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THE EFFECT OF LEARNING MOTIVATION ON STUDENTS LEARNING OUTCOMES IN INTEGRATED SOCIAL SCIENCES SUBJECTS IN CLASS VII OF MTS ALKHAIRAAT SALILAMA BOALEMO REGENCY

Fitriyanti Limonu[1]
Economic Education Study Program, Faculty Of Economics, Universitas Negeri Gorontalo
fitriyantilimonu@gmail.com
Radia Hafid[2],
Economic Education Study Program, Faculty Of Economics, Universitas Negeri Gorontalo
radiahafid@ung.ac.id
Sri Indriyani S Dai[3]
Economic Development Study Program, Faculty of Economics, Universitas Negeri Gorontalo
sriindriyani_dai@ung.ac.id

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Abstract:

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The research aimed to determine the effect of learning motivation on students' learning outcomes in integrated social sciences subjects in class VII of MTs Alkhairaat Salilama, Boalemo Regency. It employed a quantitative approach with survey research methods where the research samples were 53 students. At the same time, the data were collected through questionnaires and were analyzed using correlation analysis techniques.

The finding revealed the effect of learning motivation on students' learning outcomes in integrated social sciences subjects in class VII of MTs Alkhairaat Salilama. It could be observable from the results of the correlation analysis that there was a significant correlation between students' learning motivation (X) and students' learning outcomes (Y) in students of class VII in integrated social scinces subject at MTs Alkhairaat salilama, Boalemo Regency with a correlation coefficient of 0.458. The calculation of the coefficient of determination indicated that the effect of students' learning motivation on students' learning outcomes in class VII in integrated social sciences subjects at MTs Alkhairaat Salilama, Boalemo Regency was 62.7%. While the remaining were affected by other factors that were not examined in this research.

Keywords: Students' Learning Outcomes and Learning Motivation

INTRODUCTION

Education has an important role in realizing a complete and independent human being and becoming a noble and beneficial human being for the environment. Schools as formal educational institutions are a means of achieving educational goals, as stated in Law No. 20 of 2003 concerning the goals of national education Chapter II Article 3. With the existence of this law, one of the main tasks of schools is to prepare students in order to achieve optimal development. A student is said to have achieved optimal development if the student can obtain education and learning achievement in accordance with his talents, abilities and interests.

The learning objectives contained in the national education goals stated in Article 3 of Law No. 20 of 2003, namely: "The development of the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative. , independent, and become a democratic and responsible citizen".

Based on the phenomenon that occurred at MTs Alkhairaat Salilama that the learning achievement achieved by students in the Integrated Social Sciences subject for class VII was still low on average below the minimum completeness criteria (KKM) set by the school. The low learning achievement of students which can be seen from the many students who are

less enthusiastic in receiving lessons in class, the lack of student interest in participating in learning activities, and the low learning achievement of class VII students in integrated social studies subjects which can be seen from the average achievement learning achievement is still below the KKM which is 65.00. The students who scored below the KKM were 32 students out of 53 students. While the KKM set at the MTs ALkhairaat Salilama school is 70.

As stated by Shah (2010: 100) that learning achievement is used to determine the level of success of a teaching program process.

From the statement above, it can be seen that learning achievement is an achievement that has been achieved by students after the learning process is carried out, where the success of students in achieving learning achievement is influenced by several factors.

One of the factors that influence student achievement is learning motivation. According to Sardiman (2007:73) motivation is an effort that encourages someone to do something or the driving force of the subject to do an act in a goal. Furthermore, according to Dimyati (2006:80) learning motivation is seen as a mental impulse that moves and directs human behavior, including learning behavior.

So that students who are highly motivated in learning are likely to get high learning achievement as well, meaning that the higher the motivation, the more the intensity of the effort and effort made, the higher the learning achievement they will get. Students make various efforts or efforts to increase success in learning so as to achieve satisfactory success as expected. Motivated learning is essentially learning that is in accordance with the needs, drives, motives, interests that exist in students. The success or failure in generating and utilizing motivation in the learning process is related to the efforts to foster classroom discipline carried out by educators.

MATERIALS AND METHODS

2.1 Theory Study

2.1.1 Learning Motivation

Poerwanto (2007) provides an understanding of learning achievement, namely "the results achieved by a person in an effort to learn as stated in the report card." Furthermore, Winkel (1997) said that "learning achievement is an evidence of learning success or a student's ability to carry out learning activities according to the weight achieved" Meanwhile, according to Nasution, S (1987) learning achievement is "perfection achieved by a person in thinking, feeling and doing, learning achievement is said to be perfect if it fulfills three aspects, namely: cognitive, affective and psychomotor, on the contrary, it is said to be unsatisfactory if someone has not able to meet the targets in the three criteria" Based on the above understanding, it can be explained that learning achievement is the level of humanity possessed by students in accepting, rejecting and assessing the information obtained in the teaching and learning process. A person's learning achievement is in accordance with the level of success of something in learning the subject matter expressed in the form of grades or report cards for each field of study after experiencing the teaching and learning process. Student achievement can be known after an evaluation is held. The results of the evaluation can show the high or low student achievement.

2.1.2 Learning Achievement

Each individual has internal conditions that play a role in every activity as well as the learning process. One of these internal conditions is Learning Motivation. According to Sardiman (2012: 75) suggests that in learning activities, motivation can be said as the overall driving force in students that causes learning activities, which ensure the continuity of learning activities, so that the goals desired by the learning subject can be achieved. Learning motivation can give a person strength to carry out learning activities. The existence of learning motivation, then a person will be able to carry out various kinds of activities, especially learning activities so that learning objectives can be achieved. Students who have a strong learning motivation will have a lot of energy to carry out learning activities.

Khodijah (2014: 150-151) explains the definition of learning motivation as a driver that changes the energy within a person into the form of real activities to achieve certain goals. In other words, motivation is a psychological condition that encourages someone to do something. While learning motivation is a psychological condition that encourages someone to learn.

METHODS

This type of research uses research with a quantitative approach to the type of research *SURVEY.* This study aims to determine the effect of learning motivation on student achievement in integrated social studies subjects in class VII MTs Alkhairaat Salilama, Boalemo Regency. The time this research was carried out by researchers was 3 months and the location of this research will be carried out in Kramat Village, precisely in Mananggu District. research instrument as many as 14 people taken from class VIII students. The research sample of class VII students of MTs alkhairaat salilama totaling 53 people. Data collection techniques using observation, interviews, questionnaires, documentation. The data analysis technique used simple linear regression analysis .

RESULTS AND DISCUSSION

Student Learning Motivation Variable Data

Student learning motivation variable data obtained from the results of the distribution of questionnaires. The number of items in the questionnaire to determine the condition of the Student Learning Motivation variable consists of

30 questions with a maximum weight of 5 and a minimum of 1. The maximum score for the measurement of the Student Learning Motivation variable is 150 and the minimum score is 110 .

A total of 53 students in Integrated Social Studies Subjects in Class VII MTs Alkhairaat Salilama, Boalemo Regency, were the samples in this study. Based on the variable data of Student Learning Motivation (X), the general frequency distribution can be arranged as follows

Table 4.1 Distribution of Students' Learning Motivation Frequency

No.	Interval Score	Criteria	Frequency	
			F	%
1	110 – 118	Strongly agree	4	8
2	119 – 126	Agree	8	15
3	127 – 134	Disagree	17	32
4	135 – 142	Don't agree	11	21
5	143 – 150	Strongly Disagree	13	25
Total			**53**	**100**

VALIDITY TEST

LEARNING MOTIVATION VARIABLE (X)

The validity test was conducted to measure the questions or statements in the questionnaire. As explained by Sugiyono (2009:267) that a valid instrument means that the instrument can be used to measure what is being measured. The following are the results of the validity test of the *Pearson product moment model instrument* on the learning motivation variable presented in the table:

Table 4.4 Test the Validity of Learning Motivation Variables (X)

No Item	r *count*	rtable *5 %* *df = (N-2)*	Sig.	Criterion
1	0. 626	0. 270	0.000	Select
2	0. 342	0. 270	0.0 12	Select
3	0. 515	0. 270	0.000	Select
4	0.4 69	0. 270	0.000	Select
5	0.6 11	0. 270	0.000	Valid
6	0.564	0.270	0.000	Valid
7	0.525	0.270	0.000	Valid
8	0.613	0.270	0.000	Valid
9	0.296	0.270	0.032	Valid
10	0.557	0.270	0.000	Valid
11	0.453	0.270	0.001	Valid
12	0.306	0.270	0.026	Valid
13	0.488	0.270	0.000	Valid
14	0.301	0.270	0.029	Valid
15	0.572	0.270	0.000	Valid
16	0.521	0.270	0.000	Valid
17	0.641	0.270	0.000	Valid
18	0.654	0.270	0.000	Valid
19	0.625	0.270	0.000	Valid
20	0.525	0.270	0.000	Valid
21	0.564	0.270	0.000	Valid
22	0.525	0.270	0.000	Valid
23	0.613	0.270	0.000	Valid
24	0.296	0.270	0.032	Valid
25	0.557	0.270	0.000	Valid
26	0.626	0.270	0.000	Valid
27	0.342	0.270	0.012	Valid

28	0.515	0.270	0.000	Valid
29	0.469	0.270	0.000	Valid
30	0.611	0. 270	0.000	Valid

Source: Processed SPSS

Reliability Test

Table 4.5 Instrument Reliability Test Results

No	Variable	Cronbach Alpha	*R table*	nformation
1.	udent's motivation to study	0. 900	0.600	**Reliable**

Data Normality Test

The normality test of the data uses the Kolmogrov Smirnov normality test which is part of the classical assumption test. Testing the normality of the data with Kolmogrov Simornov aims to determine whether the residual values are normally distributed or not. A good regression model is to have residual values that are normally distributed.

Table 4.6 Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		53
Normal Parameters [a,b]	mean	,0000000
	Std. Deviation	,73747845
Most Extreme Differences	Absolute	,124
	Positive	,124
	negative	-,074
Kolmogorov-Smirnov Z		,905
asymp. Sig. (2-tailed)		**,386**

a. Test distribution is Normal.
b. Calculated from data.

Based on the table above, it can be seen that the results of the normality test using the *Kolmoogrov-Smirnov* test method have a significance value of **0.386 where** this value is greater than 5% *alpha* (0.05), so it can be concluded that the residual value is normally distributed.

Linearity Test

The linearity test is known, the criteria is if the sig value > 0.05 then the relationship between the independent variable and the dependent variable is linear . The results of linearity testing using the *deviation from linearity test* with the help of *IBM Statistics SPSS 21.0* are as follows :

Table 4.7 Linearity Test

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Achievement_Learn_Students * Motivation_Learn_Students	Between Groups	(Combined)	62,722	25	2,509	5.169	,000
		Linearity	47,545	1	47,545	97,962	,000
		Deviation from Linearity	15,177	24	,632	1,303	**,252**
	Within Groups		13,104	27	,485		
	Total		75,826	52			

The table above shows the significance value for *Deviation From Linearity* of 0.252 . The significance value is greater than the 0.05 significance value i.e. 0.252 > 0.05 . This indicates that the variables of student learning motivation and student achievement have a linear effect .

After the classical assumption test, namely the normality of the data and the linearity of the data has been met, the next step is to model the data using simple regression analysis. The results of the analysis using the help of the *IBM Statistics SPSS 21.0 program* . shown as follows:

Table 4.8 Results of Regression Analysis

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	**91.328**	1,415		64.560	,000
	Student's motivation to study	**,098**	0.011	,792	9,259	,000

a. Dependent Variable: Achievement_Learning_Students

Based on the results of the analysis above, the simple linear regression model built is:

= 91.328 + 0.098 X

From the model, the following are interpreted:

a. If there is no influence from the Student Learning Motivation variable (the effect is not significant), then the average student achievement is 91.328 units.
b. Each change in the variable of Student Learning Motivation will affect student achievement by 0.098 times units.
c. There is an influence of student learning motivation on student achievement.

Hypothesis testing

By using the help of the *IBM Statistics SPSS 21.0 program* , the following results were obtained :

Table 4.9 Hypothesis Testing

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	91.328	1,415		64.560	,000
	Student's motivation to study	,098	0.011	,792	**9,259**	**,000**

a. Dependent Variable: Achievement_Learning_Students

From the above results obtained a value $t_{hitung}$of 9.259 and a significant level of 0.00 0 . Thus, the following significant test results were obtained:

Table 4.10 Significant Test Results

level Significance	Scoret_{hitung}	Scoret_{tabel}	Score Significance	Conclusion
5%	**9,259**	2.006	0.000	Significant

Based on the results of the significant test, the value t_{hitung} > t_{tabel}at the significance level of is 5%, then it is H_0rejected $H_1$to be accepted, meaning that it is significant. This indicates that student learning motivation has an effect on student achievement in class VII integrated social studies subjects at MTs Alkhairaat Salilama, Boalemo Regency .

CORRELATION ANALYSIS

To determine the magnitude of the close relationship between Student Learning Motivation (X) and student achievement variable (Y), *the Pearson correlation coefficient is used* with the following decision rules:

r 1, shows a perfect positive linear relationship between X and Y, in the sense that the greater the price of X, the greater the price of Y, or the smaller the price of X, the smaller the price of Y.

r -1, shows a perfect negative linear relationship between X and Y, in the sense that the greater the price of X, the smaller the price of Y, or the smaller the price of X, the more the price of Y.

r = 0, indicating that there is no linear relationship between X and Y.

Guidelines for the degree of closeness of the relationship between the two variables are based on the following rules:

Table 4.11 Interpretation of Correlation Coefficient

Coefficient Interval	Relationship Level
0.80 – 1,000	Very strong
0.60 – 0.799	Strong
0.40 – 0.599	Strong enough
0.20 – 0.399	Low
0.00 – 0.199	Very low

Source: Ridwan, 2011: 81

By using the help of the *IBM Statistics SPSS* 21.0 program , the correlation coefficient values are obtained as follows:

Model Summary [b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	**,792 [a]**	**,627**	,620	,74467

a. Predictors: (Constant), Motivation_Learn_Students
b. Dependent Variable: Achievement_Learning_Students

Based on the results of the analysis above, the Pearson Correlation Coefficient value is 0, 792 . This shows that there is a very strong relationship between student learning motivation (X) and student achievement (Y) by students in grade VII integrated social studies subjects at MTs Alkhairaat Salilama, Boalemo Regency .

Coefficient of Determination Test

The coefficient of determination reflects the magnitude of the influence of changes in the independent variables in carrying out changes to the dependent variable together, with the aim of measuring the truth and goodness of the relationship between variables in the model used. The magnitude of the value r^2ranges from 0 < r^2<1. If the value $r^2$is closer to one, the proposed model is said to be good because the higher the variation of the dependent variable that can be obtained

Table 4.12 : Coefficient of Determination of X against Y

R	R Square	Contribution of Other Factors
0.792 _	**0.627 _**	**0.373 _**

Based on the results above, the R-Square is 0.627. This value means that 62.7% of the variability regarding student achievement variables in class VII integrated social studies subjects at MTs Alkhairaat salilama, Boalemo Regency can be explained by the variable of student learning motivation. While the remaining 37.3% is influenced by other variables not examined in this study.

DISCUSSION

Based on the research problem and research objectives that have been listed previously, the researcher wants to measure the influence of learning motivation on student achievement in integrated social studies subjects in class VII MTs Alkhairaat Salilama, boalemo district, then the influence of learning motivation variables and student achievement variables is obtained.

From the results of this study, it is empirically proven that the independent variables studied have a positive and significant influence on the dependent variable. The independent variable in this study is learning motivation (variable x) and the dependent variable is student achievement (variable Y) in integrated social studies subjects in class VII MTs Alkhairaat Salilama, Boalemo Regency. This is evidenced by the t_{hitung}obtained value of 9,259 which means it is greater than the value of t_{tabel}2,006 and a significant value of 0.000 or below 0.05. And the regression coefficient value of the learning motivation variable is 0.098 which shows that every change in the learning motivation variable by 1 unit will increase student learning achievement by 0.098 unit.

The results of this study are supported by the theory put forward by M. Dalyono (1997) which states that motivation can determine whether or not it is good in achieving goals so that the greater the motivation, the greater the learning success. Motivation as the main factor in learning that serves to generate, underlie, and move the act of learning.

For students, motivation is very important because it can move student behavior in a positive direction, so that they are able to face all the demands of difficulties and are able to take risks in their studies. Motivation can move students to work hard, look dashing, don't want to give up, and actively read to improve learning outcomes and solve problems they face. On the other hand, students who have low motivation are indifferent, easily discouraged, their attention is not focused on learning which results in students having difficulty learning. The results of this study are also in line with the theory put forward by Thursam Hamik (2008) which states that teaching and learning activities of a student will be successful if they have the motivation to learn. The state of students who are enthusiastic, focused and diligent will improve their learning achievement. The results of this study are supported by the results of previous relevant studies, namely research conducted by Uly Ulya (2012) about the influence of interest in learning and learning motivation on learning achievement in mathematics subjects for fourth and fifth grade students at MI Riyadlotul Ulum Kunir, Dempet District, Demak Regency, 2011 Academic Year. /2012, which concludes that there is a positive and significant effect between student learning motivation on student achievement in grades IV and V at MI Riyadlotul Ulum Kunir, Dempet District, Demak Regency, for the 2011/2012 Academic Year.

CONCLUSION

1. The results of hypothesis testing carried out in this study shows that there is an effect of Student Learning Motivation variable (X) on student achievement variable (Y) in grade VII students of integrated social studies at MTs Alkhairaat Salilama, Boalemo Regency .
2. The results of the correlation analysis show that there is a strong relationship between student learning motivation (X) and student achievement (Y) in grade VII students of integrated social studies at MTs Alkhairaat Salilama, Boalemo Regency with a correlation coefficient of 0.458.
3. The results of the calculation of the coefficient of determination show the effect of learning motivation on student achievement in class VII integrated social studies subjects at MTs Alkhairaat Salilama, Boalemo Regency , by 62.7%. While the rest is influenced by other factors not examined in this study.

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