



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657
E-ISSN
2581-2203

Analysis of the Effect of Learning Motivation on Learning Achievement

Anni Attika Robbi, Gusnardi, Sumarno

Faculty of Teacher Training and Education, University of Riau, Pekanbaru, 28293, Indonesia

ARTICLE INFO

Article history:

Received: 09 July 2019

Revised: 27 Oct 2019

Accepted: 06 Jan 2020

Published online: 24 Jan 2020

Keywords:

Learning Motivation
Learning Achievement
Desire and Willing

ABSTRACT

This study aims to determine how the influence of learning motivation on learning achievement. This research was conducted in class XII students majoring in Social Sciences at SMAN 2 Mandau, SMAN 8 Mandau, and SMAN 9 Mandau, Riau. The population consisted of 505 students and it was sampled as many as 224 students. This study was a descriptive quantitative study. Data were analyzed by simple linear regression method. The results of the study showed the learning motivation of class XII students at the Mandau District Public High School was included in the medium category. This was seen from the desire and willing of student to succeed in learning, the encouragement and need in learning, the hopes and ideals of the future, the appreciation of learning, the existence of interesting activities in learning and the existence of a conducive environment. Learning motivation has a significant effect on student achievement.

1. Introduction

Education is expected to shape all aspects of a person so that they become superior and quality human beings, where through education, people gain knowledge, skills, values of attitudes so that they have a systematic, rational mindset, and are critical of the problems faced and able to compete especially in the current era of globalization.

Learning achievement is a measure of the quality of education. As a form of evaluating learning outcomes, learning participants will be measured their learning achievements periodically in accordance with applicable regulations. The results of this evaluation are stated as learning achievement. The results of education can be said to be of quality if the education carried out can provide

* Corresponding author. Tel./Fax.: +6285364722618
E-mail: atikaanni@gmail.com

knowledge, skills, and abilities to graduates so that it is useful to enter the workforce or continue to a higher level of education.

SMAN 8 Mandau as one of the formal educational institutions in Mandau. As one of the formal educational institutions, SMAN 8 Mandau also has the responsibility in achieving better quality education. One form of measurement of learning achievement is to assess the achievement of KKM. Based on the results of preliminary observations, it turns out that student achievement in class XII SMAN 8 Mandau is still in the low category. As many as 123 students (59.7%) got grades below the Minimum Completion Criteria (KKM) of 78. While students who scored above 78 or were able to reach KKM were 83 students (40.3%). Based on data on student achievement in class XII SMAN 8 Mandau it can be concluded that student achievement in economic subjects is still relatively low.

In an educational institution, learning achievement is an important indicator to measure the success of the teaching and learning process. High or low learning achievement achieved by students can be influenced by several factors. According to Dalyono (2010) factors that influence student learning outcomes are divided into two categories, namely internal factors and external factors. Internal factors such as health, intelligence and talent, motivation, learning style and learning discipline. While internal factors such as family, school and community conditions. These two factors influence each other in individual processes determining the quality of learning achievement.

Motivation is one of the factors that influence learning achievement. Hamdu et al. (2011) found that learning achievement has a positive relationship with learning motivation. Similar research was also conducted by Sholeh et al. (2018), Novalinda et al. (2017), Asriati (2016), and Kamaluddin (2017) those who found that learning motivation had a significant effect on achievement and learning outcomes.

Providing motivation to students is very important to encourage student achievement (Maulida et al., 2019). Learning motivation is very necessary to encourage someone to learn, so in general learning achievement will increase if motivation to learn increases. Sadirman (2014) said motivation will cause a change in the energy that exists in humans, so that it will cling to the problem of mental symptoms, feelings and emotions, to then act or do something. Learning motivation is an impulse that moves students to cause learning activities and that gives direction to learning activities with indicators of diligently facing assignments, resilient in facing assignments, showing interest in various kinds of problems for adults, preferring to work independently, not being bored with assignments routine tasks, can defend his opinion, is not easy to let go of things that are believed and like to find and solve problems.

Dimiyati and Mudjiono (2009) revealed that student motivation can be weak. Weak motivation or lack of learning motivation will weaken learning activities, so the quality of learning achievement will be low. Therefore, students' motivation to learn needs to be strengthened continuously. Daud et al. (2019) found that student

anxiety when speaking when speaking in class was also influenced by learning motivation. Khasyyatillah et al. (2019) in their study also saw that the development of learning is carried out in order to increase motivation which then affects reading ability.

So that students have a strong learning motivation, in place to create an exciting learning atmosphere. Rafiqah (2013) in her research results stated that there is an influence of learning motivation on student achievement. Likewise with research conducted by Yofi (2018) in his research stated that there is an influence of learning motivation on student achievement.

Learning motivation is a very important element in the learning process, because without realizing that learning motivation can actively and passively influence students in following the learning process in the classroom. This condition can affect the results and learning achievement that students will get.

In learning activities, according to Sardiman (2014) motivation can be said to be the overall driving force within students that gives rise to learning activities, which ensures continuity of learning activities and which gives direction to learning activities, so that the desired goals of the learning subject can be achieved. It is said as a whole, because in general there are several motives that together move students to learn.

According to Dalyono (2010) learning motivation is a driving force or impulse owned by humans to do a job that is learning. While the opinion of Uno (2013) the nature of learning motivation is internal and external encouragement to students who are learning to make changes in behavior, in general with several indicators or supporting elements.

According to Suhana (2014) learning motivation is power (motivation), driving force, or a means of building a willingness and strong desire in students to learn actively, creatively, effectively, innovatively, and fun in order to change behavior both in cognitive, affective, and psychomotor aspects. Dimiyati et al. (2009) added that learning motivation is a mental force that drives the learning process, because without student motivation can be weak.

Based on the description, it can be concluded that the notion of learning motivation is an encouragement to students that causes learning activities to improve their learning achievement so that educational goals are achieved as expected and determined in the school curriculum.

Someone who has the motivation to learn, then learning is a necessity so there is a strong urge to get the desired learning achievement. High and low motivation to learn is always used as an indicator of good or bad student learning achievement. Meanwhile, according to Hamalik (2011) motivation determines the level of success or failure of student learning, learning without motivation would be difficult to succeed. Motivated teaching is essentially teaching that is tailored to the needs, encouragement, motives and interests that exist in students.

From these explanations, the authors conclude that learning motivation is a motivating factor for students to want to study hard, both from within themselves and those from outside students. Learning motivation has a positive effect on learning achievement, where students who have high motivation will be serious in learning so that they are closer to success. This research will focus on assessing how learning motivation can influence student learning achievement.

2. Methodology

This research was conducted at Mandau Public High School in February until completion. The population in this study were students of SMAN 2 Mandau, SMAN 8 Mandau, and SMAN 9 Mandau majoring in Social Sciences as many as 505 students. Using a simple random sampling technique with an error rate of 5%, a sample of 224 people was obtained.

The data in this study were primary and secondary data. Primary data obtained through questionnaires, while secondary data were in the form of documentation and values of student learning outcomes.

The data was processed descriptively by determining learning motivation categories in four categories, namely very low, low, high, and very high. While learning achievement variables are categorized into four categories, namely, not good, enough, good, and very good. The data was also processed statistically with a simple linear regression technique to determine the effect of learning motivation on learning achievement.

3. Results and Discussion

Motivation to Learn

Learning motivation is the overall driving force within students that gives rise to learning activities and which provides direction for learning activities so that the desired goals by students can be achieved. Learning motivation in this study is supported by several indicators namely the desire and willing to succeed, the encouragement and need for learning, the hopes and ideals of the future, the appreciation of learning, the existence of interesting activities in learning and the existence of a conducive learning environment. The results of descriptive analysis of learning motivation variables can be seen in Table 1. Based on Table 1, it can be seen that the majority of respondents namely as many as 120 people (53.6%) have the motivation to learn in economic subjects in the medium category. And as many as 91 students (40.6%) in the high category.

Table 1. Distribution of Learning Motivation Frequencies for Class XII Students

No	Interval	Frequency	Percentage (%)	Category
1.	65 – 80	1	0,4	Very high
2.	50 – 64	91	40,6	High
3.	35 – 49	120	53,6	Is
4.	20 – 34	12	5,4	Low
	Total	224	100	

Based on this data, thus it can be said that the learning motivation of class XII students at Mandau District High School in economic subjects is included in the medium category, because most respondents stated that there is a desire and willing to succeed in economic lessons, there are encouragement and needs in learning, there are hopes and aspirations future ideals and the existence of an award in learning economics that can motivate them to learn. The results of student motivation are supported by several factors whose descriptive analysis can be seen as follows:

The Desire and Willing to Succeed

Student learning motivation can be seen from the desire and willing to succeed in individual students. The results of the descriptive analysis of respondents' answers regarding learning motivation with indicators of the desire and willing to succeed can be seen in Table 2

Table 2. Distribution of Student Learning Motivation Frequencies Viewed from the Indicator of Successful Desire and willing

No	Interval	Frequency	Percentage (%)	Category
1.	10 – 12	36	16,1	Very high
2.	8 – 9	112	50	High
3.	6 – 7	70	31,2	Is
4.	3 – 5	6	2,7	Low
	Total	224	100	

Based on Table 2 about student motivation seen in the indicators of the desire and willing to succeed in economic subjects it turns out that most respondents, as many as 112 people (50%) have the desire and willing to succeed in economic lessons in the high category and 36 of them (16.1 %) stated that they have the desire and willing to succeed in economic studies in the very high category.

Thus it can be said that students' learning motivation in economic subjects is seen from the indicators of the desire and willing to succeed, including in the high category, because most respondents stated that they are not easily discouraged when experiencing economic learning difficulties and will continue to improve the economic value of the bad and learn to maintain and study harder when you get satisfying economic value.

There is Encouragement and Need in Learning

Student learning motivation can be seen from the encouragement and needs in learning. The results of descriptive analysis of respondents answers regarding learning motivation with indicators of encouragement and needs in learning can be seen in Table 3

Table 3. Distribution of Student Learning Motivation Frequencies Seen from the Indicator of Encouragement and Needs in Learning

No	Interval	Frequency	Percentage (%)	Category
1.	13 – 16	10	4,5	Very high
2.	10 – 12	91	40,6	High
3.	7 – 9	102	45,5	Is
4.	4 – 6	21	9,4	Low
	Total	224	100	

Table 3 shows the student learning motivation with the indicators of encouragement and needs in learning in economic subjects. It turns out that the majority of respondents as many as 102 people (45.5%) have encouragement and needs in economic lessons in the medium category and 91 of them (40,6%) stated that they have encouragement and needs in economic studies in the very high category.

Thus it can be said that students learning motivation in economic subjects is seen from the indicators of the encouragement and needs in economic subjects, including in the medium category, because most respondents stated to re-study material that was understood and not ashamed to ask if they did not understand the subject matter and were interested in solving economic lessons given by the teacher so that they can understand them.

The Hope and Future Goals

Student learning motivation can be seen from the hopes and ideals of the future. The results of the descriptive analysis of respondents' answers regarding learning motivation with indicators of future hopes and ideals can be seen in Table 4 about students' learning motivation seen in the indicators of future hopes and dreams it turns out that most respondents have hopes and aspirations for the future in the high category. But there are among states have hopes and ideals of the future in economic studies in the medium category.

Thus it can be said that students' learning motivation in economic subjects is seen from the indicators of future hopes and ideals in the medium category. Because most of the respondents stated that they were serious about learning so that they could easily reach their goals in the future and pass the test with the best grades.

Table 4. Distribution of Student Learning Motivation Frequencies Viewed from the Indicator of Future Expectations and Dreams

No	Interval	Frequency	Percentage (%)	Category
1.	10 – 12	25	11,2	Very high
2.	8 – 9	82	36,6	High
3.	6 – 7	80	35,7	Is
4.	3 – 5	37	16,5	Low
	Total	224	100	

The Appreciation in Learning

Student learning motivation can be seen from the appreciation in learning. The results of the descriptive analysis of respondents' answers regarding learning motivation with the indicator of appreciation in learning can be seen in Table 5 it turns out that the majority of respondents namely as many as 98 people (43.8%) stated the awards in economic learning in the medium category and 47 of them (21.0%) stated that there was an award in studying economics in the high category.

Table 5. Distribution of Student Learning Motivation Frequencies Viewed from the Indicator of the existence of Rewards in Learning

No	Interval	Frequency	Percentage (%)	Category
1.	10 – 12	7	3,1	Very high
2.	8 – 9	47	21,0	High
3.	6 – 7	98	43,8	Is
4.	3 – 5	72	32,1	Low
	Total	224	100	

Thus it can be said that students' learning motivation in economic subjects is seen from the indicator of learning rewards in the medium category, because most students work on economic assignments to get additional teacher scores and get prizes when the test scores are good.

Interesting Activities in Learning

Student learning motivation can be seen from the presence of interesting activities in learning. Descriptive analysis results of respondents' answers about learning motivation with indicators of the existence of interesting activities in learning can be seen in Table 6 it turns out that most respondents, as many as 112 people (50%) stated that there are interesting activities in learning economics in the high category and 14 of them (6 , 2%) stated that there were interesting activities in studying economics in the very high category.

Thus it can be said that students' motivation to learn economic subjects is seen from the indicator of interesting activities in economic learning in the medium category, because most respondents feel happy learning economics because the

teacher teaches in various ways and completes the group task discussion as best as possible.

Table 6. Distribution of Student Learning Motivation Frequencies Viewed from the Indicator of Interesting Activities in Learning

No	Interval	Frequency	Percentage (%)	Category
1.	13 – 16	14	6,2	Very high
2.	10 – 12	112	50	High
3.	7 – 9	89	39,7	Is
4.	4 – 6	9	4,1	Low
Total		224	100	

The Existence of a Conducive Learning Environment

Student learning motivation can be seen from the existence of a conducive learning environment. The results of the descriptive analysis of respondents' answers regarding learning motivation with conducive learning environment indicators can be seen in Table 7.

Table 7. Distribution of Student Learning Motivation Frequencies Viewed from the Indicator of a Conducive Learning Environment

No	Interval	Frequency	Percentage (%)	Category
1.	10 – 12	30	13,4	Very high
2.	8 – 9	74	33,0	High
3.	6 – 7	90	40,2	Is
4.	3 – 5	30	13,4	Low
Total		224	100	

Table 7 shows student learning motivation regarding the indicator of a learning environment conducive to learning economics. It turns out that most respondents, as many as 90 people (40.2%) stated that there is a conducive learning environment in learning economics in the medium category. However, 30 of them (13.4%) stated that the learning environment that was conducive to learning economics was in the very low category.

Thus it can be said that students' learning motivation in economic subjects is seen from the indicators of a learning environment conducive to economic learning in the medium category.

Statistic Analysis

Partial Test Results (t test) showed that the variable of learning motivation (X1) obtained the value of t arithmetic $7.560 > t$ table 1.970 or sig of $0.000 < 0.05$. Thus it can be concluded that learning motivation partially has a significant effect on student achievement by 0.300 units or 30%.

Based on the results of descriptive analysis, learning motivation is in the medium category, this is because most respondents stated that there is a desire and willing to succeed in economic studies, there are encouragement and needs in learning, there are hopes and aspirations for the future, there is an appreciation in learning economics and the presence of interesting activities in learning and a conducive learning environment that can motivate them to learn. But there are still respondents who have learning motivation in the low category, this is due to lack of desire and willing to succeed in economics, lack of encouragement and needs in learning, causing low motivation to learn.

Based on the results of the t test, obtained t value of $7.560 > t$ table 1.970 or sig of $0.000 < 0.05$. Thus it can be concluded that learning motivation partially has a significant effect on student achievement by 0.300 units or 30%. This means that the better the student's motivation to learn, the better the student's learning achievement. Based on the regression coefficient each increase in learning motivation by one unit will increase learning achievement by 0.300 units. Positive regression coefficient means that there is a positive influence between learning motivation and student achievement, the better the student motivation, the better the student's learning achievement.

From the research results obtained, in accordance with research conducted by Suci (2017) states learning motivation affects learning outcomes. In accordance with the theory conveyed by Sardiman (2014) that motivation will cause an energy change that occurs in humans, so that it will depend on the problem of psychiatric symptoms, feelings and emotions, to then act or do something.

4. Conclusion

Class XII students learning motivation in SMA Negeri Mandau District is included in the medium category. This is seen from the desire and willing to succeed in learning, the encouragement and need in learning, the hopes and ideals of the future, the appreciation of learning, the existence of interesting activities in learning and the existence of a conducive environment of the student. Learning motivation has a significant effect on student achievement. The meaning is the higher the motivation of student learning, the learning achievement of class XII students in the State High School Mandau District will also increase.

References

- Amaliah, Y. (2018). Pengaruh Pelaksanaan Moving Class dan Motivasi Belajar Terhadap Prestasi Belajar Siswa Kelas X IIS dan XI IIS Pada Mata Pelajaran Ekonomi di MAN 1 Pekanbaru. *Jurnal Online Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan*, 5(2)
- Asriati. (2016). Pengaruh Motivasi Belajar Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Sosiologi Di Sma Pgri Galesong. *Jurnal Sosialisasi*, 3 (2)
- Dalyono, M. (2010). *Psikologi Pendidikan*. Jakarta. PT Rineka Cipta
-

-
- Daud, A., Ras, F., Novitri & Audia, C. P. (2019). Factors Contributing to Speaking Anxiety: A Case Study of Pre-Service English Teachers. *Journal of Educational Sciences*, 3(3): 412-422
- Dimiyati & Mudjiono. (2009). *Belajar dan Pembelajaran*. Jakarta. PT Rineka Cipta
- Hamdu, G., & Agustina, L. (2011). Pengaruh Motivasi Belajar Siswa terhadap Prestasi Belajar IPA di Sekolah Dasar. *Jurnal Penelitian Pendidikan*, 12 (1)
- Kamaluddin, M. (2017). Pengaruh Motivasi Belajar terhadap Prestasi Belajar Matematika dan Strategi meningkatkannya. *Seminar Matematika dan Pendidikan Matematika UNY 2017*. ISSN: 978-602-73403-3-6
- Khasyyatillah, I., Osman, K. (2019). The Development of CT-S Learning Module in Linear Motion Topic to Promote Computational Thinking. *Journal of Educational Sciences*, 3(3): 270-280.
- Maulida, Gimin, & Kartikowati, S. (2019). Powerpoint and Wondershare Quiz Creator Interactive Multimedia Development to Improve Student Learning Motivation. *Journal of Educational Sciences*, 3(3), 390-400.
- Novalinda, E., Kantun, S., & Widodo, J. (2018). Pengaruh Motivasi Belajar Terhadap Hasil Belajar Mata Pelajaran Akuntansi Siswa Kelas X Jurusan Akuntansi Semester Ganjil Smk Pgri 5 Jember Tahun Pelajaran 2016/2017. *Jurnal Pendidikan Ekonomi: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi Dan Ilmu Sosial*, 11 (2): 115-119
- Hamalik, O. (2011). *Proses Belajar Mengajar*. PT Bumi Aksara. Jakarta
- Slameto. (2010). *Belajar dan Faktor-Faktor Yang Mempengaruhinya*. Rineka Cipta. Jakarta.
- Rafiqah, M. (2013). Pengaruh Motivasi Belajar Siswa Terhadap Prestasi Belajar Siswa. *Jurnal Bimbingan Konseling*. 2 (2).
- Sardiman. (2014). *Interaksi dan Motivasi Belajar Mengajar*. Raja Grafindo Persada. Jakarta.
- Sholeh, B., & Sa'idah, H. (2018). Pengaruh Motivasi Belajar Dan Fasilitas Belajar Terhadap Prestasi Belajar Ips Siswa Smp Nurul Iman Parung Bogor Tahun Ajaran 2017/2018. *PEKOBIS Jurnal Pendidikan, Ekonomi dan Bisnis*. 3 (2)
- Suhana. (2014). *Konsep Strategi Pembelajaran Edisi Revisi*. PT. Refika Aditama. Bandung.
- Uno, H.B. (2013). *Teori Motivasi dan Pengukurannya*. Bumi Aksara. Jakarta

How to cite this article:

Robbi, A.A., Gusnardi, & Sumarno. (2020). Analysis of the Effect of Learning Motivation on Learning Achievement. *Journal of Educational Sciences*, 4(1), 106-115.
