

THE INFLUENCE OF LEARNING MOTIVATION ON STUDENTS' LEARNING ACHIEVEMENT OF SDN 112 PEKANBARU

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Abstract

This research aims to determine the picture of student learning motivation at SDN 112 Pekanbaru, to find out the picture of student learning achievement at SDN 112 Pekanbaru, to find out how much influence the learning motivation of students at SDN 112 Pekanbaru has. This research is quantitative, with a research population of all class V students at SDN 112 Pekanbaru, totaling 82 people. Determining the number of samples used saturated samples, thus the number of samples in this study was 82 people. The data collection techniques used are questionnaire techniques and observation techniques. The data analysis techniques used are descriptive statistical analysis and inferential statistical analysis. The results of the research show that the description of students' learning motivation at SDN 112 Pekanbaru is in the high category, the description of students' learning achievement at SDN 112 Pekanbaru is in the quite high category, the influence of students' learning motivation at SDN 112 Pekanbaru is in the medium category.

Keywords: *Influence, Learning Motivation, Learning Achievement*

1. INTRODUCTION

Improving the quality of human resources is the main requirement for achieving development goals. One way to achieve this improvement is through education. National education aims to brighten the nation's life and form a complete human being, namely an individual who is devoted to God Almighty, has noble character, has knowledge and skills, as well as physical and spiritual health, has a stable personality, is independent and responsible (Dinata et al. , 2023). Education also aims to develop knowledge and form noble character in accordance with the ideals desired by each student (Djamarah, 2008). Improving the quality of human resources is one of the emphasis of educational objectives, as stated in Law No. 20 of 2003 concerning the objectives of National Education Chapter II Article 3 which reads "National Education aims to develop abilities and form a dignified national character and civilization in in order to educate the nation, aiming to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens."

With this law, the education sector must continue to be a priority and focus for realization, especially in the provision of school facilities and infrastructure. One of the main tasks of schools is to prepare students so they can achieve their optimal development. Students are considered to have achieved optimal development if they can obtain education and learning achievements that are in accordance with their talents, abilities and interests.

In an effort to improve the quality of learning, various steps were taken, including increasing learning motivation. Students' learning success really depends on their willingness and desire to learn. By increasing learning motivation, students will be more motivated and focused in their attitudes and behavior towards learning. Learning motivation also includes students' goals or aspirations, which are expected to encourage them to understand their learning goals (Soemanto, 2019). According to Biggs & Tefler, students' motivation to learn can become weak, and weak

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motivation or no motivation to learn will weaken learning activities, so that the quality of learning outcomes becomes low.

Therefore, students' learning motivation needs to be strengthened continuously. The aim is for students to have strong learning motivation, so that the learning outcomes they achieve can be optimal. Students who have high learning motivation tend to obtain high learning outcomes as well. This means that the higher their motivation, the greater the intensity of the effort they make, the higher the learning outcomes they obtain. Students will make various efforts to increase success in learning so as to achieve satisfactory results as expected (Dimiyati, 2006). Apart from that, motivation also supports efforts and keeps students' learning processes running. This makes students more persistent in learning. Weiner stated that students who have the motivation to succeed will work harder than those who only have the motivation to avoid failure (Nashar, 2004).

Therefore, students who are motivated to succeed should be given challenging assignments, while students who are motivated to avoid failure should be given assignments that they can complete well. Dalyono stated that if motivation to learn appears every time you study, it is likely that learning outcomes will increase (Dalyono, 2015). Many students' talents do not develop because they do not have the appropriate motivation to match these talents. If students gain motivation that matches their talents, their potential will be unleashed in extraordinary ways, resulting in previously unexpected learning achievements. State Elementary School 112 Pekanbaru class V is one of the state schools at the elementary level which is an example of implementing these principles.

According to observations in the field and information from teachers, many students still experience difficulties in learning. This can be seen from students who are reluctant to learn and less enthusiastic about receiving lessons in class. Apart from that, many students are not yet active in working on the practice questions given. As a result, their learning results are less than satisfactory, with many scores below the passing standard of 75, as seen in the report card score list for semester 1 of the 2023/2024 academic year. In fact, the school has provided facilities that support the facilities and infrastructure for the smooth running of the learning process. This problem encourages researchers to understand more about the influence of learning motivation on student learning achievement. This research aims to determine the extent to which learning motivation contributes to the learning outcomes achieved by students.

2. RESEARCH METHODS

This research is classified as quantitative descriptive research because it explains the influence of variables that influence the situation without manipulating these variables. This research was carried out by collecting qualitative data, which was then presented in the form of numbers (disqualified) to be tested verifiably using a data analysis design. This research was carried out in the odd semester of the 2023/2024 academic year at SDN 112 Pekanbaru. There are two variables in this research: Learning motivation (X) as an independent/free variable, and learning achievement (Y) as a dependent/bound variable (Sangadji & Sopiah, 2010). To measure the variables in this research, an instrument in the form of a questionnaire was used. In the questionnaire technique, the questionnaire distributed contains a number of questions and statements that have been clarified into the dimensions of learning motivation that influence learning achievement. This difference can be seen in giving weights using a Likert scale as follows: (Sugiyono, 2013)

1. To give weight to positive statements:
 - a. Answers that strongly agree are given a score of 5;
 - b. An affirmative answer is given a score of 4;
 - c. Undecided answers are given a score of 3;

- d. Disagree answers are given a score of 2;
- e. Answers that strongly disagree are given a score of 1.

2. To give weight to negative statements:

- a. Answers that strongly agree are given a score of 1;
- b. An affirmative answer is given a score of 2;
- c. Undecided answers are given a score of 3;
- d. Disagree answers are given a score of 4;
- e. Answers that strongly disagree are given a score of 5.

Determining that learning motivation influences learning achievement, score calculations are used, in this case the percentage of score achievement levels using criteria or measurements adapted from Ridwan's opinion with the following range: (Riduwan, 2007)

- 1. The percentage level of score achievement of 81%-100% is considered very good
- 2. The percentage level of achieving a score of 61% -80% is considered good
- 3. The percentage level of achieving a score of 41% -60% is considered quite good
- 4. The percentage level of achieving a score of 21% -40% is considered not good
- 5. A percentage level of achieving a score of 20% is considered very bad

Sugiyono stated that the sample is part of the number and characteristics of the population. In this study, the population consisted of 82 students. Arikunto believes that if the total population is less than 100 people, then the sample size is the entire population. Data collection techniques in this research are questionnaires and observation. Data will be analyzed using quantitative descriptive statistical analysis techniques and inferential statistical analysis. The aim of this research is to describe or create an overview of the variables, symptoms or conditions of the variables and indicators studied. Therefore, inferential statistical analysis will be carried out using data normality tests and simple linear regression.

3. RESULTS AND DISCUSSION

3.1 Description of Research Location

3.2 Descriptive Analysis

3.2.1 Learning Motivation Variable (x)

To get a picture of the learning motivation of class V students at SDN 112 Pekanbaru, the quality of respondents' answers was simplified into five categories, namely: very high, high, quite high, low and very low. Based on a questionnaire given to 82 respondents to class V students at SDN 112 Pekanbaru, the average score for learning motivation was 69.82 with a standard deviation of 13.23464. For more details, see the attachment. To find out the description of the learning motivation of class V students at SDN 112 Pekanbaru, you can see the following table:

Intervals	Category	Frequency	Percentage (%)
84 – 100	Very high	15	18.29
68 – 83	Tall	35	42.68
52 – 67	High enough	21	25.61
36 – 51	Low	11	13.42
20 – 35	Very low	-	-
Amount		82	100

From this table, it can be seen that the description of the learning motivation of class V students at SDN 112 Pekanbaru, if viewed from the average value, learning motivation is in the high category in the interval 68-83 with a frequency of 35 respondents or 42.68%.

3.2.2 Learning Achievement Variable (y)

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Based on student learning achievement obtained from the average score of respondents' report cards, the categorization was divided into five categories, namely: very high, high, fair, low and very low. The average learning achievement score for class V students at SDN 112 Pekanbaru is 74.26 with a standard deviation of 5.218. For more details, see the Appendix. To find out an overview of the learning achievements of class V students at SDN 112 Pekanbaru, see the following table:

Intervals	Category	Frequency	Percentage (%)
86 – 100	Very high	-	-
76 – 85	Tall	15	18.29
60 – 75	High enough	67	81.71
31 – 59	Low	-	-
20 – 35	Very low	-	-
Amount		82	100

From this table it can be seen that the average learning achievement score for class V students at SDN 112 Pekanbaru is in the quite high category, namely obtained by 67 respondents or 81.71 percent.

3.2.3 Infarcial Analysis

3.2.4 Normality test

The normality test is carried out to see whether the data in the regression model has a normal distribution or not. The basis for decision making is using the Kolmogorov Smirnov statistical test, if the asymp.sig value is > 0.05 then the sample data taken is normally distributed and vice versa. The results of this test can be seen in the following table:

	Standardized Residuals
N	82
Asymp. Sig. (2-tailed)	0.914

Based on this table, it can be concluded that all variables have a Kolmogorov Smirnov value > 0.05, namely 0.914. so it can be said that the data obtained in this study is normally distributed.

3.2.5 Simple Linear Regression Test

The regression test is intended to determine whether there is an influence of learning motivation (X) on learning achievement (Y) of students at SDN 112 Pekanbaru, which can be seen as follows:

Correlations

		IQ	Learning achievement
Motivation to learn	Pearson Correlation	1	.424**
	Sig. (2-tailed)		,000
	N	82	82
Learning achievement	Pearson Correlation	.424**	1
	Sig. (2-tailed)	,000	
	N	82	82

Correlations

		IQ	Learning achievement
Motivation to learn	Pearson Correlation	1	.424**
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Learning achievement	Pearson Correlation	.424**	1
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	N	82	82

*. Correlation is significant at the 0.05 level (2-tailed).

From the table above, it is known that learning motivation (X) has a significance value of $0.00 < 0.05$, which means there is a significant correlation. So it can be seen that the influence of learning motivation on learning achievement is 42.4 percent. To find out the magnitude of the influence of learning motivation on student learning achievement at SDN 112 Pekanbaru, you can look at the calculations in the summary model, especially the R square number, as seen in the table below:

Model Summary b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.424a	,180	,170	4.75474

a. Predictors: (Constant), Learning Motivation

b. Dependent Variable: Learning Achievement

The R number is 0.424, meaning that the influence of learning motivation on student achievement at SDN 12 Pekanbaru is 42.4 percent. This means that there are still other forms of motivation which have an influence of 57.6 percent on student learning achievement at SDN 12 Pekanbaru. The influence value of students' learning achievement at SDN 112 Pekanbaru based on the interpretation of the r value shows a moderate influence. To find out the correlation coefficient for student achievement at SDN 112 Pekanbaru, you can see the correlation coefficient table below:

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	Q	Sig.
		B	Std. Error	Beta		
1	(Constant)	62,580	2,836		22,036	,000
	Motivation to learn	,167	,040	,424	4,193	,000

a. Dependent Variable: Learning Achievement

In the table above, (Coefficients a), in column B the Constant value is 62.580 while the value of learning motivation is 0.167 so the regression equation can be written: $Y = a + b1X1$ or $(Y = 62.580 + 0.167)$ The coefficient b is called the regression direction coefficient which states

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the average change in variable Y for every change in variable X. This change is an increase if b has a positive sign (+) and a decrease if b has a negative sign (-). This regression equation displays a significance test with the t test, namely to find out 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 that the t value for learning motivation = 4.193 with a significance value of 0.000 is between $0.000 < 0.05$, so H_0 is rejected and H_a is accepted, which means there is a significant influence of the learning motivation variable (X) on the achievement variable (Y).

Therefore, the regression coefficient is positive, amounting to 0.167, meaning that if learning motivation increases by 1 unit, then learning achievement (Y) will increase by 0.167. So, to further improve learning achievement, students' learning motivation must be increased. Based on the research results, it shows that there is a significant influence of learning motivation on the learning achievement of class V students at SDN 112 Pekanbaru as shown by the regression test with a calculated t value of 4.193 and a significant value of $0.006 < 0.05$. With motivation, students will be encouraged to learn to achieve goals and objectives because they are confident and aware of the goodness of the interests and benefits of learning. For students, motivation is very important because it can move students' behavior in a positive direction so that they are able to face all demands, difficulties and are able to bear risks in their studies. According to M. Dalyono (1997:235) Motivation has a very important role in determining a person's success in achieving learning goals. The higher a person's motivation, the greater the success he can achieve in the learning process.

functions as a trigger, basis and driving force in carrying out learning activities. Based on research results through direct observation, it was found that students who have high motivation tend to be more active, persistent, do not give up easily, and are active in reading to improve learning achievement and overcome the problems they face. They demonstrate strong mental resilience and focus on learning. On the other hand, students who have low motivation tend to be indifferent, easily discouraged, and less interested in the learning process. As a result, they often experience difficulties in learning. Overall, learning motivation plays a key role in shaping students' attitudes and behavior towards learning. Encouraging strong motivation can help students overcome challenges and achieve better learning outcomes (Dalyono, 2015). Motivation is the force that moves individuals, directs their actions, and assists in the selection of learning goals that are considered beneficial in life.

The study of motivation allows us to understand the reasons behind individual behavior because motivation itself cannot be directly observed. What can be observed is how the motivation expresses itself through the individual's behavior, which at least provides a clue as to what might be the individual's true motivation. (Dinata & Achadi, 2023). Considering the importance of motivation in improving learning achievement, many techniques are used by teachers to increase student motivation in studying at SDN 112 Pekanbaru. One of the techniques used is to give students clear reasons why they need to study seriously and try to achieve their best. Teachers at SDN 112 Pekanbaru also often explain to students what is expected of them during and after the learning process.

By providing motivating reasons and explaining these expectations, teachers help students understand the importance of hard effort and commitment to learning. This can stimulate students' intrinsic motivation, namely motivation that comes from within themselves to achieve the learning goals that have been set. A teacher in class V at SDN 112 Pekanbaru tries to create a learning environment that stimulates student motivation with several approaches. First, the teacher ensures that students know the short-term and long-term goals of the lesson they are taking, by providing an explanation of the general application of the lesson. This helps students to see the relevance of the subject matter to everyday life and their goals in learning. Apart from

that, teachers also do things that arouse admiration among students to stimulate their curiosity. For example, by applying interesting concepts and principles in learning.

This not only increases students' interest but also encourages them to actively dig deeper in learning. At SDN 112 Pekanbaru, students are also encouraged to connect knowledge, skills or experiences from previous material to understand the new material being studied. This approach helps students to build a deeper and more integrated understanding of the subject. In addition, game elements are also included in the learning process to attract students' interest and facilitate their understanding of the material being studied. This approach creates a fun and interactive learning environment, so that students are more motivated to learn and participate actively in learning activities. SDN 112 Pekanbaru has adequate facilities such as computers, learning media, laboratory equipment and a complete library. These facilities play an important role in motivating class V students to study harder and improve their learning achievements. However, the number of these facilities is limited. Increasing student learning achievement is the main goal of the learning process at SDN 112 Pekanbaru. Success in achieving learning goals is the main focus of education at this school. By making maximum use of existing facilities, students are encouraged to continue to improve their learning abilities, using technology and available resources to support optimal achievement. The results of this research are related to research conducted by Uly Ulya (2012) with the title "The Influence of Learning Interest and Learning Motivation on Learning Achievement in Mathematics Subjects of Class IV and V Students at MI Riyadlotul Ulum Kunir, Dempet District, Demak Regency, 2011/2012 Academic Year" , which states that there is a positive influence which is classified as very strong so that there is a correlation between learning motivation and Mathematics learning achievement for class IV and V students at MI Riyadlotul Ulum Kunir (Ulya, 2012). These results are in accordance with the theory expressed by Thursam Hakim (2008:14) stating that, "a student's teaching and learning activities will be successful if they have the motivation to learn" (Hakim, 2005).

The state of students who are enthusiastic, focused and diligent will improve their learning achievement. The results of this research are consistent with the findings made by Fista Sahita (2009) in her study on the influence of parental attention and learning motivation on student learning achievement in economics subjects in class XI social sciences at SMA Negeri Tegal. Fista Sahita's research shows that learning motivation has a positive and significant influence on student learning achievement. These findings reinforce the importance of learning motivation in increasing students' academic achievement, which is supported by parental attention as an additional supporting factor. Thus, the results of this research provide a valuable contribution to the understanding of the factors that influence student learning achievement, as well as the importance of efforts to increase learning motivation in an educational context.

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that learning motivation in class V students at SDN 112 Pekanbaru is influenced by several factors such as students' goals/aspirations, individual abilities, students' physical and spiritual conditions, classroom environmental conditions, and dynamics in the teaching and learning process. . Student learning achievements are assessed from the final grades listed in the report card. Significantly, learning motivation influences the learning outcomes of class V students at SDN 112 Pekanbaru. This is proven through data collection carried out using observation, documentation and questionnaire methods which are then analyzed simultaneously. The magnitude of the influence of learning motivation on the learning outcomes of class V students at SDN 112 Pekanbaru can be stated as 42.4 percent. The remainder, namely 57.6 percent, was influenced by other factors not examined in this research due to limited time, ability and funds. Therefore, researchers provide the opportunity for other researchers to explore these factors further.

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