

The Influence of Learning Motivation on Students' Achievement in Learning Indonesia

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Abstract

This research is motivated by the phenomenon that all parents want their children's education to be good, so they pay attention and optimize for their children's education. The existence of this need, humans are encouraged to fulfill it. This encouragement is called motivation. In this case, of course the role of motivation is very important. The objectives of this study are (1) to determine whether there is an effect of learning motivation on student learning achievement at SMPN 1 Bengkulu city. (2) To determine how much significance the effect of student learning motivation on student learning achievement in SMPN 1 Bengkulu city. This study uses a quantitative approach with regression type. The population is SMMPN 1 Bengkulu city which totals 854 students. The sample was 90 students, the method of data research with questionnaires and documentation. All instruments have met the measurement requirements, because they have been tested so that they have met the validity test requirements using product correlation and reliability using Cronbach alpha, and have passed the prerequisite test. Data analysis using the T test and the percentage of influence using the coefficient of determination adjuster Rsquare. The results showed that (1) there is a significant effect of learning motivation on learning achievement as evidenced by the value of $R_{hitung} > R_{tabel}$, namely $0.611 > 0.361$ and $Sig < 0.05$, namely $0.000 < 0.05$. (2) The effect of the coefficient of determination Adjusted R square 0.020 on the summary model in the regression test, so that the effect of learning motivation (X), on learning achievement (Y) is 2%.

Keywords: Learning motivation, Learning achievement, Indonesian language learning.

Indonesian language subjects, can be said to be very influential in the world of Indonesian education, because without this subject, other learning will not be able to run. Because every other learning requires skills that are in Indonesian language learning, namely writing, reading, listening, and speaking.

Writing is a thought process to express ideas in the form of writing to become a work. In writing we must really choose an interesting topic so that we can connect one sentence with another.

Regarding speaking, speaking is an activity that uses one of the organs of the human body, namely the mouth. When speaking a person emits sound from his mouth. Every human being is able to speak but not all are able to speak skillfully. Skillful means being able to speak well in front of a large audience, not being nervous when on stage and being able to make the audience mesmerized and understand what we are talking about. To become a skilled person we need a lot of practice in speaking, such as speaking in front of the glass to increase self-confidence.

As with reading, listening is also done to obtain information from something we hear, but listening is slightly different from reading. The difference lies in the container reading can only be done through books or writing, while listening to more information obtained through oral speech.

In pursuing education or work, everyone has a desire. Whether it is profit, achievement or other big goals. To achieve them, a person needs encouragement from various angles, be it from himself or from others. This is commonly called motivation.

Motivation is all efforts to encourage someone to do something, which results in a feeling of enthusiasm to improve themselves so that they can achieve a desired goal. When someone is learning they really need encouragement, be it from within their family or the surrounding environment. The role of the teacher is no less important in carrying out his role as an educator. It is even mandatory for a teacher before starting learning to arouse good emotions, through this motivation. That way a high desire will be formed in a student, they will become more diligent, diligent, not lazy in learning.

Motivation has 2 types, namely, intrinsic motivation and extrinsic motivation, intrinsic motivation is motives that become active whose function does not need to be stimulated from outside, because within each individual there is already an urge to do something. Meanwhile, extrinsic motivation is motives that are active and function because of external stimuli.

One of the advantages of providing motivation to students is the achievement of high achievement. Achievement is the final success obtained after a long learning process.

The results intended here are such as high scores, champions in the classroom. All of that is obtained by someone after trying hard to do the lessons seriously, without despair and accompanied by prayer. Usually achievements will be obtained at the end of the activity, such as in class the teacher will usually give an assessment at the end of the semester, after the final exam. Students will be more diligent in learning after being introduced to the achievements they have achieved.

An individual's effort to make a change in himself through the experiences he gets from the surrounding environment, both from family and society is learning. Learning can also be obtained from formal schools. In schools, the learning obtained is more specific to the world of education based on the education curriculum implemented by the minister of education in Indonesia.

Based on the initial observation experience conducted by the researcher. There are some students who do not have motivation in learning, such as when the researcher enters the class to replace the teacher to teach in the class, there are students who sit on the table, go in and out of class when the learning is going on with the excuse of being lazy to learn, lack of student participation in learning and behave badly when ordered to explain again.

lessons that have been explained by the teacher. In terms of learning achievement, students have also not mastered Indonesian language learning, as evidenced at the time of the mid-semester exam (mid-semester exam) there were many students who got scores below the average.

Seeing the very important role of Indonesian language learning, especially for students at the junior high school level. So, based on the explanation above, the author is very interested in conducting a form of research with the title "The Effect of Learning Motivation on Student Learning Achievement in Indonesian Language Learning at SMPN 1 Bengkulu City".

A. Research Methods

1. Research Approach

According to Sugiono, quantitative research is a scientific approach that views a reality that can be clarified, concrete, observable, and measurable, the variable relationship is causal where the research data is in the form of numbers and the analysis uses statistics. Meanwhile, according to Kasiram, quantitative research is a process of discovering

knowledge that uses data in the form of numbers as a tool to analyze information about what you want to know.

2. Type of Research

Based on the types of problems discussed in this study, this research is a type of regression research. Regression research is one type of research to determine the level of influence of one variable on another.

The subjects in this study were students at SMPN 1 Bengkulu city.

Research instruments are all tools used to collect, examine, investigate a problem, or collect, process, analyze and present data systematically and objectively with the aim of solving a problem or testing a hypothesis. So all tools that can support a study can be called research instruments. Research instruments are used to measure the value of the variables under study. Thus the number of instruments to be used depends on the number of variables. If there are 3 variables in the study, there are 3 research instruments. The type of instrument used by the author is a questionnaire.

B. Results and Discussion

1. Results

a. Learning Motivation (Variable X)

Table 4.3

Table 1

Variable (X)

Statistics		
VAR00001		
N	Valid	90
	Missing	0
Mean		17807
Median		153.0000
Mode		139.00
Std. Deviation		16.50414
Variance		272.387
Range		89.00
Minimum		91.00
Maximum		180.00

Sum	13578.00
Learning Motivation	

Based on the questionnaire given to 90 respondents at SMPN 1 Bengkulu city, the average score for learning motivation is 150.8667 with a standard deviation of 16.50414. For more details can be seen in the appendix table 4.3. To find out the description of the learning motivation of students of SMPN 1 Bengkulu city, it can be seen in Table.

After tabulation and sample questionnaire scores, in this case learning motivation, the following procedure is carried out:

- a. Finding the Mean

$$X = \frac{\sum fx}{N} = \frac{13538}{90} = 1504$$

- b. Find the standard deviation

$$S^2 = \frac{\sum f(x^2) - \frac{(\sum fx)^2}{N}}{N-1}$$

$$= \frac{1788551 - \frac{18327744}{90}}{89}$$

$$= \frac{1788551 - 203641}{89}$$

$$= \frac{1584910}{89} = 17807$$

- c. Finding the mode

The mode in the tabulation above is 4.

b. Learning Achievement (Variable Y)

Based on student learning achievement obtained from the average report card scores of respondents, the categorization is divided into five categories, namely: very high, high, sufficient, low and very low. The average value of student learning achievement at SMPN 1 Bengkulu city is 1,246,667 with a standard deviation of 1,309,533. For more details can be seen. To find out the description of the learning achievement of students of SMPN 1 Bengkulu city in Table:

Table 2

Variable (Y)

Statistics		
VAR00001		
N	Valid	90
	Missing	0
Mean		991741
Median		1,280,000
Mode		125.00a
Std. Deviation		1,309,533
Variance		171,488
Range		57.00
Minimum		89.00
Maximum		146.00
Sum		11382.00
Learning Achievement		

Based on the questionnaire given to 90 respondents at SMPN 1 Bengkulu city, the average score for learning achievement is 1,264,667 with a standard deviation of 1,309,533.

- a. Find the mean

$$X = \frac{\sum fx}{N} = \frac{11088}{90} = 1232$$

- b. Find the standard deviation

$$\begin{aligned}
 S^2 &= \frac{\sum f(x^2) - \frac{(\sum fx)^2}{N}}{N-1} \\
 &= \frac{1454306 - \frac{1108^2}{90}}{89} \\
 &= \frac{1454306 - 1366041}{89} \\
 &= \frac{88265}{89} = 991741
 \end{aligned}$$

- c. Finding the mode

The mode in the tabulation above is 6.

A. Data Analysis Prerequisite Testing

1. Homogeneity Test

The homogeneity test aims to test whether the equation in the regression of confounding or residual variables has a homogeneous distribution to test whether the data in this study is normally distributed or not, it can be done by testing the output results. the results of the normality test can be seen in the following table:

Table 3

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.369	22	49	.179

Based on testing the x and y data through SPSS, a significance of 0.179 was obtained. A Homogeneity test can be said to be homogeneous if the significance value is more than 0.05, so it can be said that the above test is classified as homogeneity.

2. Normality Test

The normality test aims to test whether in the regression equation the confounding or residual variables have a normal distribution. To test whether the data in this study is normally distributed or not, it can be done using the *non-parametric Kolmogorov- Smirnov* (K-S) statistical test. The output results of the normality test can be seen in the following table:

Table 4

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		90
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	12.96290420
Most Extreme Differences	Absolute	.144
	Positive	.070
	Negative	.144
Kolmogorov-Smirnov Z		1.368
Asymp. Sig. (2-tailed)		.147

-
- a. Test distribution is Normal.
 - b. Calculated from data.
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Based on testing the x and y data through SPSS, a significance of 0.147 was obtained. A Normality test can be said to be normal if the significance value is more than > 0.05 , so it can be said that the test above is classified as Normal.

B. Hypothesis Testing

The regression linearity test is used to determine whether or not there is an effect of learning motivation (X) on learning achievement (Y) at SMPN 1 Bengkulu city. Based on the results of the following SPSS 20 output calculations:

Table 5

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	109.486	12.706		8.617	.000
learning motivation	.113	.084	.142	1.344	.000

a. Dependent Variable: learning achievement

From the table above, it is known that learning motivation (X) has a significance value of 0.00, which means that there is a significant correlation. If the significance value is greater than the probability of 0.05, it means that there is no effect of learning motivation (X) on learning achievement (Y). the significance above is smaller than 0.05, it can be said that there is an influence between learning motivation and learning achievement.

To find out the magnitude of the effect of learning motivation on student learning achievement at SMPN 1 BengkuluBengkulu city, it can be seen in the calculation in the *modelsummary*, especially the *R square* number, as shown in the table below:

Table 6

Model Summary

Model	R	R Square	Adjusted		Std. Error of the Estimate
			R Square		
1	.142 ^a	.020	.009		13.036

The magnitude of the R number is 0.142, meaning that the effect of learning motivation on the learning achievement of students of SMPN 1 Bengkulu city is equal to percent. This means that there are still other forms of motivation that have an effect of 14.2 percent on the learning achievement of students of SMPN 1 Bengkulu city. The value of the effect of learning achievement of students of SMPN 1 Bengkulu city based on the interpretation of the r value shows a moderate influence.

B. Hypothesis Testing

1. The Effect of Learning Motivation on Student Learning Achievement in Indonesian Language Learning at SMPN 1 Bengkulu City

In proposing the hypothesis of this study, one of which is whether there is an effect of learning motivation on learning achievement. The learning motivation of Indonesian language students at SMPN 1 Bengkulu city can be seen in the table:

Table 7

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
1 (Constant)	109.486	12.706			8.617	.000
learning motivation	.113	.084	.142		1.344	.000

a. Dependent Variable: learning achievement

After processing the data through the SPSS application, the significance value of the simple linear test is smaller than the probability of 0.05, which is 0.00. Contains the meaning that there is an influence, so it can be said that in this study there is an influence between learning motivation on learning achievement.

From the *coefficients* table above, it is known that the constant is 109.486, while the value of the independent variable (X) is 0.113, which is obtained by the equation, namely:

The regression equation is formulated: $\hat{Y} = a + bX$

Where:

\hat{Y} = (read \hat{Y}) the subject of the projected dependent variable

X = Independent variable y

$$\hat{Y} = a + bX$$

$$\hat{Y} = 109,486 + 0,113X$$

The coefficient b is called the regression direction coefficient which states the average change in variable Y for each change in variable X by one unit. This change is an increase if b is positive (+) and a decrease if b is negative (-). This regression equation displays a significant test with the t test, which is to determine whether there is a significant influence between the learning motivation variable (X) on learning achievement (Y). From the output above (*coefficients* table) it is known, the t value of learning motivation = 1.344 with a significance value of 0.000 is between $0.000 < 0.05$, so H_0 is rejected and H_a is accepted.

2. Significance of Learning Motivation on Student Learning Achievement in Indonesian Language Learning at SMPN 1 Bengkulu City

In proposing the hypothesis of this study, one of them is whether there is an effect of learning motivation on learning achievement. The *R square* test was carried out by the author using the help of the SPSS version 20 program. To find out how much influence learning motivation (X) has on student learning achievement (Y) in simple regression analysis, it can be seen in the table below:

Table 8

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.142 ^a	.020	.009	13.03635
a. Predictors: (Constant), learning motivation				
b. Dependent Variable: learning achievement				

In the table above, it can be seen that the results of the calculation of *R square* or *R²* contained in the SPSS model summary table obtained a significance value of 0.020 in the regression test, which is 2%. So it can be concluded that the amount of influence of learning motivation on learning achievement is 2%.

2. Discussion

According to Donald, quoted by Sardiman, motivation is a change in energy in a person characterized by the emergence of "*feeling*" and preceded by a response to a goal. Tabrani Rusyan argues that motivation is the power that drives someone to do something to achieve a goal.

According to Bourne and Ekstrand "*Learning as, a relaty vely permanent change in behavior traceable to experience and practice*", learning is a relatively permanent change in behavior that results from experience and practice. According to Morgan "*Learning is any relaty vely permanent change in behavior that is a result of past experience*", learning is a relatively permanent change in behavior that is the result of *past* experience.

According to Mulyadi, learning motivation is to arouse and provide direction for the impetus that causes individuals to carry out learning actions. According to Tadjab, learning motivation is the overall driving force within students that gives rise to learning activities, ensuring the continuity of learning activities in order to achieve a goal. Meanwhile, according to Sardiman, learning motivation is a non-intellectual psychological factor, its broad role is in terms of arousing passion, feeling happy and enthusiasm for learning, students who have strong motivation will have a lot of energy to carry out learning activities.

Based on the opinions of the experts above, the author has an understanding that what is meant by learning motivation is motivation that is able to provide encouragement to students to learn and continue lessons by providing direction or predetermined goals.

The word achievement comes from the Dutch word *prestatie*. Then in Indonesian it becomes achievement which means the result of effort. The term *learning achievement* is different from learning outcome. Learning achievement is generally concerned with aspects of knowledge while learning outcomes include aspects of forming the character of students.

Achievement is the result of an activity that has been employed, created either individually or in groups. In addition, about learning as stated by Oemar Hamalik in his book "Teaching and Learning Process" states that learning is a modification or *strengthening of*

behavior through experience (*learning is defined as the modification or strengthening of behavior through experiencing*). From this understanding, learning is a process of activity and not a result or goal. Learning is not just remembering but deeper than that, namely experiencing. Learning results are not a mastery of the results of training but a change in behavior.

According to the Big Indonesian Dictionary (KBBI) education is defined as the process of changing the attitudes and behavior of a person or group of people in an effort to mature through teaching and training efforts; process, method, act of educating. This knowledge is obtained formally which results in individuals having a mindset and behavior in accordance with the education they have received.

According to Moh Zaiful Rosyid, learning outcomes are the abilities obtained by children after going through learning activities and achieving learning objectives or instructional goals. Learning outcomes are changes in behavior obtained by students after experiencing learning activities. Learning outcomes are a process to see the extent to which students can master learning after participating in the teaching and learning process activities or the success achieved. Learning outcomes can be determined if someone has a goal in the learning process. The process has standards in measuring changes or developments in the soul of students and becomes a guideline in carrying out teaching and learning. Thus the teaching and learning process will have certain objectives so that in its implementation it will run systematically and purposefully.

Junior High School (SMP) is a formal education and basic education level in formal education in Indonesia after graduating from Primary School (SD) or equivalent. Junior High School (SMP) is taken within 3 years of learning starting from grade seven to grade nine. Currently, junior high school is a nine-year compulsory program (SD, SMP).

The effect of learning motivation on student achievement at SMPN 1 Bengkulu city is as follows: Obtained "r" count 0.611 with N = 30 with a significance level of 2% of 0.361 thus r count greater than r table so that H_0 is rejected and H_a is accepted. From the results of simple regression calculations, a significance value of 0.00 is obtained where the value is smaller than 0.05, meaning that there is an effect of learning motivation on student achievement.

Based on the results of the study, it shows that there is a significant effect of learning motivation on the learning outcomes of students of SMPN 1 Bengkulu city, which is shown from the regression test with a t value of 1.344 and a significant value of $0.00 < 0.05$. With motivation, students will be encouraged to learn to achieve goals and objectives because they are convinced and aware of the goodness of the importance and benefits of learning. For students, motivation is very important because it can move student behavior towards a positive direction so that they are able to face all demands, difficulties and are able to bear the risks in their studies.

Motivation moves individuals, directs actions and chooses learning goals that are considered the most useful for individual life. Studying motivation will find why individuals do something because individual motivation cannot be observed directly, while what can be observed is the manifestation of that motivation in the form of behavior that appears to the individual will at least approach the truth of what motivates the individual concerned.

Given the importance of motivation in terms of improving learning achievement, many techniques are used by teachers to increase student motivation in learning. At SMPN 1 kota, teachers always remember how important it is to give students reasons why they should study hard and try to achieve their best.

Based on the results of the above research, it can be said that learning motivation affects student learning achievement. Motivation is something within students that must be sought to instill a desire to carry out the learning well, this is where students need motivation. Motivation itself is very mandatory for someone to provide in the implementation of learning, various techniques such as awards, praise, and reproaches have been used to encourage students to want to learn.

C. Conclusion

Based on the results of data processing and discussion of research results, it is concluded that there is an effect of learning motivation on student learning achievement at SMPN 1 Bengkulu city. This is according to the SPSS calculation with simple linear regression there is a significance of 0.00 which is smaller than 0.05, meaning that there is an influence between learning motivation on student achievement.

While the magnitude of the effect of learning motivation on student achievement is obtained a significance of 0.020 which if percented to 2%. So it can be concluded that the amount of influence of learning motivation on student achievement is 2%.

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