

The Influence of Learning Motivation on Increasing Student Learning Achievement

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ABSTRACT

This research aims to determine whether there is an influence between learning motivation on increasing learning achievement for Islamic Psychology students in semester 4 of Raden Fatah State Islamic University, Palembang. This research uses a quantitative approach with a comparative causal method with data analysis using a simple linear regression test. The subjects of this research were N = 30 4th semester psychology students. The data collection technique used a questionnaire technique. Data on the variable Influence of Learning Motivation on Increasing Learning Achievement of Psychology Students Semester 4, Raden Fatah State Islamic University, Palembang, was obtained through a control scale that describes learning motivation and increasing learning achievement with 20 statement items. The significance value of the data is 0.000, meaning it is lower than the significance level of 0.05, so it can be concluded that the learning motivation variable has an influence on the variable of increasing learning achievement. So the result is that the learning motivation variable influences the variable of increasing learning achievement or is said to be an influence so that H₀ is rejected and H_a is accepted.

Introduction

The importance of motivation to learn in student learning, as we know, motivation greatly influences the learning process, if a person is not motivated to learn. As with learning problems, one of which comes from personal or internal sources, For example, someone who gets a low score in a subject does not mean that person is not good at studying (Anas, 2019). Identified five learning problem areas, one of which was a lack of motivation to learn. For students who are not enthusiastic about learning, the situation seems deterrent and lazy. For that, Priyatno also proposes a method to solve learning problems by increasing learning motivation.

Learning motivation has been put forward by many experts, including according to M. Dalyono's explanation, learning motivation is the urge to do something, which can be internal or external the success of a student in tertiary education depends on the learning process, both in groups and individually (Gunawan, 2018). Effective learning in tertiary institutions should provide more opportunities for students to acquire skills (*learning to learn*), which means that students not only learn to memorize facts but are also able to interpret them. Self- management skills, critical thinking skills to achieve satisfactory learning outcomes, one of which is student independence in learning (Saeiful, 2016).

Student learning motivation is a driving factor to achieve the expected goals. learning motivation is very important for students. The importance of motivation for students is to realize where they are at the beginning of learning, the process, and the end of learning, informing the strength of learning efforts, guiding learning activities, increasing learning motivation, and realizing a learning journey then work. Therefore it is very important to create conditions or processes to guide students in carrying out learning activities. Motivation is a learning activity that makes students do something or want to do something, makes it a habit and a necessity to achieve a goal. Motivation will determine the level of a person's need for achievement and opportunities for success (Anastasia Sri Mendari, 2015). Learning is defines as the modification or strengthening of behaviour through experiencing, this definition shows that learning is a process, an activity and not an outcome or goal. Learning is not just remembering, but broader than that, namely n the teaching process, elements of the learning process playan important role. Learning is one of the factors that influence and play an important role in the formation of personal and individual behavior. Learning is any permanent change in behavior that occurs as a result of experience. Learning achievement according to experts Marsun and Martiniah, the result of learning, which looks at the extent to which learning is taught, is characterized by a feeling of satisfaction because they have tried well (Endang Nuryasana, 2020).

Hipotesis

The hypothesis proposed in this study is as follows:

1. There is no significant effect between learning motivation on improving student achievement in psychology semester 4 (hereinafter referred to as the null hypothesis or H_0).
2. There is a significant influence between learning motivation on

improving student achievement in psychology semester 4 (hereinafter referred to as the alternative hypothesis or H_a).

Method

This research uses a quantitative approach with a comparative causal method with data analysis using a simple linear regression test with a research design in the form of a survey, distributing a questionnaire containing 20 statement items given to the subjects studied. The number of research subjects was $N = 30$. Data analysis used SPSS and data collection used a Likert scale questionnaire technique, with alternative answers namely Very Low got a score of 1, Low got a score of 2, Neutral got a score of 3, High got a score of 4, and Very High got a score 5.

Results and Discussion

This study aims to determine how much effect of learning motivation has on improving the achievement of psychology students in semester 4. The data used is data obtained from the results of distributing questionnaires on the google form with research subjects psychology students at raden fatah state islamic university Palembang semester 4.

According to Robins (1996: 164), motivation is a psychological process that reflects interactions, attitudes, needs, decisions that occur in a person and arise due to factors from within him (*Intrinsic*) and from outside (*Extrinsic*) in achieving the goals that have been set. Someone will be encouraged to do with all efforts due to the existence of stimuli that are so tempting as gifts provided, expectations of praise and as a value award. Students who are always consistent with their assignments and diligent in teaching and learning activities usually belong to the criteria of students with high intrinsic motivation. High intrinsic motivation will make students have self-confidence and good discipline.

Decision making in a simple linear regression test can refer to two things, namely: Comparing the significance value with a probability value of 0.05.

1. If the significance value is < 0.05 , it means that variable X affects variable Y.
2. If the significance value is > 0.05 , it means that variable X has no effect on variable Y

R square is something that shows how much the independent variable (exogenous) affects the dependent variable (endogenous). R square is a

number that ranges from 0 to 1 which indicates the magnitude of the combination of independent variables that together affect the value of the independent variable. The R-square value (R²) is used to assess how much influence certain independent latent variables have on the dependent latent variable.

Tabel 1 (One-Sample Kolmogorov-Smirnov Test)

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	2,79805345
Most Extreme Differences	Absolute	,128
	Positive	,082
	Negative	-,128
Test Statistic		,128
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

Based on the normality test, it is known that the significant value is 0.200 > 0.005, so it can be concluded that the residual values are normally distributed.

Table 2 (ANOVA)

			Sum of Squares	df	Mean Square	F	Sig.
Test Anxiety * Self Efficacy	Between Groups	(Combined)	312,200	18	17,344	1,518	,242
		Linearity	187,403	1	187,403	16,404	,002
		Deviation from Linearity	124,797	17	7,341	,643	,800
	Within Groups		125,667	11	11,424		
	Total		437,867	29			

The significant value of 0.800 is greater than 0.05, so it is concluded that the linear effect is sig that there is a significant influence between the variable learning motivation on increasing learning achievement (Y). The F value is 0.643 < F table 2.69 because the calculated F value is smaller than significant linear effect that there is a significant influence between the learning motivation variable (X) on increasing learning achievement (Y). based on the SPSS output value df (17; 11) then found F table 2.69.

Table 3 (Model Summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,694 ^a	,481	,443	2,89983

The table above explains the value of the correlation / relationship (R) which is equal to 0.694. From this output, the coefficient of determination (R Square) is 0.481, which implies that the effect of the independent variable (Religiosity) on the dependent variable (Aggressiveness) is 48.1%.

Table 4 (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	210,823	2	105,411		
1 Residual	227,044	27	8,409	12,535	,000 ^b
Total	437,867	29			

a. Dependent Variable: Test Anxiety

b. Predictors: (Constant), Intrinsic Value, Self Efficacy

From the output it is known that the calculated F value is 12.535 with a significance level of $0.000 < 0.05$, so the regression model can be used to predict the participation variable or in other words there is an effect of the learning motivation variable (X) on the achievement improvement variable (Y). It can be concluded that the learning motivation variable has an influence on the learning achievement improvement variable or it can be called influential and thus H_0 is rejected or in other words there is influence.

Conclusion

Based on the results of research which aims to see whether there is an influence between learning motivation on increasing the psychology learning achievement of 4th semester students at Raden Fatah State Islamic University, Palembang. After conducting research on 30 subjects using a questionnaire survey technique, the results of data analysis using SPSS can be seen from the significance value in the data above, which is 0.000, which tends to be lower than the significance level of 0.05. So the result is that the learning motivation variable influences the variable of increasing learning achievement. So it can be concluded that the learning motivation variable has an influence on the variable of increasing learning achievement or can be called an influence so that H_0 is rejected and H_a is accepted.

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