

Effect of Student Motivation on Student Learning Outcomes in Economics Lesson

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Abstract: Research on the influence of learning motivation on student learning outcomes in economic lesson. This research was conducted on XI Social Class of Public senior high school in Bandung Regency. This research used survey research method and data analysis technique using regression analysis. The results of this study concluded that the level of student learning motivation has a positive and significant impact on student learning outcomes. This means that the level of student learning motivation is an important factor to change the level of student learning outcomes. Therefore, achievement motivation is very instrumental in learning, because the higher the achievement motivation of students, the spirit of students to learn is also increasing.

1 INTRODUCTION

Efforts to create quality education certainly cannot go as easily as expected. This is proven by the condition of education that is still far from expectations. Increasing the quality of education has been done by the education sector or educational institutions through the improvement of national curriculum, local, teacher performance through training and certification, procurement and improvement of educational facilities and infrastructure. Quality education can not be separated from the contribution of teachers and learners. The involvement of learners who are active in courses and seminars, active in organization of determining good learning outcomes (Ramona and Camelia, 2014). Motaei (2014) explained that students in Iran prefer to take part in activities based on discussion of problems with peers. So the teachers should create an atmosphere in the classroom to engage students in the learning process, encouraging them to reflect and ask the questions, and provide opportunities for interaction between students and teachers. Achieving student's learning outcomes during learning depends on the support that the students receive from qualified staff services. So in the learning process students are expected to acquire skills, beliefs, and competencies. (Ellemes et al., 2017).

In addition Abin Syamsudin (2004), suggest there are three factors that affect student achievement is (1) raw input is the student with all the characteristics such as IQ, motivation, motives, habits, emotions,

physical, and others; (2) instrumental input is instrumental input such as teacher, curriculum, school, means and infrastructure, source book, etc.; (3) environmental inputs are environmental inputs such as family, social, community, and others.

Furthermore Noehi Nasution (Syaiful Bahri Djamarah, 2002) mentions that there are three factors that affect the teaching and learning process are:

1. Input component is a personal student who has raw input that is IQ, talent, interest, motivation, habits, and others.
2. Input instrumental components in the form of input or facilities that support them in the form of tools, facilities, media, methods, teachers and others.
3. Environmental input components in the form of environmental elements.

Amir and Parpouchi (2016) explained the convenience of learning affects learning outcomes and improves learning motivation. Most of the students, learning comfort also leads to improved learning and the influence of their motivation. However, it can be argued that the convenience of increased learning groups will increase motivation and learning outcomes.

Based on previous research and expert opinion or theory about learning outcomes, there are several main factors that influence learning outcomes. Among the factors causing the dominant learning outcomes are learning motivation. The conditions above the background of the research to analyse the

problems of learning motivation on student achievement.

2 METHOD

The method used in this research was explanatory survey method is a method that highlights the relationship between variables using the framework and then formulated a hypothesis. While the approach used in this study using a quantitative approach. The type of data used in this study is primary data obtained from answers from questionnaires given to the students, and secondary data in the form of value documentation conducted by the Economic Teachers Class XI Social of Public senior high school in Bandung regency. The analytical technique used was regression analysis, this analysis technique was used to give the proportion or percentage of total variation in the independent variable Y was explained by the independent variable X. In addition the researchers used descriptive statistical analysis, this was done to see the tendency of variable frequency distribution and determine the level Respondents' attachment to each variable, with research model as follows:

$$Y = \beta_0 + \beta_1 X + \varepsilon \quad (1)$$

Where:

Y : Learning Outcomes = School Final Exam Value
 X1: Student Motivation = Coesioner
 β_0 = Constants
 ε = error

Based on theoretical framework, hypothesis in this study are as follows:

H_0 : The level of student's motivation does not have a positive effect on the student's learning outcomes

H_1 : The level of student's motivation has a positive effect on student learning outcomes

3 RESULTS AND DISCUSSION

3.1 Result Study

To find out whether the research model was feasible or not, then the classical assumptions include normality test, homogeneity and multicollinearity test. Normality test used Kolmogorov-Smirnov method, normality test results show the data used normal distribution, it was known that the value of Asymp significant 0.932 greater than 0.05. Homogeneity test used analysis of variance

(ANOVA) explained that the value of learning result variable significant (Y) based on Learning Motivation (X) is 0,256 bigger than 0,05, meaning that variable of learning result based on motivation variable have the same variant. And multicollinearity test result showed that the variable of learning result and learning motivation has a tolerance value of 1,000 value bigger than 0.10 so it could be concluded that there was no multicollinearity between independent variables, this was reinforced by VIF 1,000 value where the value was less than 10, it could be said that there was no multicollinearity problem in the prediction model.

3.2 Discussion

Descriptive variable of student's learning motivation on economic lesson of XI Social Class of Public senior high school in Regency Bandung based on average score, standard deviation, and category. Explanation of mean, standard deviation and category of each indicator and variable items of student's learning motivation was described in Table 1. In student learning motivation variable there was some indicators that describe student's motivation variable. The first indicator was the duration and frequency of study of economy, the result of data processing about the indicator duration and frequency of study of economics average score of 2.89 and standard deviation of 0.95 and belong to the category high enough.

Table 1: Description of students Motivation Variables

Indicator	Mean	Std. Deviation	Category
Duration and frequency of learning economy	2,89	0,95	High enough
The sincerity of home study lesson	2,80	0,95	High enough
Have free time studying economics outdoors	2,14	0,88	Low
Attend the lessons attentively	3,31	0,86	High enough
Sacrifice money, energy, mind	2,44	0,94	Low
Economic study schedule in accordance with the planned schedule	2,33	0,95	Low
To execute the economic duty given by teacher	2,64	0,95	High enough
Learn diligently and seriously to achieve the ideals	2,58	0,91	Low
Student Motivation Variable	2,68	0,92	High enough

The second indicator was the sincerity to repeat the economic lesson at home, the result of data processing on the indicator of seriousness repeat the home economics lesson of 2.80 and the standard deviation of 0.95 and belong to the category high enough. The third indicator was having an economical learning spare time outside the home, the data processing on the indicator has an outdoor learning study time of 2.14 and a standard deviation of 0.88 and belonging to the low category. The fourth indicator was attending the lesson attentively, the results of data processing on the indicator follow the lesson with attention of 3.31 and the standard deviation of 0.86 and belong to the category high enough. The fifth indicator was money sacrifice of mind power, the result of data processing about the money sacrifice indicator money of 2.44 and standard deviation of 0.94 and belonging to low category. The sixth indicator was the schedule of economic learning in accordance with the planned schedule, the results of data processing on the money sacrifice indicator money of 2.33 and the standard deviation of 0.95 and belonging to the low category. The seventh indicator was hastened to carry out the economic duties given by the teacher, the results of data processing on the hastening indicators of carrying out the economic duties given by the teacher of 2.64 and the standard deviation of 0.95 and belonging to the category high enough. And the eighth indicator was studied diligently and seriously to achieve the ideals, the results of data processing on learning indicators diligently and seriously to achieve the ideals of 2.58 and standard deviation of 0.91 and belong to the low category.

Based on the results of data processing and various explanations that have been described can be drawn the overall conclusion that the average score for the Student Motivation variable (X3) is 2.68 with a standard deviation of 0.92. General description of students' learning motivation of economic subjects of XI Social Class of Public senior high school in in Kabupaten Bandung almost all the indicators on students' motivation variable included in the category high enough. The average score of the highest indicator is the indicator of attending the lesson with attention, while the average score of the lowest indicator is the indicator of having the leisure time to study the economy outside the home belonging to the low category and even there are scores of items fall into very low category.

Table 2: Result Test F ANOVA

Mode l	Sum of Square	df	Mean Square	F	Sig.
Reg	309.507	1	309.507	9.602	.002 _b
Res	9283.338	28	32.234		
Total	9592.845	28			
a. Dependent Variable: Learning Outcomes					
b. Predictors: (Constant), Student motivation					

Table 5. Showing the results of anova test, the F-count value of 9.602 is greater than F-table 1 with probability value is 0.002. With F-count value greater than F-table and probability value 0.002 smaller than p value 0.05, it can be concluded that H_0 rejected and H_1 accepted, it means student motivation affect learning outcomes.

Table 3: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	72.645	2.105		34.509	.000
motivation	.114	.037	.180	3.099	.002
a. Dependent Variable: result					

Hypothesis testing in this research was by one-way testing, this was done because the influence of independent variables on the dependent variable was positive effect. The confidence level used is 95% or residue of 5% ($\alpha = 5\%$). Based on Table 3, the variable of students' motivation level significantly and positively affect student's learning outcomes (Y) was proved by regression of significance value of 0,002 less than 0,05 and t-count value 3,099 bigger than t-table 1,968. In line with the opinion of Ngalim Purwanto (2004) which suggests that one of the internal factors that affect learning outcomes is motivation. This is because a person will not perform a certain action without any encouragement or motivation to do so. In addition, S.B Djamarah (2002) states that "in the learning process, motivation is necessary, because someone who has no motivation in learning, will not be possible to do learning activities". Likewise with learning, if a person achieves a good learning, so that one will be motivated to learn. Based on this motivation has an important role is needed in order to achieve maximum results. So that the high motivation of a student will determine the success of the student in the learning process. Therefore, every student who wants to succeed to achieve maximum learning outcomes, it must be balanced with the motivation maximum learning motivation.

Same as with research conducted by Ghullam Hamdu and Lisa Agustina (2011). The results showed that in general the motivation of learning and learning achievement of fourth grade students of elementary school Tarumanagara quite good. The analysis also shows that the influence of learning motivation influences greatly on the students' learning achievement. So as Keller revealed that the learning achievement can be seen from the change of personal input results in the form of motivation and hope to succeed. His research was done by Narwoto (2013: 231). The results of the analysis indicate that achievement motivation has an influence on the learning achievement of vocational theory is also in line with the theory of needs developed by David C. McClelland. According to David C. McClelland there are three needs of a person: 1) need for achievement, 2) need for affiliation, and 3) need of power. The need for achievement is an inner drive to overcome all challenges and obstacles in an effort to achieve the goals. The achievement motivation shown by the students' shows that their need for achievement is high.

Table 4: Result Test Coefficient of Determinant R^2

Model	R	R^2	Adj. R^2	Std. Error of the Estimate
1	0.180 ^a	0.032	0.029	5.67748
a. Predictors: (constant), student motivation				
b. Dependent Variable: learning outcome				

Coefficient of determination R^2 displayed on Table 4. The result of analysis shows that R^2 value is 0.032. This means that as much as 3,2%, the learning outcome of XI Social Class of Public senior high school in Kabupaten Bandung was influenced by student motivation leverage, amount while the rest of 96,8 % was influenced by other factors.

It answered the reason of hypothetical result in this research which resulted that the influence of students' motivation was still small on student learning outcomes, influenced by the small the students learning motivation. The data acquisition explains that every indicator of student's learning motivation was not maximal yet and was categorized as high enough even there are sub indicator which was stated in the statement which was thrown to the student of data acquisition mentioning that the student in follow the guidance of economics learning in other institution outside school of acquisition the average value of 1.50 which was included in the category was very low, the students set the pocket money to buy the economic book the average value of 1.99 is categorized as low category and the students discuss with the economic teacher in the teacher's room if there was material that has not been understood

Earned an average rating of 2.05 that fall into the low category. So with this clear reasons why the influence of the student learning motivation on learning outcomes is still small despite significant and positive affect.

Tella (2007) in his research justified the importance of motivation to academic achievement. Teachers have a great influence in the learning process because they must try to maximize the motivation that students' hade during the learning. In addition, parents and government should be involved in programs that could motivate students to improve student academic performance.

Motivation of student achievement in learning will facilitate the learning process conducted in the classroom. For students, achievement motivation will encourage them to be in the spirit of learning. This is in the opinion of Nicholls (Nurwanto: 2012: 232) which states that "optimum motivation as one that provides the greatest degree of intellectual development", high motivation is one aspect of one's intellectual development. For a teacher in school, student achievement motivation will facilitate the delivery of learning to the students, the absorption becomes higher so that student learning achievement will also increase. Therefore, achievement motivation is very instrumental in learning, because the higher the achievement motivation of students, the spirit of students to learn is also increasing.

4 CONCLUSIONS

Based on the results of research analysis and discussion, it is concluded that the level of student learning motivation owned by Social Class of Public senior high school in Bandung State Senior High School can remind students of student learning outcomes is proven by majority of students in Social Class of Public senior high school get a thoroughness in economic lessons and the level of students learning motivation have Positive and significant influence on student learning outcomes. This means that the level of student learning motivation is an important factor to change the level of the student learning outcomes.

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