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Does Learning Motivation Affect Students' Achievement in Economics? : Identifying the Internal Factor

Heru Sriyono, **Lucky Nindi R. Marfu'i**✉

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Guidance and Counseling, Educational and Social Science Faculty, Universitas Indraprasta PGRI, East Jakarta, Indonesia

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Abstract

This study aims to identify the relationship between learning motivation towards Economics learning achievement of high school students in Bogor Regency, West Java. This research used a quantitative approach. The subject of the study were class XI students of Bogor Regency State High School. The data analysis technique used was inferential statistics using the SPSS 23.0. This correlation study produces data: (1) there are positive and significant relationship between learning motivation and Economics learning achievement, (2) learning motivation of high school students throughout Bogor Regency influences Economics learning achievement, and (3) the increasing motivation of high school students in Bogor Regency will also increase the achievement of learning Economics as well. This study proves that dominantly learning motivation influences Economics learning achievement of high school students in Bogor Regency with a percentage of 70.8%. The results of this study can be followed up by providing guidance and counseling services with the aim of increasing the learning motivation of students who have low motivation to learn.

How to Cite

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✉ Correspondence Author:
Jl. Raya Tengah, Kp. Gedong – Pasar Rebo – Jakarta Timur, Indonesia, 50125
Email: riandika.lucky29@gmail.com

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INTRODUCTION

Assessment of learning outcomes in a certain period of time resulting from the implementation of tests and non-tests on students will produce a number that is used as a benchmark for the performance of students in a subject. This assessment can be used as a benchmark for the academic success of students in any subject. The results of the estimated measure of success can be referred to as learning achievement. This study will discuss specifically about student achievement in Economics.

Learning achievement is generally used as a benchmark for the success of the learning process and can be a reference for evaluation in improving the quality of education (Adiputra & Mujiyati, 2017; Rohwati, 2012; Siagian, 2012; Wibawa, 2003). In social cognitive theory, learning achievement is also influenced by students' self-regulated learning (Yuzarion, 2017). Self-regulated learning itself can be influenced by the attitudes of parents and teachers towards children.

Learning achievement is the result of teaching and learning process that is influenced by students themselves (internal factors) and factors that come from outside of the students (external factors) (Hetika, Farida & Sari, 2018). The learning achievements of several students in Economics in high schools in the city of Bogor are below average. This is possibly because social support from the environment surrounding, which is a motivation to learn, is very lacking. In addition, students' achievement in Economics is less desirable because it is theoretical and boring.

Economics learning is one lesson that has good prospects for the future. Job prospects for alumni who study it including they can work in all fields that require accounting knowledge from theoretical and practical aspects. There are many advantages of studying Economics for working if the students' learning achievements are in the high category.

Students' achievement in Economics in high school throughout the city of Bogor in the less good category (Pangesti, 2018). Learning achievement is a result of evaluating the achievements of learning outcomes in a certain period of time in the form of numbers, symbols, letters, or sentences that describe an individual's ability (Tirtonegoro 2001). Learning achievement is also called the acquisition of learning outcomes processes that show skills expressed with values based on the acquisition of test or test results (Surya, 2004).

Motivation in high capacity can usually be seen from the ability or capacity of learning, answering questions, taking risks, using mistakes as learning conclusions, and showing the high desire in doing something (Martika, 2017). Partially, learning motivation, self-control, empathy, and social skills can positively influence the level of understanding of accounting (Hanum, 2011). Motivation to learn is often referred to as an encouragement from within an individual who activates, guides, and maintains behavior periodically (Slavin, 2009). Indirectly, the results of the study also support the statement that motivation to learn will also significantly influence learning achievement in vocational education.

In addition, research that supports that motivation to learn is very influential on a number of things in individuals as well as many. Motivation and *self-efficacy* are also related to self-regulated learning, where self-regulated learning is one of the abilities of individuals to monitor themselves to achieve learning goals based on learning motivation (Fasikhah & Fatimah, 2013). Indicators in measuring learning motivation are (1) learning perseverance; (2) resilient in the face of difficulties; (3) interest and sharpness of attention in learning; (4) the desire to succeed; (5) learning independence; and (6) awards (Alderman, 2004).

Some indicators in learning motivation end in appreciation or *reward*. Awards will be given when students have good learning achievements. Learning achievement has never had a long distance with learning motivation. Learning outcomes or learning achievement is the success of students in achieving the learning

process experience carried out through evaluation in the form of tests and usually the results are in the form of certain values or numbers that cause changes in cognitive, affective, and psychomotor aspects (Dimyati, 2009).

The dominating problem regarding assessment now only focuses on assessing cognitive aspects. Assessment of Economics in class XI Bogor District Public High School is in the lower middle category. This needs to be identified regarding the most dominant causal factors that are the predictor variables of student learning achievement in Economics. In this study, Economics value is based on learning achievement. Learning achievement is the result achieved by a person in a learning endeavor that is represented in report cards (Eveline & Hartini, 2010).

Learning achievement is used as a representation of the results of the Economics learning process that is associated with psychological factors, namely learning motivation. Some research on learning achievement also discusses the relationship of learning achievement with several other variables related to individual self that are latent or changing. This is because humans always experience development, both physically and psychologically.

Motivation is one of the psychological components of humans. Motivation also supports individual performance in learning, so individual learning outcomes are also related to motivational conditions both from within and from outside the individual. Some of the research results mentioned in the previous paragraphs can be projected that learning achievement and learning motivation are also related to other variables, which support this research as well.

Learning achievement only reflects the assessment in the form of evaluation results of the level of students' understanding of a lesson, but not necessarily able to measure student learning motivation. In this study, we will discuss how learning motivation influences Economics learning achievement along with the results of interpretation from statistical data analysis. This study aims to identify the relationship between learning motivation towards Economics learning achievement of high school students in Bogor Regency, West Java.

METHODS

This research used a quantitative approach with a regression method. The subject of the study consisted of class XI students of Bogor Regency State High School. Data collection techniques and research instruments used were the learning motivation scale and the value of Economics in the Bogor District High School.

The population in this study were 10 schools, with sampling through r*andom sampling technique*, the samples used as research subjects were randomly selected, namely one school with a sample of 60 students. The data collection was done by collecting the economic value data of students and using the learning motivation scale.

The data analysis technique used is inferential statistics using the SPSS 23.0 application through regression analysis to find out how much influence learning motivation has on Economics learning achievement. In addition, this analysis will show how much the percentage of learning motivation contributes to economic learning achievement.

RESULT AND DISCUSSION

Data description of this research is shown in Table 1. Table 1 explants that the lowest value of learning motivation is 55 and the Economics learning achievement is 67 as the lowest value. While the highest value of the learning motivation scale is 87 and the Economics learning achievement has the highest value of 98. The standard deviation shown by the results of economic learning achievement is 6.668 which means the distance of data from Economics learning achievement values has the same distance between categories of 6.668.

Table 1. Data Description

Aspect	Learning Motivation	Economics Learning Achievement
Mean	75.22	83.47
Median	77.00	83.00
Mode	77	80
Std. Deviation	7.443	6.668
Variance	55.393	44.456
Skewness	-.849	.069
Std. Error of Skewness	.309	.309
Kurtosis	.473	-.238
Std. Error of Kurtosis	.608	.608
Range	32	31
Minimum	55	67
Maximum	87	98

Source: Processed Primary Data (2019)

Based on the results of the data description, in this study we will present several results as follows.

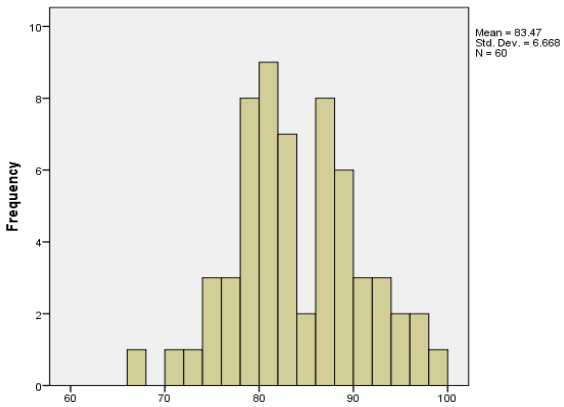

Figure 1. Histogram of Economics Achievements Learning

Data of Economics Learning Achievements

Description of data on the distribution of Economics learning achievements of students of Bogor Regency State High School is described at Figure 1. The distribution data shows that data from Economics learning achievements are normal.

Pre-requisite Test

Testing linear regression analysis, both simple and multiple linear, must meet several analysis requirements. The analysis requirements are as follows: (1) Samples in the form of data pairs X and Y must be taken randomly and meet the minimum sample. (2) A good regression model between variables X and Y is that there is no perfect correlation between free variable in a way to detect the presence of multicollinearity. (3) A good linear regression is the point of spread is not patterned by heteroscedasticity test. (4) The form of regression is linear. The first requirement has been fulfilled, because the sample of this study was taken randomly with a sample size of 60 students. Meanwhile, for testing the analysis requirements must be tested based on the analysis requirements above.

Normality Test

The normality test in this study used K - S normality test (Kolmogorov - Smirnov at level (α) = 0, 05. The purpose of this normality requirement is to find out whether the sample of this study is normally distributed or not. Criteria testing is when | F (Zi) - S (Zi) | the largest symbolized by L is smaller than L table with a significance level of 0.05 then H0 which states that the score comes from a normally distributed sample is accepted. The calculation process is carried out with the help of the SPSS version 23 application program. The criteria for testing data normality is if the Sig value in the Kolmogorov-Smirnov column has a value> 0.05; then the data is distributed normally. If the Sig value <0.05; then the data is not normally distributed. The test results can be seen in the following Table 2.

Table 2. Test of Normality

		Learning Motivation	Economic Learning Achievement
N		60	60
Normal Parameters[a,b]	Mean	75.22	83.47
	Std. Deviation	7.443	6.668
Most Extreme Differences	Absolute	.111	.098
	Positive	.061	.098
	Negative	-.111	-.066
Kolmogorov-Smirnov Z		.863	.763
Asymp. Sig. (2-tailed)		.447	.606

Source: Processed Primary Data (2019)

Based on Table 2, the Kolmogorov-Smirnov test can be concluded: the K-S Z sample value of the Disciplinary variable is 0.637 with a significant probability of 0.811> 0.05 which indicates that the null hypothesis is accepted or that the learning motivation variable is normally distributed. The K-S Z sample value of Learning Motivation variable is 0.863 with a significant probability of 0.447> 0.05 which indicates that the null hypothesis is accepted or that the motivation variable is normally distributed. The K-S Z sample value of the Economic Learning Achievement variable is 0.763 with a significant probability of 0.606> 0.05 which indicates that the null hypothesis is accepted or that the learning motivation variable is normally distributed.

Test of Heteroscedasticity

This test is intended to test whether the regression model of residual variance inequality occurs between observations to other observations. If the variant of residuals is fixed, then it is called heteroscedasticity and if heteroscedasticity differ. The following Figure 2 is the result of the heteroscedasticity test.

Based on Figure 2, the heteroscedasticity test result shows that the residuals and data points are spread, not collected and the points of distribution are not patterned, so the results can be said to be multiple linear regression free from the classical assumptions of heteros-

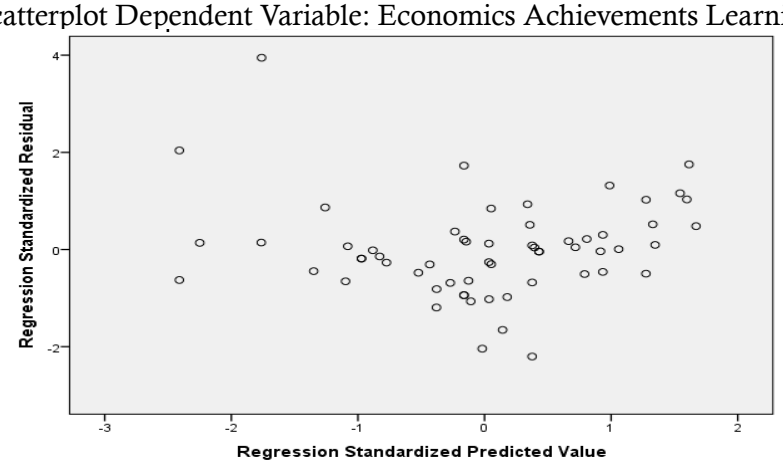

Figure 2. Heteroscedasticity Test

cedasticity.

Test of Linearity

Linearity test is performed to see whether the regression equation Y = a + bX is linear. This analysis used the SPSS program for Windows 23.0. To determine whether the regression equation is linear or not is by looking at the P-value coefficient in the deviation from linearity row, if the P-value coefficient is greater than the 0.05 significance level, the regression equation is linear. Conversely, if the P-value coefficient is smaller than the 0.05 significance level, then the regression equation is non-linear.

Linearity Test of Regression Lines the Effect of Learning Motivation on Economic Learning Achievement

Following is the table of the analysis results of the regression linearity test carried out using SPSS version 23.0. From Table 3, it is known that the Deviation from Linearity row has a sig value of 0.931> 0.05, it can be concluded that the form of the Economic Learning Achievement regression equation for learning motivation is linear.

Hypothesis Testing

From testing hypotheses obtained that the Sig value = 0.001 and the value of t-count = 4.524, while the t-table value = 2.002. Because the Sig value <0.05 and t count > t table then H0 is rejected which means that there is a significant effect of the independent variable X1 (Learning Motivation) on the dependent variable Y (Economics Learning Achievement).

Based on the test results it is stated that there is an effect of the Learning Motivation variable on the Economics Learning Achievement variable. Each increase in one unit of learning motivation will be followed by an increase in learning achievement of 0.332 units. Based on the calculations stated that the contribution of learning motivation in impro-

Table 3. Linearity Test Regression Line the Influence Learning Motivation of Economics Learning Achievement

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Economics Learning Achievements* Learning Motivation	Between Groups	(Combined)	2049.633	23	89.114	5.596	.000
		Linearity	1857.597	1	1857.597	116.647	.000
		Deviation from Linearity	192.036	22	8.729	.548	.931
	Within Groups		573.300	36	15.925		
	Total		2622.933	59			

Source: Processed Primary Data (2019)

Table 4. The Contribution of Motivation Learning

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.842[a]	.708	.703	3.633

a. Predictors: (Constant), Motivation

Source: Processed Primary Data (2019)

Table 5. Correlations Analysis

Correlations			
		Motivation to Learn	Economic Learning Achievement
Motivation to Learn	Pearson Correlation	1	.842**
	Sig. (2-tailed)		.000
	N	60	60
Economic Learning Achievement	Pearson Correlation	.842**	1
	Sig. (2-tailed)	.000	
	N	60	60

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

Source: Processed Primary Data (2019)

ving economic learning achievement is 70.8%. This can be proven in the Table 4.

From the Table 4 it can be seen in the R square column that the value of 0.708 or close to 1,000 which means the motivation to learn has a very large contribution to the Economics learning achievement of students of Bogor Regency State High School. Table 4 is supported by the results of the correlation analysis in the Table 5.

In the Table 5 above, it can be seen in the significance (2-tailed) showing a significance number of 0,000, which means that learning motivation has a significantly positive correlation with Economics learning achievement in Bogor District Public High School. This is supported by several research results showing that degree motivation is an impulse that moves a person to achieve goals in achieving results for actions taken with self-confidence (Fasikhah & Fatimah, 2013). Learning motivation is related to self-regulated learning, because indirectly the learning goals can be monitored well because of self-control. This is in accordance with the results of research that states that high self-efficacy will motivate individuals to improve self-regulation, so that individuals can learn by implementing more self-regulated learning strategies, which ultimately affect their academic performance (Fasikhah & Fatimah, 2013).

Student learning motivation can decrease due to the learning style or learning climate in a boring class. The economics is basically dominated by memorization or theoretical nature so as to make students feel bored with economic lessons. Some students still have low learning motivation and for follow-up some counseling techniques can be given, one of them is blended learning. This statement is supported by the results of research that learning motivation can be improved through blended learning, namely learning that combines traditional "face-to-face" learning with-based learning web or streaming and the like such as e-learning (Sjukur, 2012).

From the hypothesis testing it was found that the value of Sig = 0.001 and t count = 4.524, while t table = 2.002. Because the value of Sig <0.05 and t count> t table then H0 is rejected. It means that there is a significant influence of the independent variable X1 (Learning Motivation) on the dependent variable Y (Economic Learning Achievement).

Based on the test results stated there is an influence of Learning Motivation variables on the Economic Learning Achievement variable. Each increase in one unit of learning motivation will be followed by an increase in learning achievement of 0.332 units, ceteris paribus or the variable effect of discipline does not change. Based on basic competencies cal-

culation, it is stated that the contribution of Learning Motivation in increasing Economic Learning Achievement by 31.08%.

According to the synthesis of the theory in Chapter II, people are motivated to work to achieve their goals and objectives because they are sure of their goodness, interests and benefits. Learning motivation is an internal factor that can affect learning achievement. For students this motivation is very important because it can foster and move student behavior in a positive direction, so as to be able to face all the demands of learning responsibly. Learning Motivation is very closely related to the needs of self-actualization, so motivation has an influence on student learning activities aimed at achieving high achievement.

From quantitative information and the theory, the researcher concludes that there is a significant influence of learning motivation on Economics learning achievement. Motivation to study of students in the second semester of study programs in nursing is high in the high category of 79 respondents (55.6%). This amount is based on the results of the research questionnaire, where the questionnaire about the highest motivation is the question of the respondent always eager to take part in lectures and always spend library time to look for lecture assignments and some of the respondents on average have fixed hours of study at home or in boarding 2- 3 hours per day besides lecture time and most of them also have study groups.

This illustrates that they have motivation in improving their learning achievement. The thing that caused the high motivation of learning for Semester II students in Nursing Science Study Program at Aisyiyah University in Yogyakarta was caused by the role of lecturers, families, and the environment in which students lived. The role of the lecturer in providing a learning process by applying an interesting learning model and giving a strong desire in students to participate in applied learning.

The learning model has been applied by lecturers at Aisyiyah University, Yogyakarta. Students who undergo lectures always get strong support from their families so that it creates high motivation in students, high motivation in students is also supported by the environment where students live mostly conducive environment and have study groups and fixed study hours. Motivation can be said as a series of attempts to provide certain conditions so that someone has the wills and wants to do something (Nafiati, 2018). In line with Khusaini, Lestari & Agustin (2018), that students more enhance their motivation in learning, being active and participating in the learning process, so that the students' learning outcomes will be better.

The results of the above study are in line with research conducted by Ningrum (2014) of 169 respondents showing that the majority of 92 (54.4%) had good motivation and 13 (7.69%) respondents had less learning motivation. This is in accordance with the opinion of Jasmi, Tamuri & Hamzah (2009). In essence, motivation to learn is internal and external encouragement to students who are learning to make changes in behavior in general with several indicators, namely the desire and desire to succeed, the drive and the need to learn (Firdaus 2017).

The results of the study were also supported by the results of the calculation of the correlation of variable X (learning motivation) to the variable Y (learning outcomes) obtained by the correlation coefficient r = 0.02 or 2%. The correlation coefficient shows that the value of r is positive and close to 0, meaning that the correlation between learning motivation and student learning outcomes is positive, meaning that if motivation to learn increases the learning outcomes also increase, although not significantly. And the coefficient of determination is 0.00032 or 0.03%. That means that the magnitude of the effect of learning motivation on student learning outcomes for statistics 1 course is 0.03% while the remaining 0.97% (100% -0.03%) is influenced by other factors (Nugraheni, 2009). Motivation to learn on the basis of intrinsic interest factor have a tendency to have better academic

performance compared to students with low intrinsic interest (Handoyo, 2018).

CONCLUSION

Learning motivation is an internal influence that causes Economics learning achievement increase. The correlation between these two variables shows a positive relationship. This statement can be the basis that if learning motivation increases, then the economic learning achievement will increase as well. Based on the calculation of correlation analysis through SPSS shows that learning motivation has an effect of 70.8% on Economics learning achievement of students of Bogor Regency State High School. The results of this study can be followed up by providing guidance and counseling services with the aim of increasing the learning motivation of students who have low motivation to learn.

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