 30 students. If the validity of each question is greater than the correlation coefficient value (r) 0.361 then the question item is considered valid (13). Test reliability using Cronbach's Alpha method with coefficients ranging from 0 to 1. Test criteria used in the reliability test is if the value of Cronbach

Alpha is greater than 0,60 ($\alpha > 0.60$). Data analysis was performed by an analysis of descriptive and inferential used path analysis.

4 RESEARCH RESULT

The technique of path analysis used by testing the contribution amount shown by the path coefficient on each path diagram of causal relationship between School Environment variable (X1), Teachers' Attitude (X2), Teachers' Personality (X3), Self Concept (Z) and Students' Motivation (Y). Path analysis is a further development of multiple regression and bivariate analyzes. Path analysis is used to measure the direct relationship between variables and indirect relationships among variables in the model [14]. To see the magnitude of influence on structural equation 1 (one) that is influence of school environment (X1), teacher attitude (X2), and teacher personality (X3) to students' self concept (Z) can be seen.

Table 1. Result of Path Analysis R Square Regression Structural Model 1 Model Summary

| Model | R | R Square | Adjusted R Square |
|-------|-------------------|----------|-------------------|
| 1 | ,717 ^a | ,514 | ,504 |

Based on Table 1, value of determination coefficient (Adjusted R Square) is 0,504 or 50,4 percent which mean influence school environment (X₁), teachers' attitude (X₂), and teachers' personality (X₃) to students' self concept (Z) equal to 50,4 percent while the remaining 49.6 percents is influenced by other factors

Table 2. Simultaneous Test Results (F-test) Regression Model 1

| ANOVA ^a | | | | | |
|--------------------|----------------|-----|-------------|--------|-------------------|
| Model | Sum of Squares | Df | Mean Square | F | Sig. |
| Regression | 1816,385 | 3 | 605,462 | 51,404 | ,000 ^b |
| Residual | 1719,675 | 146 | 11,779 | | |
| Total | 3536,060 | 149 | | | |

Based on Table 1 shows the value of F-test of 51,404 > Ftable of 2,430 and sig = 0,000 < 0,05, then independent variable that is school environment (X₁), teachers' attitude (X₂), and teachers' personality (X₃) simultaneously have positive and significant concept.

Table 3. Partial Test Results (t-test) Structural Model 1

| Model | Untandardized Coefficients | | Standardized | T | Sig |
|-----------------------|----------------------------|------------|--------------|-------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 1,949 | 2,727 | | ,715 | ,476 |
| School Environment | ,275 | ,115 | ,194 | 2,390 | ,018 |
| Teachers' Attitude | ,197 | ,072 | ,279 | 2,727 | ,007 |
| Teachers' personality | ,191 | ,055 | ,325 | 3,480 | ,001 |

The structural equation 1 (one) shows the effect of school

environment variable (X_1), teachers' attitude (X_2), and teachers' personality (X_3) to Students' self concept (Z) in SMK Nusantara Lubukpkam are as follows: $Z = 1,949 + 0,194 X_1 + 0,279 X_2 + 0,325 X_3$

Table 4. Result of Path Analysis R Square Regression Structural Model 2

| Model | R | R Square | Adjusted R Square |
|-------|-------------------|----------|-------------------|
| 1 | ,963 ^a | 0,928 | 0,926 |

Based on Table 4 shows the value of coefficient of determination (adjusted R Square) is 0.926 or 92.6 percent, meaning the influence of school environment, teacher's attitude, teachers' personality and self-concept of students to students' motivation 92.6 percent, while the rest 7.4 percent influenced by factors -other factors.

Table 5. Simultaneous Test Results (F- Test) Regression Model 1 ANOVA

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|---------|-------------------|
| Regression | 2000,077 | 4 | 500,019 | 464,991 | ,000 ^b |
| Residual | 155,923 | 145 | 1,075 | | |
| Total | 2156,000 | 149 | | | |

Table 5 shows the Ftest of $464,991 > F_{table}$ of 2,430 and the significance of $0.000 < 0.05$. Based on these results, the independent variables of school environment (X_1), Teachers' attitude (X_2), Teachers' personality (X_3), and student self concept (Z) simultaneously have a significant positive effect on learning motivation (Y)

Table 6. Partial Test Results (t test) Structural Model 1

| Model | Untandardized Coefficients | | Standardized Beta | T | Sig |
|------------------------|----------------------------|------------|-------------------|-------|------|
| | B | Std. Error | | | |
| (Constant) | 1,949 | 2,727 | | ,715 | ,476 |
| School Environment | ,275 | ,115 | ,194 | 2,390 | ,018 |
| Teachers' Attitude | ,197 | ,072 | ,279 | 2,727 | ,007 |
| Teachers' personality | ,191 | ,055 | ,325 | 3,480 | ,001 |
| Students' self concept | ,062 | ,025 | ,079 | 2,464 | ,015 |

The second structural equation shows the influence of school environment (X_1), teacher attitude (X_2), teacher personality (X_3) and students' self concept (Z) impact students' motivation.

5 HYPOTHESIS TESTING

The hypothesis in this research will be tested by using t-test significance and F-test. If the significance value obtained is significant or less than 0.05, then the research hypothesis, H_a accepted. The test of the research hypothesis is summarized in Table 7.

Table 7. Hypothesis Testing Research

| No | Hypothesis | Regression Coefficient | T-test | P-value | Conclusion |
|----|------------|------------------------|--------|---------|------------|
|----|------------|------------------------|--------|---------|------------|

| | | | | | |
|----------------|---|-------|--------|-------|----------|
| H ₁ | The school environment directly influence the self-concept of students of SMK Nusantara Lubukpakam | 0,194 | 2,390 | 0,018 | Accepted |
| H ₂ | Attitude of teachers directly have a positive and significant impact on self-concept students of SMK Nusantara Lubukpakam. | 0,279 | 2,727 | 0,007 | Accepted |
| H ₃ | Personality of teachers directly have a positive and significant impact on self-concept students of SMK Nusantara Lubukpakam | 0,325 | 3,480 | 0,001 | Accepted |
| H ₄ | School environment, teacher attitude, and teacher personality simultaneously have a positive and significant impact on self-concept of students of SMK Nusantara Lubukpakam | - | 51,404 | 0,000 | Accepted |
| H ₅ | The school environment directly has a positive and significant impact on students' motivation in SMK Nusantara Lubukpakam. | 0,120 | 3,751 | 0,000 | Accepted |
| H ₆ | Attitude of teachers directly have a positive and significant impact on the motivation of students learning SMK Nusantara Lubukpakam | 0,791 | 19,464 | 0,000 | Accepted |
| H ₇ | Personality of teachers directly have a positive and significant | 0,037 | 0,980 | 0,329 | Rejected |

| | | | | | |
|-----------------|---|-------|---------|-------|----------|
| | impact on the motivation of students learning SMK Nusantara Lubukpakam. | | | | |
| H ₈ | The concept of self-direct positive and significant impact on the motivation of students learning SMK Nusantara Lubukpakam. | 0,079 | 2,464 | 0,015 | Accepted |
| H ₉ | School environment, teacher attitude, teacher personality and self concept simultaneously have a positive and significant effect on student motivation of SMK Nusantara Lubukpakam. | - | 464,991 | 0,000 | Accepted |
| H ₁₀ | School environment has a positive and significant impact on learning motivation through self-concept of students of SMK Nusantara Lubukpakam. | 0,135 | - | - | Accepted |
| H ₁₁ | The attitude of teachers has a positive and significant impact on the motivation of learning through the self-concept of students of SMK Nusantara Lubukpakam. | 0,813 | - | - | Accepted |
| H ₁₂ | The personality of the teacher has a positive and significant impact on the motivation of learning through the self-concept of students of SMK Nusantara Lubukpakam. | 0,063 | - | - | Rejected |

* F-test through ANOVA

Statements that serve as captions for the entire table do not need footnote letters.

^aGaussian units are the same as cgs emu for magnetostatics; Mx = maxwell, G = gauss, Oe = oersted; Wb = weber, V = volt, s = second, T = tesla, m = meter, A = ampere, J = joule, kg = kilogram, H = henry.

6 DISCUSSION OF RESEACH RESULT

6.1 School Environment has a positive and significant impact on Student Self Concept of SMK Nusantara Lubukpakam

Based on the results of this study that the school environment variables directly affect positively and signifikan against student learning motivation. This means that if the school environment the better then it can improve student self-concept, on the contrary if the school environment increasingly bad then it can lower self-concept. Thus a positive school environment will shape the self-concept of positive students. And if the negative school environment will form a negative self-concept. So schools must establish a good school environment will form student self-concept because the concept of self will be formed through certain stages with environmental interaction. School environment is formed through non-physical environment in the form of non-academic environment (social) that is through the relationship of interaction with friends and teachers. Pursuant to result of description analysis known answer respondent answer with statement relation with student with category less agree. Thus the relationship between students is not good, meaning that students have a negative self-concept such as students do not socialize carefully with friends and tend to form groups that suits him. And the statement of student relationships with teachers in the category strongly agree if the relationship of students with teachers. This means the relationship of teachers with students either by providing a positive relationship to self-concept.

6.2 Teachers' Attitude Influences Students' Self-Concept of SMK Nusantara Lubukpakam

Attitude of teachers through interaction with students will affect student self-concept. Based on the results of this study the attitude of teachers have a positive and significant impact on self-concept. This means that if the attitude of the better teachers then it can improve student self-concept, otherwise if the teacher's attitude worse then it can lower self-concept. Thus the attitude of teachers SMK Nusantara Lubukpakam positive will form a positive self-concept students through the process of interaction of teaching and learning activities. Based on the results of descriptive statistics that the statement of teachers admonished students who have not completed in the category strongly agree which means that teachers SMK Nusantara Lubukpakam willing to reprimand the students who have not completed the results obtained students berart teachers have a good attitude towards the value of students' value and care about student learning progress. The teacher guides the students having difficulties in the agreed category which means the teacher's attitude to the student's difficulties both the teacher trying to help the students in learning. The declaration of a politely dressed teacher is a very amenable category which means that most teachers are dressed modestly this will form a personal identity that as a student should dress modestly. Teachers teach in good language including the agreed category which means that most teachers

teach already using good language.

6.3 Teachers' Personality Affects the Self-Concept of Students of SMK Nusantara Lubukpakam

Result of this research, hence fourth hypothesis that personality of teacher directly have positive and significant effect to student self concept accepted. Which means if the teacher's personality is better then it can improve student self-concept, otherwise if the teacher's personality is getting worse then it can lower self-concept. When viewed the results of descriptive statistics included in the category agree. Means almost the entire personality of teachers SMK Nusantara Lubukpakam is good. The personality of the teacher in the form of a stable and stable personality, adult, wise and authoritative and has a noble character and can be a role model.

6.4 School Environment, Teachers' Attitude and Personality Affect the Students Self-Concept of SMK Nusantara Lubukpakam

The results of this study found that the influence of school environment, teacher attitudes and teacher personality to self-concept students of 50.4 percent and the rest is influenced by other variables outside of this study And simultaneous test results, this hypothesis is accepted which means that independent variables ie school environment, teacher, and teacher personality simultaneously have a positive and significant effect on student self concept.

6.5 School Environment impact positively and significantly on Students' Motivation of SMK Nusantara Lubukpakam

The test results state that the school environment has a positive and significant impact on students' learning motivation. That is, if the school environment is better, it will increase students' learning motivation, and vice versa if the school environment worse, it will decrease student learning motivation. A clean school environment is everyone's dream because the clean school environment provides a comfortable learning environment. Library facilities also support student learning motivation. The library is a place to learn, looking for references to learn. School laboratory helps and simplify the learning activities, especially the process of learning workmanship and practice tasks. The textbooks are also the supporting factors of learning. The availability of an adequate LCD projector in each classroom, helps deliver teaching materials in the learning process. Extracurricular activities also support in motivating learning. Literacy activities are indispensable for students. According to student answers is the answer to the highest score. The social environment in schools contributes to student motivation like friends.

6.6 Teacher's Attitude Influence Positively and Significantly on Students' Motivation of SMK Nusantara Lubukpakam

The test results state that the school environment has a positive and significant impact on students' learning motivation. That is, if the attitude of good teachers, it will be able to improve students' learning motivation SMK Nusantara Lubukpakam, and vice versa if the teacher's attitude worse, it will decrease the motivation to learn students SMK Nusantara Lubukpakam. Teachers' attitudes in the learning process affect students' learning motivation. In SMK Nusantara teachers

have emotional closeness, sense of empathy and sympathy is quite good. From descriptive statistical analysis the emotional closeness is the highest score. That the emotional closeness of students with teachers is very good. Emotional closeness will encourage students to be more active learning because they feel cared for by the teacher. A sense of empathy and sympathy will also help improve motivation to learn [13]. The cognitive attitude of teachers is also needed to generate motivation to learn. In the teacher SMK Nusantara Lubukpakam that teachers still have not been able to explain in a simple that makes it easy to understand every material by students. Is the lowest score according [14] to descriptive statistics then the teacher must improve the quality of teaching. When this happens continues to occur then it will have an impact on learning motivation. In general there are still teachers who have not been able to complete school administration well.

6.7 Teachers' Personality Influences Positively but Insignificantly on Students' Motivation of SMK Nusantara Lubukpakam

A teacher must have a good personality. Teacher personality has personality acting in accordance with religious, legal, and social norms that have been shown by teachers of SMK Nusantara Lubukpakam well through descriptive statistical analysis. When the teacher will begin the lesson of the teacher doing the prayer, it is the highest score of the descriptive statistical analysis. Teachers run school rules and teachers say their greetings when they enter. Teacher's on SMK Nusantara Lubukpakam also displays as an honest person, noble character, and good example. When teachers teach to be honest, and give exemplary examples to students, and teachers can be role models for students. Teacher's on SMK Nusantara Lubukpakam already has a good personality on the dimensions of showing themselves as a stable, stable, adult wise and authoritative. The teacher creates a comfortable atmosphere during the learning process, performing the tasks with a consistent. Teachers SMK Nusantara Lubukpakam also already have an adult personality by willing to receive input from students. A wise and wise person is already possessed by giving new ideas for school. And can be an example for students. But the results of statistical analysis of deskriptive statistics on dimensions indicate work ethic, high responsibility, and pride of being a low class teacher except in democratic indicators. Guru SMK Nusantara Lubukpakam has a low work ethic. Teachers when teaching, going in and out are not on time. In other indicators, teachers of SMK Nusantara Lubukpakam still need to be improved as teachers have less responsibility by leaving the class during class time. After teaching the teacher does not evaluate. The teacher does not develop his profession and the less teacher points out not behaving in accordance with the code of ethics. To create quality human resources, starting from the teacher's personality as a teacher, educator, and mentor. Therefore the principal needs to supervise to supervise the learning activities.

6.8 Self-Concept affects Positively And Significantly on Students' Motivation of SMK Nusantara Lubukpakam

Based on the results of the calculation of descriptive statistical analysis self-concept students SMK Nusantara Lubukpakam quite good. The concept of the academic self is the

understanding of the individual can carry out academically with exemplary and diligent and obedient to the rules that apply. In the results of this calculation students' self-concept of academic SMK Nusantara quite good. Students have good learning motivation will understand good academic ability, have good academic achievement, and have superior competitiveness. If students know the students' academic ability to help impact the motivation to learn. Students are more motivated to learn and are happy to learn. The self-concept of student self-appearance is also good. Result of calculation of descriptive statistic analysis student agree to able to do task with physical ability possessed and physical appearance must be maximized its function. Should be directed to the school because the concept of self including dominant in influencing learning motivation. The school needs to conduct tests to determine the interests and talents of students to create qualified human resources ready to work in accordance with their interests and talents.

6.9 School Environment, Teacher Attitude, Teacher Personality And Self-Concept Positively And Significantly Influence Students' Motivation of SMK Nusantara Lubukpakam

The results showed simultaneously the school environment, teacher attitude, teacher personality and self-concept of learning motivation of students of SMK Nusantara Lubukpakam. Based on these results, it can be concluded the hypothesis is accepted which means that the independent variables of school environment, teacher attitudes, teacher personality, and self-concept students simultaneously have a significant positive effect on student learning motivation. When viewed shows the value of coefficient of determination (adjusted R Square) is very strong, meaning the influence of school environment, teacher attitudes, teacher personality and student self-concept of student learning motivation of 96 percent while the remaining 3.7 percent influenced by factors other.

6.10 School Environment Positively and Significantly Impact toward Learning Motivation Through Students' Self-Concept of SMK Nusantara Lubukpakam

Based on direct calculations and indirect calculations indicate that self-concept students are able to give influence between the school environment with the motivation to learn. This indicates that the school environment is able to direct students' learning motivation so that self concept is also able to mediate the school environment variable with student learning motivation.

6.11 Teachers Attitudes Positively And Significantly impact on students' Motivation Through Students' Self-Concept of SMK Nusantara Lubukpakam

A good teacher attitude is one of the factors that can give the influence of students' learning motivation SMK Nusantara. The result of hypothesis research shows that teacher attitude has a significant positive effect on learning motivation through self-concept of SMK Nusantara Lubukpakam students. the influence between teacher attitudes toward learning motivation of has increased after the existence of self-concept variables into intervening variables. This indicates that the attitudes of teachers are able to increase the motivation of learning directly so that self concept is also able to mediate between

teacher attitude variable with learning motivation.

6.12 Teachers' Personality Influence Positively but Insignificantly on Students' Motivation Through Students' Self-Concept of SMK Nusantara Lubukpakam

Good teacher personality can interact well and display positive emotions will have a positive impact on students. The result of hypothesis research shows that teacher's personality has positive effect not significant toward learning motivation through self concept of student of SMK Nusantara Lubukpakam. This indicates that the role of self concept variable can improve teacher personality directly so that self concept is also able to mediate between teacher competence with learning motivation with insignificant.

7 Conclusion

1. The school environment directly positively and significantly influence the self-concept of students of SMK Nusantara Lubukpakam.
2. The attitude of teachers directly have a positive and significant impact on the self-concept of students of SMK Nusantara Lubukpakam.
3. Personality of teachers directly have a positive and significant impact on self-concept students of SMK Nusantara Lubukpakam.
4. School environment, attitudes and personality simultaneously have a positive and significant impact on self-concept students of SMK Nusantara Lubukpakam.
5. The school environment directly has a positive and significant impact on the motivation of students learning SMK Nusantara Lubukpakam.
6. The attitude of teachers directly have a positive and significant impact on the motivation of students learning SMK Nusantara Lubukpakam.
7. Personality of teachers directly have a positive and insignificant effect on students' learning motivation SMK Nusantara Lubukpakam.
8. The concept of self-direct positive and significant impact on the motivation of students learning SMK Nusantara Lubukpakam.
9. School environment, teacher attitudes, teacher personality, and self-concept of students simultaneously have a positive and significant impact on students' learning motivation SMK Nusantara Lubukpakam.
10. School environment has a positive and significant impact on learning motivation through self-concept of students of SMK Nusantara Lubukpakam.
11. The attitude of teachers have a positive and significant impact on the motivation to learn through the self-concept of students of SMK Nusantara Lubukpakam.
12. Teacher personality has positive and insignificant effect on learning motivation through self-concept of SMK Nusantara Lubukpakam students.

8 RECOMMENDATIONS

1. To the principal it is needed to add the infrastructure such as classrooms so that the condition of students in the classroom is not too crowded that will make the atmosphere be a more conducive learning, expand the library space so that students are more motivated to read books, and LCD projectors. Learning media such as increasing the number of books, Internet network as a source of learning and other facilities such as space for office administrative and accounting practices.

2. To the principal it is needed to improve the relationship between students through the process of teaching and learning activities with discussion groups and outbound activities to improve teamwork among students
 3. To the principal it is needed to conduct trainings on coercive attitudes of teachers who do not deepen the teaching materials, late RPP completion to finish at the beginning of the semester of the lesson year, and less-used learning models and less skilled in the use of technology.
 4. To the principal it is needed to do improvement of the personality in learning in the classroom by way of monitoring teacher teaching activities and giving rewards to teachers and punishment for the less innovative teachers, less responsibility that often leave the class, rarely evaluate, and for those who do not use the time efficiently.
 5. To the principal it is needed to improve the physical self-concept by training physical exercise such as having gymnastics in the morning and sports activities to determine the physical ability of students.
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