THE INFLUENCE OF MOTIVATION ON ACADEMIC PERFORMANCE OF MUSLIM YOUTH IN ISLAMIC UNIVERSITIES

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ABSTRACT

This study aims to determine the relationship between motivation and academic performance of Muslim youth at Islamic universities. Respondents involved in this study were 104 respondents. The respondents involved in this study were 104 respondents who were randomly selected using data collection techniques used were questionnaires using scales as data collection tools, namely using motivation and academic performance scales. By using correlational quantitative research methods. The results of this study indicate that motivation affects the academic performance of Muslim youth. Because motivation is an encouragement, meaning that where behavior can influence a person's efforts so that his heart acts for him to do something so that there are results. Motivation is very important because it can support a person's behavior so that he wants to work hard, so that he can produce the best.

Introduction

The development of the times that can affect conditions where increasing knowledge in the field of technology and science. And with the development of this era, children spend more time playing cellphones. Of course there are positive and negative impacts regarding this, but we take it from the positive side where we can make friends with various countries, and that can make us exchange stories and give each other motivations to become successful people. There are many things that we don't know, so we still need to study hard to be able to achieve the dreams we dream of. Learning itself is a process where a person's behavior changes, for example in the form of assessments, attitudes and skills (A. Tabrani Rusyan, et al, 1989: 128 (in H. Engkoswara)). As a young generation, the nation's children must have goals and dreams. Usually for them to be able to reach it they have motivation or encouragement that makes them want to be what they want.

Motivation itself is a factor that determines the achievement of student education, so this motivation is needed to obtain good achievement. Success in education or what is commonly called achievement is one of the main goals in the learning process (Soetjiningsih, 2004: 277). This will have a big influence on an individual. Academic achievement (learning) is a proof of learning success or a student's ability to carry out his learning activities according to the weight he achieves. A person's academic achievement corresponds to the level of success in learning the subject matter expressed in the form of grades after experiencing the learning process (Huitt, 2001). Some individuals have problems in the form of a lack of ability to achieve (Soetjiningsih, 2004). The factors that cause individuals not to achieve include: talent, interest and motivation (Muhibbin, 2007). Of these three factors, the most influential on achievement is a person's ability to build learning motivation within himself. Motivation is a drive, desire, desire and other driving force that comes from within himself to do something (Sobur, 2003: 267). A person or individual who does not have motivation in himself will appear lazy to learn and follow lessons so that it can affect learning outcomes. In line with Purwanto (1996: 71) that motivation is an encouragement, meaning that where behavior can influence a person's efforts so that his heart acts for him to do something so that there are results. Motivation is very important because it can support a person's behavior so that he wants to work hard, so that he can produce the best.

In general, every individual has tried to learn and achieve what he wants because the essence of every individual wants to always be the best to be able to make people around him proud. Learning with motivation is very related because if there is motivation alone and not learning then it will not be effective and will not produce because motivation can be achieved by learning, in order to achieve what we want. Thus the problem studied regarding the effect of motivation on the academic performance of Muslim youth in Islamic religious colleges is very important, because motivation will be able to encourage student behavior (student behavior), to be passionate, excited and happy in learning, so that in the end it will be able to get better learning achievements and can produce qualified human resources.

Method

The method used is quantitative correlation. Correlational quantitative research is a systematic scientific study of parts and phenomena and their relationships. The data collection technique used is a scale (questionnaire). The questionnaire is a form of data collection instrument that is very flexible and relatively easy to use. The data obtained through the use of questionnaires is data categorized as factual data. Questionnaire data collection is used with google form. This study uses a Likert scale because the Likert scale has gradations from very positive to very negative, while the answer response that will be given to the subject is in the form of a linear scale in Motivation, namely 1, 2, 3, 4, 5, 6, 7 where the lowest value is from 1 (not suitable) and the highest is 7 (very suitable) while in Academic Performance which uses words namely, Strongly Agree (SS), Agree (S), Neutral

(N), Disagree (TS) and Strongly Disagree (STS) because the statement items to be measured are behavioral (Sugiono, 2013, p. 135). This study also used motivation and academic performance scales with a total of 104 respondents consisting of 17 men and 87 women. With academic performance data obtained that 16 respondent have high academic performance with a percentage (15, 4%), and as many as 67 respondents have moderate academic performance with a percentage (64, 4%) and there are 21 respondents who have low academic performance with a percentage (20.2%). And college motivation data can be obtained that 15 respondents have high college motivation with a percentage (14.4%), and as many as 74 respondents have moderate college motivation with a percentage (71.2%) and there are 15 respondents who have low motivation with a percentage (14.4%). The Spearman test is a correlation method proposed by Carl Spearman in 1904. This method is needed to measure the closeness of the relationship between two variables. Both variables do not need to follow a normal distribution, and the conditions for unknown variables are the same. Rank correlation is used when precise quantitative measurements are not possible. Other data are paired variables that measure, for example, moral level, enjoyment level, motivation level, etc. (Sugiyono, 2009).

Results and Discussion

This study aims to determine how much students are motivated to get academic achievement in Islamic religious colleges. The data used is data that we distributed using a questionnaire from google drive to college students.

Descriptive analysis is presented with data information which includes mean, median, standard deviation and minimum value of the research variables. Data on motivation variables were obtained through the achievement motive scale with 28 questions with 104 student respondents. And data on academic performance variables were obtained through an achievement motive scale with 8 questions with 104 student respondents. Based on statistical data on motivation, the minimum score is 37.00, the mean is 149.5096, the median is 151.5000 and the standard deviation is 222.39625. While the academic performance data obtained a minimum score of 23.00, a mean of 32.2500, a median of 33.0000, and a deviation scale of 4.08823. Based on the data obtained, the data will then be used to categorize the effect of motivation on the academic performance of Muslim youth in Islamic colleges.

		Academic_Performance	Motivation_College
N	Valid	104	104
	Missing	39	39
Mean		32.2500	149.5096
Median		33.0000	151.5000
Std. Deviation		4.08823	22.39625

Table 1

Minimum	23.00	37.00
Maximum	40.00	182.00

The results of the analysis of the effect of motivation on academic performance from the college motivation scale, namely, N = 104 while the mean is 149.5096, median 151.5000, standard deviation 22.39625, minimum value (37.00) and maximum value (182.00). While Academic Performance is N = 104 while the mean is 32.2500, median 33.0000, standard deviation 4.08823, minimum value (23.00), and maximum value (40.00).
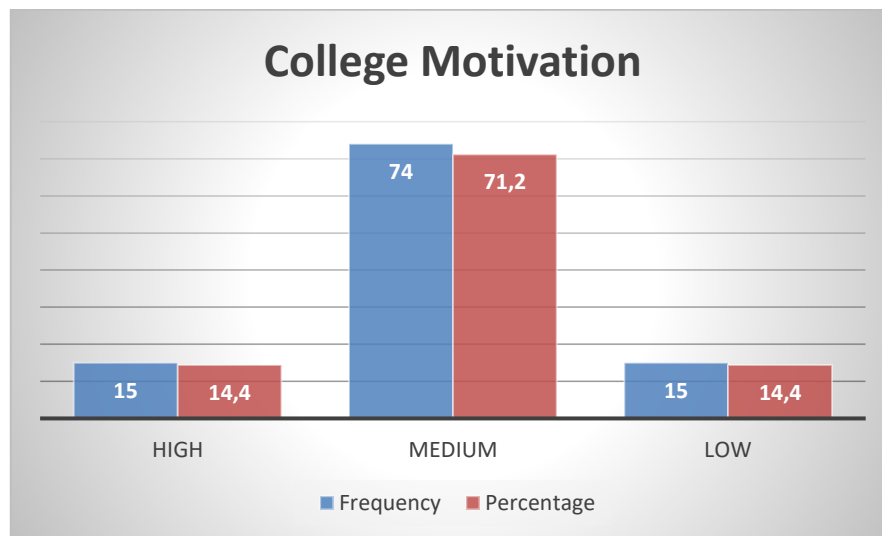
Table 2
Motivation_College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37.00	,	.7	1.0	1.0
	81.00	1	.7	1.0	1.9
	99.00	1	.7	1.0	2.9
	111.00	1	.7	1.0	3.8
	112.00	2	1.4	1.9	5.8
	113.00	1	.7	1.0	6.7
	114.00	1	.7	1.0	7.7
	118.00	1	.7	1.0	8.7
	120.00	1	.7	1.0	9.6
	122.00	2	1.4	1.9	11.5
	124.00	2	1.4	1.9	13.5
	127.00	1	.7	1.0	14.4
	131.00	1	.7	1.0	15.4
	132.00	1	.7	1.0	16.3
	133.00	2	1.4	1.9	18.3
	134.00	1	.7	1.0	19.2
	135.00	2	1.4	1.9	21.2
	136.00	1	.7	1.0	22.1
	139.00	1	.7	1.0	23.1
	140.00	3	2.1	2.9	26.0
	141.00	2	1.4	1.9	27.9
	142.00	1	.7	1.0	28.8
	143.00	2	1.4	1.9	30.8
	144.00	1	.7	1.0	31.7
	145.00	1	.7	1.0	32.7
	146.00	2	1.4	1.9	34.6
	147.00	2	1.4	1.9	36.5
	148.00	3	2.1	2.9	39.4
	149.00	6	4.2	5.8	45.2
	150.00	4	2.8	3.8	49.0

	151.00	1	.7	1.0	50.0
	152.00	2	1.4	1.9	51.9
	153.00	1	.7	1.0	52.9
	154.00	5	3.5	4.8	57.7
	155.00	1	.7	1.0	58.7
	158.00	1	.7	1.0	59.6
	159.00	3	2.1	2.9	62.5
	160.00	2	1.4	1.9	64.4
	161.00	2	1.4	1.9	66.3
	162.00	2	1.4	1.9	68.3
	163.00	4	2.8	3.8	72.1
	164.00	3	2.1	2.9	75.0
	166.00	3	2.1	2.9	77.9
	167.00	2	1.4	1.9	79.8
	168.00	2	1.4	1.9	81.7
	169.00	1	.7	1.0	82.7
	170.00	1	.7	1.0	83.7
	171.00	2	1.4	1.9	85.6
	172.00	2	1.4	1.9	87.5
	173.00	3	2.1	2.9	90.4
	174.00	2	1.4	1.9	92.3
	175.00	1	.7	1.0	93.3
	177.00	3	2.1	2.9	96.2
	178.00	2	1.4	1.9	98.1
	180.00	1	.7	1.0	99.0
	182.00	1	.7	1.0	100.0
	Total	104	72.7	100.0	
Missing	System	39	27.3		
Total		143	100.0		

μ (Mean)   : 149
σ (St Deviation)   : 22

Norma	Score	Category	Frequency	Percentage
X > μ + σ	X > 171	High	15	14,4%
μ - σ < X ≤ μ + σ	128 - 171	Moderate	74	71,2%
X ≤ μ - σ	X ≤ 127	Low	15	14,4%
Total			104	100%

Based on the college motivation table above, it can be obtained that 15 respondents have high college motivation with a percentage (14.4%), and 74 respondents have moderate college motivation with a percentage (71.2%) and there are 15 respondents who have low motivation with a percentage (14.4%).
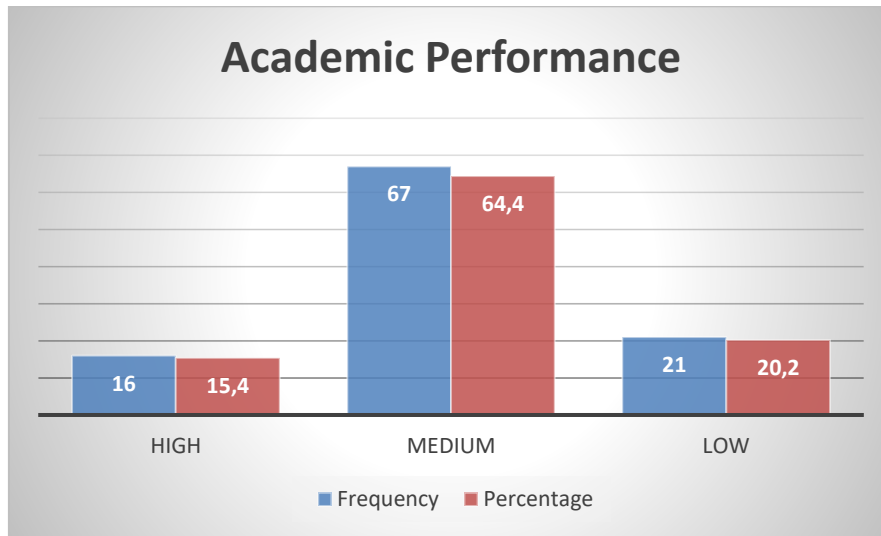
Table 3
Academic_Performance

Score		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23.00	1	.7	1.0	1.0
	24.00	4	2.8	3.8	4.8
	26.00	5	3.5	4.8	9.6
	27.00	4	2.8	3.8	13.5
	28.00	7	4.9	6.7	20.2
	29.00	3	2.1	2.9	23.1
	30.00	10	7.0	9.6	32.7
	31.00	6	4.2	5.8	38.5
	32.00	11	7.7	10.6	49.0
	33.00	17	11.9	16.3	65.4
	34.00	9	6.3	8.7	74.0
	35.00	7	4.9	6.7	80.8
	36.00	4	2.8	3.8	84.6
	37.00	2	1.4	1.9	86.5
	38.00	5	3.5	4.8	91.3
	39.00	4	2.8	3.8	95.2
	40.00	5	3.5	4.8	100.0
	Total	104	72.7	100.0	
Missing	System	39	27.3		
Total		143	100.0		

μ (Mean)   : 32
σ (St Deviasi) : 4

Norma	Score	Category	Frequency	Percentage
X > μ + σ	X > 36	High	16	15,4%
μ - σ < X ≤ μ + σ	29 – 36	Medium	67	64,4%
X ≤ μ - σ	X ≤ 28	Low	21	20,2%
Total			104	100%

Based on the academic performance table above, it can be obtained that 16 respondents have high academic performance with a percentage (15, 4%), and as many as 67 respondents have moderate academic performance with a percentage (64, 4%) and there are 21 respondents who have low academic performance with a percentage (20.2%).

Tabel 4
Correlations

			Motivation_College	Academic_Performance
Spearman's rho	Motivation_College	Correlation Coefficient	1.000	.484[**]
		Sig. (2-tailed)	.	.000
		N	104	104
	Academic_Performance	Correlation Coefficient	.484[**]	1.000
		Sig. (2-tailed)	.000	.
		N	104	104

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, it is stated that the sig value of college motivation and academic performance is worth 000, meaning that both are interconnected. Thus there is a relationship between motivation and academic performance. After testing the data

variability of the college motivation and academic performance variables, it was found that the significance value obtained was 0.000.

Tabel 5
Report

Age			Academic_Performance	Motivation_College
17-18 Years old	Mean		32.2941	148.2941
	N		17	17
	Std. Deviation		4.60658	32.60323
19-20 Years old	Mean		32.1667	148.6061
	N		66	66
	Std. Deviation		4.20470	20.36806
21-22 Years old	Mean		32.4444	153.8333
	N		18	18
	Std. Deviation		3.03358	18.29899
23-24 Years old	Mean		32.6667	150.3333
	N		3	3
	Std. Deviation		6.11010	28.11287
Total	Mean		32.2500	149.5096
	N		104	104
	Std. Deviation		4.08823	22.39625

Based on the table above, 21-22 years old has a higher college motivation than other age ranges with an average of 153.8333. While in academic performance the age range 23-24 years has the highest average of 32.6667.

Tabel 6

Gender		Academic_Performance	Motivation_College
Laki-Laki	Mean	31.3529	154.2941
	N	17	17
	Std. Deviation	4.67629	23.66634
Perempuan	Mean	32.4253	148.5747
	N	87	87
	Std. Deviation	3.96975	22.16148
Total	Mean	32.2500	149.5096
	N	104	104
	Std. Deviation	4.08823	22.39625

Based on the table above, men have a higher college motivation compared to women with an average amount of 154.2941. While in academic performance, women have a higher average than men with an average value of 32.4253.

Conclusion

Based on the results of the data processing above, it can be concluded that college motivation has a significant effect on student academic achievement. College motivation is more dominated by men and women dominate academic achievement. In the age range of 21-22 years, college motivation is higher than other age ranges. While in college achievement the age range of 23-24 years has the highest average.

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