

Correlation between Learning Motivation to Student Learning Achievements MTSN Lampahan, Bener Meriah, Aceh

Rizkia Shaulita¹, Tirta Malia Sakti², Lita Nurma Turnip³

^{1,2,3}Persada Indonesia Y.A.I of University, Master Program of Psychology Profession, Pangeran Diponegoro Street Jakarta, Indonesia

Abstract: *Motivation and achievement is a very strong relationship in the world of learning, especially. Achievements discussed in this study are devoted in the achievement of English subjects to know students in learning a foreign language. For that Ha in this study is "There is a relationship between the motivation of learning with the achievement of learning English subjects on class VIII students MTsN Lampahan, Bener Meriah, Aceh". The population in this study is the students of class VIII, with the number of test samples as many as 30 people and the number of research samples amounted to 55 people. Sampling technique used in this research is cluster sampling technique. Based on the results of data analysis on the hypothesis of learning motivation to learning achievement, obtained correlation coefficient of $r = 0,597$ or 59,7%, with $p = 0,000 (<0,05)$. It shows that the Alternative (Ha) hypothesis states "There is a correlation between learning motivation and learning achievement of English subjects on grade VIII students of MTsN Lampahan, Bener Meriah, Aceh"*

Keywords: Learning Motivation, Learning Achievement

1. Introduction

Language has an important role in the development of learners and is one way of supporting success in studying all areas of study. In the current era of globalization English is one of the important languages to learn, this is because English is an international language. The facts show that many books of science, science, language and others are written in English so to be able to understand the books must necessarily understand English. In addition to technological advances and information, many things written in English, such as usage procedures, features or other things such as using e-mail, of course, need an understanding of English.

English is a foreign language for Indonesians in general. Similarly, for students in school both elementary, junior and senior high school students and even college students. The foreignness can be seen from the pronunciation, the meaning of a different word according to the context of the sentence, the structure of different grammar and other provisions so that this becomes a cause of student difficulties in English.

Similarly, the reality seen in students where English difficulties often become the reason for students to avoid learning English in school. As a result, from each class there are some students whose learning outcomes are always low or under minimal mastery criteria (score 7) when compared to peers in their class. Minimum completeness criteria or commonly referred to as KKM is a standardized regulation that is required on each subject, the value set differently in each subject, specifically for English KKM set with a value of 7. Coupled with the attitude of indifference to English lessons and interests learning less in English learning such as not paying attention when the teacher is explaining and playing HP while studying. Indifference to the learning process causes the learning outcomes obtained by students to decline. While the teaching and learning process is

successful if students understand and understand what is delivered by the teacher and get the output or good value.

The success of teaching and learning process can not be separated from the results of learning or learning achievement is generated. As in the Great Indonesian dictionary, what is meant by "Achievement" is the result achieved (done, done and so on). Concerning Learning Achievement, Sumadi Suryabrata (2012) divides into two parts, namely first, student learning outcomes is the mastery of the skills cultivated deliberately in a time and unit of certain materials. Second, learning outcomes are the difference between the skills at the beginning and the end of the learning process.

Achievement of learning achieved by students can be described with the success rate of activities during the lesson. this is in line with the opinion of Hadari Nawawi (1981: 100), which states the achievement of learning is the level of success of students in learning the subject matter in school which expressed in the form of scores obtained from the test results on a number of particular subject matter. In school learning outcomes expressed in number- numbers (values) in all given subjects. So the form of numbers (values) is a symbol for achievement (student learning outcomes). The meaning of student learning outcomes according to Nana Sudjana is "A set of values obtained by learners after the evaluation obtained that is the learning result cognitive level." (Sudjana, 1988: 50). In general, according to Bloom (1984) quoted from Lestari and Kurniawan learning achievement is a learning process experienced by students who produce changes in the field of knowledge, understanding, application, power analysis, synthesis and evaluation.

Indicators of quality education is the acquisition of maximum learning outcomes by students, whether the learning outcomes in the form of cognitive, affective and

psychomotor. Student learning outcomes are very influenced by the activities of teaching and learning process in which there is one factor that is a determinant of whether or not the activities of teaching and learning process is student learning motivation.

The student must have the motivation to develop his or her talents and interests in any field. In line with that McGroarty (1996: 4) quoted from Budiawan (2008) attitude and motivation have a big effect on the learner. It is often not realized so it is not easy to identify. Motivation is one of the factors that influence success in learning. Motivation not only affects the learning outcomes, but also the learning process. Schunk (2010) mentions that the motivation of an internal process that activates, guides, and retains behavior within a certain time range. From the explanation is clearly disclosed that motivation is an absolute factor that must be owned in each person in achieving his ambition.

Brophy (2004) states that the motivation to learn more priority cognitive response, namely the tendency of students to achieve meaningful and useful academic activities and try to benefit from these activities. Students who have motivation to learn will pay attention to the lesson delivered, read the material so that it can understand it, and use certain learning strategies that support. In addition, students also have an intense involvement in such learning activities, high curiosity, search for related materials to understand a topic, and complete the assigned task. Students who have motivated learning will depend on whether the activity has interesting content or fun processes. In essence, learning motivation involves learning goals and related strategies in achieving the learning objectives

Motivation and learning achievement is a factor that has influence in teaching and learning activities that can not be separated from one another. This implies that the process of teaching and learning is a process of interaction between teachers and students who are constituted by educational relationships in achieving learning objectives. This research was conducted in MTsN Lampahan Bener Meriah, Aceh because there are students who are less concerned with the English language especially. This is because Bener Meriah, Aceh is a newly detached district from the previous unity of Central Aceh District. Because before developing Bener Meriah region is a remote area in the unity of Central Aceh district so that customs and customs and local languages are still very thick used. This makes it difficult to enter the growing knowledge science. After growing into Bener Meriah district this area has started to be considered and become a government-built area. However, local languages that tend to be used daily by students in communicating a large enough impact in foreign languages (English). Along with the development of modernization, where English is a language that must be used in teaching and learning process requires students to learn English well. So that researchers can see the results shown by students in learning English in particular.

2. Learning Achievement

Learning is a familiar word to all levels of society, learning is a process of doing a person's efforts to gain a whole new

behavioral change as a result of his own experience in interaction with his environment. Dr.Dimyati and Drs.Mudjiyono (2006: 9) view that learning is a form of behavior where when a person learns then the response will show better, but otherwise, if someone does not learn then the response will decrease. Dr.Damayanti and Drs.Mudjiyono (2006: 10), Gagne reveals that learning is a complex activity where learning is a set of cognitive processes that change the nature of environmental stimulation, through information processing and into new capabilities. Winkel, (1996: 53) mentions that learning is also a mental or psychic activity that takes place in an active interaction with the environment that results in changes in knowledge, understanding, skills and attitudinal values and changes in relative constancy and trace.

Self-learning achievements can be explained Nasution (1996): "Perfection achieved by a person in thinking, feeling, feeling and doing. bellajar achievement is said to be perfect if it meets the three aspects of cognitive, affective and psychomotor, otherwise said achievement is less satisfactory if someone has not been able to meet the target in all three criteria.

Nana Sudjana (1990: 3) says that evaluation is a limitation as the process of assigning or assigning value to a particular object based on a certain criterion. Clarified also by Drs. Sumadi Suryabrata (2012: 296) who said that the assessment of the educational outcome is to know the extent to which the students progress, the result of the act of making the judgment is expressed in an opinion whose formulation is various, some are classified in the form of symbols A, B, C, D, E and others using a scale ranging from 0 to 10 and range 10 to 100. At the end of a certain period in the school issued a report card about the behavior, crafts, and intelligence of students who are his responsibility during the learning process took place.

Learning Achievements achieved by students can illustrate the success rate of the activities during the course. This is in line with the opinion Hadari nawawi (1981: 100), which mentions Achievement Learning is the level of success of students in learning the subject matter in school which is expressed by the form of scores obtained from test results on certain subject matter.

There are many ways to find out the results of student learning in school, one of them by giving a final assessment through the report card. Based on these values can be seen a comparison of all students. These values are collected in a book commonly called the Rapor. The report book collects daily values, reminders, homework and practices related to certain subjects and within a certain period of time.

According to saifuddin azwar (2003), the learning test is distinguished from other ability tests when viewed from the goal, that is expressing one's success in learning. In formal education in class, achievement test can be seen from various forms, and the function of each test is somewhat different. The forms of achievement test are:

a) Daily tests

It is a learning achievement test that is used to measure students' ability to receive subject matter for each end of a lesson.

b) Formative Test

Is a learning achievement test used to see how far the learning ability has been achieved by students in a program of learning as well as get feedback for the willingness to learn, because it can be done in mid semester

c) Sumative Test

It is an achievement test used to obtain information on mastery of pre-planned lessons in a lesson program and is a final measurement in a program whose results are used to determine whether the student can be declared successful in the education program, and can continue the higher program ladder.

3. Learning Motivation

Motivation is an internal process that runs, assists, and regulates behavior (Slavin: 1994, Baron: 1992, Schunk: 1990). All daily activities require motivation, as well as learning. In the learning process, motivation is one of the important components that affect seseoraang, because motivation affects what one learns, when, and how one learns.

So based on the explanation it can be seen that motivation as a driving force that transforms energy in a person into the form of a real activity to achieve certain goals. Motivation here comes from within yourself, and also motivation can be stimulated by factors from outside the individual.

According to Santrock, motivation is a process that gives spirit, direction, and persistence behavior. That is, motivated behavior is a behavior that is full of energy, directed, and lasting (Santrock, 2007). While Winkel in his book "Teaching Psychology" mentions that the motivation to learn is the overall psychic driving force within the students that lead to learning activities, and provide direction to the learning activities in order to achieve a goal. In addition, Wlodkowski (1990) also says that learning motivation is an internal system that provides guidance and guidance to keep the focus in learning, but must be possessed from within themselves and face all the things they spend all their time studying.

Schunk et al (2010) asserted that motivation can be reflected from four index of behavioral indicators, namely: Choice of tasks, effort, persistence, and achievement.

- 1) Choice of tasks or an interest is the selection of a task freely (unconditionally). When a student has a choice, what they choose to do shows where their motivation lies. Students show their interest in what they do (or say what they do) inside or outside school, when they have free time and can choose between activities. How much time is chosen to do something where their motivation lies.
- 2) Effort is an indicator of motivation that is a hard effort especially on a difficult task. Learning with frequent intensity is not easy. Physical effort is in motor tasks, whereas cognitive effort is needed for academic learning.

Students who are motivated to learn are required to devote greater mental effort by using cognitive strategies that are believed to enhance learning: such as organizing information, monitoring the level of understanding, and connecting new material with prior knowledge.

- 3) Persistence, or time spent on a task. Working diligently especially when experiencing difficulties is a characteristic of high motivation. The more diligent learning, the higher the motivation. Perseverance is generally used by researchers as a motivational measure. Great perseverance can lead to higher accomplishments. As with business indicators, the benefits of persistence as a measure of motivation are limited by skill level.
- 4) Achievement is an increasing achievement of results of choice, effort and persistence. The achievement of student achievement should be seen as an indicator of impact motivation. Students who choose to be engaged in an assignment, devote their efforts, and maintain ketekunan are indicators that must be done to achieve higher achievement results

The culture, family, school and personality of a student are some of the things that influence students' learning motivation (Wlodkowski: 1990). The first factor is culture, the background of one's culture affects how thought about the importance of learning success for them. This is obtained through the teaching and influence of parents. Not only the culture of a person who influences, but who supports the realization of high learning motivation, will make siswapun motivated in learning.

The second factor is family. Parents' attitudes and attitudes are very important to the family environment. Both of these lead to the education of children in school and are highly correlated with learning achievement.

School factors also affect the level of student learning motivation, especially teachers. Teachers play an important role in creating an atmosphere in learning, especially in the classroom. If the teacher creates a positive atmosphere, then the classroom atmosphere will be positive so that the teaching and learning process can take place well and result in increasing student's motivation to learn.

The last and big enough factor in the students' learning motivation is the student's personal. Students who do the job well and are interested in the learning process are students who are intrinsically motivated, able to manage themselves in learning, aware of the responsibilities while learning, aware that the learning process requires effort, ability to solve problems and take advantage of existing facilities in learning, there is anxiety when the exam, and considers failure as one part of the learning process (Wlodkowski: 1990).

Of the several aspects that influence student motivation, it is also explained by Worrel and Stilwell (in Harliana, 1998) that suggests several aspects that distinguish between high and low learning motivations, described as follows:

- 1) Responsibility
Those with high learning motivation feel responsible for the tasks they are doing and will not leave their duty before they are able to adapt them, while those with low

learning motivation, less responsibility for the tasks they do, will blame things out of themselves, too hard, as the cause of its failure

- 2) Diligent to the task, concentrating to complete the task and not easily give up. Those with high learning motivation can learn continuously in a relatively long time and good concentration level, conversely those whose learning motivation is low, generally have low concentration so easily influenced by the surrounding environment and will have difficulty in completing the task just in time.
- 3) Time to complete the task
Those with high learning motivation will try to complete the tasks as quickly and efficiently as possible, while those with low learning motivations lack the challenge of completing tasks as quickly as possible so as to tend to be time-consuming, procrastinating and inefficient in completing the task.
- 4) Set realistic goals
Someone is said to have high learning motivation if he is able to set realistic goals according to his ability. He is also able to concentrate on every step to achieve goals and evaluate every progress that has been achieved, while those with low learning motivation will do the opposite.

Based on the above explanation of the aspects of motivation to learn, it can be concluded that: responsibility, diligent to task, concentrating to complete the task and not easily give up, the timing of completion of tasks, and set a realistic goal is a distinguishable aspect to see the high and low motivation a person has.

4. Correlation Between Learning Motivation with Learning Achievement

That learning is an active process, because learning will work if done regularly and systematically. Characteristics of a successful lesson, one of which can be seen from the level of student learning or learning motivation, because the higher the students' learning motivation the higher the chance of the lesson. That achievement is the value of the number that indicates the quality of success, of course all the students managed to achieve by first following the evaluation organized by the teacher or school.

To achieve the achievement, it requires the nature and behavior of high aspirations, active doing high trust tasks, good interaction, readiness to learn and so forth. The nature and characteristics that are demanded in the learning activities are only found in individuals who have high motivation. While those who have low motivation is not there so will hamper the learning activities. So theoretically motivation will be related to student achievement achieved by students.

With motivation, expected every work done effectively and efficiently, because the motivation will create the willingness to learn regularly, therefore students should be able to take advantage of the situation as well as possible. Many students are learning but the results are less appropriate as expected, because it takes the soul of motivation, with the motivation of a student will have a way

of learning well. Thus how big the role of motivation in supporting the success of learning.

Learning with motivation and direction can avoid the sense of laziness and cause student enthusiasm in learning, in the end can improve students' learning ability. Thus, the success of students will be easily achieved. Basically the learning achievement is akib at of learning, especially learning that have high motivation. So the above description can be concluded that the motivation to learn has a close relationship with learning achievement. The higher the students' learning motivation the greater the chance of achieving good or high achievement.

5. Research and Method

Population is a common area consisting of objects or subjects that have the qualities and characteristics determined by the researcher to study and then in draw its conclusion (Sugiyono, 2009). The sample is part of the amount and characteristics possessed by the income (Sugiyono, 2009). Population in this research is student of class VIII MTsN Lampahan, Bener Meriah, Aceh. The sample of this research is class VIII students in MTsN Lampahan, Bener Meriah, Aceh as many as 55 students obtained through cluster sampling technique.

Data collection method in this research is inventory and documentation method.

1) Inventory

Inventory is a measuring tool used to measure learning motivation. inventory compiled by sardiman (2000) using Likert-scale reply. In Likert scale there are two kinds of scales: favorable group and unfavorable group of statements. In the grading statement this statement uses favorable statements or statements that support with 4 choices of answers and the assessment is strongly agree (SS) is 4, agree (S) is 3, disagree (TS) is 2, and strongly disagree (STS) is 1. As for the unfavorable statement, the assessment for the strongly agree (SS) answer is 1, agree (S) is 2, disagree (TS) is 3 and strongly disagree (STS) is 4. The scoring system or score in this study are as follows:

Table I: Answer Rating Table

Alternative Answer	Favourable	Unfavourable
Very Match	5	1
Corresponding	4	2
Neutral	3	3
It is not in accordance with	2	4
Very Unsuitable	1	5

Scale used in this research is the scale of student's learning motivation where with the given statement can dig information about learning motivation English language owned by students in MTsN Lampahan Bener Meriah, Aceh. To know this research using the right measuring instrument and items that will be measured in accordance with what will be measured, then tested the validity and reliability.

2) Documentation Study

Documentation studies can take the form of written items such as books, magazines, documents and diaries (arikunto, 1997). The report book and the value document are part of the documentation, which is a book and a document that contains the value or achievement of learning during the teaching and learning process. In the assessment of the report card there is KKM (minimal completeness criteria), KKM is the standard of assessment to be achieved by students. Students who achieve the value of 7 is said to master enough lessons but students who get the value below 7 then said to have less ability in a particular subject. KKM for English lessons in general is 7.

To test the reliability (reliability) done by spreading the questionnaire to 30 students MTsN Lampahan, Bener Meriah, Aceh. The number of tested items is 40 items for the learning motivation scale. Testing the validity of items done before the researchers spread the questionnaire, this stage is called try out. Each item in the instrument is valid or can not be known by way of correlating between the grain score with the total score. The value of validity obtained is compared with r table. The formula used is the product moment correlation of Pearson.

High criteria for the low validity of each item of instrument, Purwanto (1990) suggests guidance correlation coefficient value as follows:

- 0.00 - 0.20: Very Low Validity
- 0.20 - 0.40: Low Validity
- 0.40 - 0.70: Medium Validity
- 0.70 - 0.90: High Validity
- 0.90 - 1.00: Very High Validity

6. Result and Discussion

Analysis of research data conducted on 55 students MTsN Lampahan to determine the relationship of learning motivation and student achievement class VIII conducted by way of descriptive analysis using SPSS 20.0 for windows program. From descriptive statistic shows that mean value of learning achievement in English lesson is 74,5 standard deviation on learning achievement is 6,03. From descriptive statistic shows that mean of learning motivation in English lesson is 87,18, standard deviation on motivation learn is 8,83.

The results obtained from this study can be concluded that there is a significant relationship between learning motivation and English learning achievement it is seen with proven significant sebesar 0.000 ($<0,05$), with correlation value equal to $r = 0,597$ or 59,7% positive coefficient. Both have a positive relationship with the influence of motivation learning relationship of 59.7%. And if seen from the guidelines table korelasi coefficient in table 3.4 then the relationship of motivation is at the level of moderate relationship to learning achievement English MTsN Lampahan Bener Meriah, Aceh.

In this study examine the relationship between learning motivation and student achievement in English Language Specifically. This study uses a learning motivation scale that

is connected with the documentation scale for the learning presatsi obtained from the student report card.

From the results of the analysis can be concluded about the motivation to learn can affect the achievements obtained by students in a school subject. Higher low learning achievement can affect the lives of individuals, because through achievement of learning achieved can describe the level of success and activities in following the lesson. as described by Sumadi Suryabrata (2012) divides into two parts, namely first, the student learning outcomes are the mastery of the skills cultivated intentionally in a time and unit of certain materials. Secondly, learning outcomes differ between skills at the beginning and end of the learning process.

7. Conclusion

From the results of research motivation is one of the factors in improving learning achievement but motivation is not the only factor that influence success in learning. Motivation not only affects the learning outcomes, but also the learning process. Students with high learning motivation will be actively involved in learning so that they will achieve an optimal learning outcomes. Similarly, students who succeed in learning will have a high motivation to engage in the next learning process. As Santrock explains, motivation is a process that gives spirit, direction, and persistence of behavior. That is, motivated behavior is a behavior that is full of energy, directed, and lasting (Santrock, 2007).

Based on the calculation of correlation test results obtained can be seen that the achievement of learning English students MTsN Lampahan, Bener Meriah, Aceh influenced by learning motivation of 59.7%. Will still the motivation to learn is not the only one that can affect student's learning achievement of English, there are other factors that can also affect student's learning achievement that is the existence of other external factors such as school factor, teacher, and play environment.

References

- [1] Azwar. S. *Reliabilitas dan Validitas*. Yogyakarta : Pustaka Belajar, 1997.
- [2] Dr. Dimiyati dan Drs. Mudjiyono, 2006. *Belajar & Pembelajaran*. Jakarta. PT. Rineka Cipta
- [3] Drs. Sumadi Suryabrata, 2012. *Psikologi Pendidikan*. Rajawali Pers. Jakarta
- [4] Dep. Pend. Dan Kebudayaan, *Kamus Besar Bahasa Indonesia*, Balai Pustaka, Jakarta, 1990, h. 601
- [5] Hadari nawawi. (1981). *Pengaruh Pubungan Manusia dikalangan Murid dan Prestasi Belajar*. Analisis Pendidikan. Vol 11.no 1 agustus 2001.
- [6] Nasution S. 1996, *Berbagai Pendekatan Dalam Proses Belajar dan Mengajar*. Jakarta : PT Bumi Aksara.
- [7] Santrock. J.W (2007) *Psikologi Umum edisi 2*. McGraw-Hill
- [8] Sugiyono. 2009. *Metode Penelitian Kuantitatif & Kualitatif dan R&D*. Bandung Alfabeta.
- [9] Syah, Muhibbin. 2006. *Psikologi Belajar*. Jakarta : PT. Raja Grafindo Persada

- [10] Sardiman, A.M. 2001. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta : PT.Raya Grafindo Persada
- [11] Sudjana,Nana,1990. *Penilaian Hasil Proses Belajar Mengajar*. Bandung : PT Remaja Rosdakarya.
- [12] Slameto, 1995. *Belajar dan faktor-faktor yang mempengaruhinya*, Jakarta: Rineka Cipta, Cet. Ke-4.
- [13] Schunk, D. H.,Pimtrich, P.R., Meece, J.L.(2010). *Motivation in Education : Theory, Research, and Application. 3rd Edition*. New Jersey: Pearson Education
- [14] Purwanto. M, Ngalim. 2004. *Psikologi Pendidikan*. Bandung:PT. Remaja Rosdakarya
- [15] Winkel, W.S (1996). *Psikologi Pengajaran*, jakarta : PT Gramedia widia sarana

Author Profile



Rizkia Shaulita, date of Birth : October 09,1992,
Affiation : Master Psychology Profession of Persada
Indonesia Y.A.I University, Jakarta Indonesia



Tirta Malia Sakti, Date of Birth : March 17, 1985,
Affiation : Master Psychology Profession of Persada
Indonesia Y.A.I University, Jakarta Indonesia



Lita Nurma Turnip, Date of Birth : January 29
1980,Affiation : Master Psychology Profession of
Persada Indonesia Y.A.I University, Jakarta Indonesia

