Motivation to Learn in Madrasah ARRIDHA Students

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ABSTRACT

Learning outcomes are often linked to the quality of education. If students get learning results with good grades. Then the teaching and learning process that lasts for that long is considered to have reached the minimum completeness criteria. The learning outcome is an evaluation of learning. The purpose of the evaluation is to find out information about the student's mastery of the material. How big is the student's motivation to learn at home during a pandemic? The author uses a survey method in this study. The magnitude of the influence of student learning motivation on student learning outcomes MI ARRIDHA Jakarta is proven by statistical calculations which show the correlation coefficient (r) = 0.821. Efforts and efforts are needed to improve learning outcomes by making improvements to the student learning motivation variables that are carried out at the school concerned.
Keyword: Student Motivation, Learning Outcome, Learning Evaluation

INTRODUCTION

Entomologically, motive comes from the word motion, which means movement or something that moves. So the term motive is closely related to motion, namely, movements carried out by humans, or also actions. The motive in psychology means stimulation, impulse, or energy generator for the occurrence of a behavior. Apart from motives, in psychology, the term motivation is also known (Sobur, 2009).

According to Johannsson and Page in Megan Crawford, et.al, (Crawford, 2005), what is meant by motivation is the processes or factors that can cause people to act or behave in certain ways. Motivating also means influencing someone to want to act. The process of motivation includes: identification, formation, determining the actions needed to satisfy needs. Stephen P Robbins and Timothy A Judge (Robbins, 2004) explain that there are several contemporary theories of motivation including:

1. Cognitive evaluation theory. This theory posits that the provision of extrinsic rewards, such as employee rewards, for behavior that was previously intrinsically satisfying because the pleasure associated with the content of the work itself tends to reduce the overall level of motivation.

2. Goal-setting theory. This theory explains that specific and difficult goals, with feedback, lead to higher performance. Specific goals to improve performance; difficult goals, when accepted, result in higher performance than easy goals; and feedback results in higher performance than no feedback.

3. Self-effectiveness theory. Self-effectiveness (known as "social cognitive theory" or "social learning" theory) refers to an individual's belief that he is capable of doing a task. The

higher a person's effectiveness, the higher the confidence they have in their ability to succeed at a task.

4. The theory of justice. Historically, the theory of justice has focused on distributive justice, namely justice regarding the amount and rewards among individuals. But for a long time, justice was thought of in terms of organizational justice, which was defined as the overall perception of what was fair in the workplace. Employees consider their organization fair when they believe that the results they receive, the way they are received, are fair.

W.S. Winkel S.J (S.J, 2014) says that learning motivation is the entire psychic driving force within students that causes learning activities, ensures continuity of learning activities, and provides direction for learning activities to achieve a goal. Motivation to learn gives passion or enthusiasm in learning, so that strongly motivated students have a lot of energy to carry out learning activities.

Oemar Hamalik (Hamalik, 2009) explains that there are several principles of learning and motivation:

1. Significance. Students will be motivated to learn if the things that are learned have a certain meaning for them.
2. Modeling. Students will like to get new behavior when watched and imitated. Lessons will be easily understood and applied by students if the teacher teaches them in the form of model behavior.
3. Open communication. Students prefer to learn when the presentation is structured so that the teacher's messages are open to student supervision.
4. Prerequisites. Starting from the student's condition, the teacher will find it easier to adjust the lesson so that it generates learning motivation.
5. Novelty. Students will be happier to learn if their attention is drawn by new presentations (novelty).
6. Active exercise. Students prefer to learn if they take an active part in the exercises to achieve teaching goals.
7. Divided exercise. Such exercises will further increase the motivation of students to learn compared to practicing all at once.
8. Reduce systemic learning compulsion
9. Favorable conditions. Students prefer to continue their learning if the teaching conditions are pleasant.

Based on the explanation above, the authors formulate the following problems: How big is the student's motivation to learn at home during a pandemic? Research Objectives and Benefits To find out how much motivation to learn at-home students. Research Benefits This research is useful for the following purposes: As input for educational institutions, agencies authorized in developing student learning motivation at home.

METHOD

The author uses a survey method in this study (Sugiyono, 2006). Analysis of the data using a correlational analysis technique approach. The population of this research is the 6th-grade students of MI ARRIDHA Jakarta. By using simple random sampling. In this study, the tool used to collect data was a questionnaire-shaped instrument. The data were processed using the help of the SPSS 15 program (Santoso, 2005).

RESULTS AND DISCUSSION

The first hypothesis proposed is "It is suspected that the influence of student learning motivation on learning outcomes of Islamic Education" is expected. Based on the results of calculations using the Analyze, Regression, Linear menu, the output is as follows:

Table 1. **Descriptive Statistics**

	Mean	Std. Deviation	N
Learning outcomes	82,8000	16,00331	35
Student's motivation	92,1143	13,65924	35

Table 2. **Correlations**

		Learning outcomes	Student's motivation
Pearson Correlation	Learning outcomes	1,000	0,821
	Student's motivation	0,821	1,000
Sig. (1-tailed)	Learning outcomes	.	0,000
	Student's motivation	0,000	.

Tabel 3. **Model Summary(b)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
					Change Statistics					
1	,821(a)	0,674	0,664	9,27101	0,674	68,308	1	33	0,0	1,701

a. Predictors: (Constant), Student's motivation
b. Dependent Variable: Learning outcomes

Tabel 4. **ANOVA(b)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.871,194	1	5.871,194	68,308	,000(a)
	Residual	2.836,406	33	85,952		
	Total	8.707,600	34			

a. Predictors: (Constant), Student's motivation
b. Dependent Variable: Learning outcomes

Tabel 5. **Coefficients(a)**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Part	Tolerance	VIF	B	Std. Error
1	(Constant)	-5,818	10,836		-0,537	0,595					
	Student's motivation	0,962	0,116	0,821	8,265	0,000	0,821	0,821	0,821	1,0	1,0

a. Dependent Variable: **Learning outcomes**

Tabel 6. **Residuals Statistics(a)**

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	56,7147	106,7413	82,8000	13,14086	35
Std. Predicted Value	-1,985	1,822	0,000	1,000	35
Standard Error of Predicted Value	1,567	3,524	2,141	0,580	35

Adjusted Predicted Value	57,6259	107,7149	82,9459	13,06339	35
Residual	-20,99366	18,04429	0,00000	9,13366	35
Std. Residual	-2,264	1,946	0,000	0,985	35
Stud. Residual	-2,310	1,983	-0,008	1,013	35
Deleted Residual	-21,84452	18,72883	-0,14592	9,66318	35
Stud. Deleted Residual	-2,484	2,080	-0,013	1,046	35
Mahal. Distance	0,000	3,940	0,971	1,130	35
Cook's Distance	0,000	0,148	0,029	0,042	35
Centered Leverage Value	0,000	0,116	0,029	0,033	35

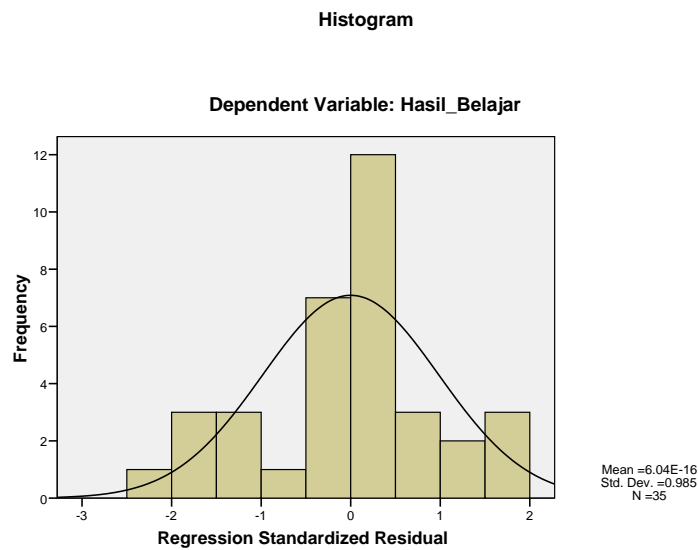**a. Dependent Variable: Learning outcomes**
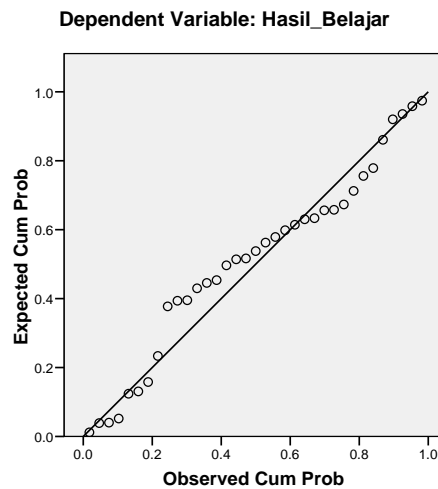
Figure 1. learning outcomes

Histogram

Dependent Variable: Hasil_Belajar

Mean =6.04E-16
Std. Dev. =0.985
N =35

Figure 2. PP plots chart

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Hasil_Belajar

From the output using the SPSS program, the resulting analysis is:

1. The mean value of "learning outcomes" was 82.8000 with a standard deviation of 16.00331. While the average "student learning motivation" is 92,1143 with a standard deviation of 13,65924.

2. The correlation coefficient between the value of "learning outcomes" and "student learning motivation" is 0.821. From the output, it can be seen that the Sig value is 0,000. To see the significance of the correlation coefficient by looking at the Sig value, where the Sig value is smaller than alpha (0.05). So the conclusion that can be drawn is that the correlation coefficient is statistically significant.

3. From the summary model table, it can be seen that the correlation coefficient is 0.821, and the determination coefficient is 0.674. To see the significance of the coefficient of determination by comparing the calculated F value of 68.308 with the F table, and comparing the Sig value with alpha (5%). The F table value is obtained by looking at the F table with df1 = 1 and df2 = 33, the F table value is 4.14. With the calculated F value greater than the F table and the smaller Sig (0.000) than alpha (0.05), the conclusion that can be drawn is to reject H0, which means the coefficient of determination is statistically significant.

4. The Durin Watson (DW) value in the summary value table is used to detect the presence of multicollinearity symptoms. The decision rule is, if the DW value is less than minus two (-2), it means that there is a positive autocorrelation symptom. If the DW value is greater than two (2), it means that negative multicollinearity symptoms occur. Meanwhile, if the DW value is between minus two (-2) to two (2) it means that there is no multicollinearity symptom. From the table, it can be seen that the DW value is 1.701, which means that there are no symptoms of multicollinearity.

5. The ANOVA test results using the F test show the calculated F value of 68.308 with Sig is 0.000. By looking at table F, with df1 = 1 and df2 = 33, the value of F-table is 4.14. With conditions where the calculated F value is greater than the F table and the Sig value is smaller than alpha (0.05), the conclusion that can be drawn is to reject H0, which means the correlation coefficient is statistically significant. The first

column of the Anova test is the regression column, which is the sum of the squares of the variance produced by the regression equation model, while the second column is the residual, which is the sum of the squares of the variance that is not generated from the regression equation model.

6. The results of the calculation of the regression coefficient show a constant of -5.818 with a t-value of -0.537 and a Sig value of 0.595. The slope coefficient of "student learning motivation" is 0.962 with a t value of 8.265 and a Sig value of 0.000. The t table value for this test is 1.69236 which is obtained with an alpha of 5% and a df of 33 (n-1). When compared to the t value of the constant-coefficient with the t table, it can be seen that the t value is smaller than the t table, and the Sig value is greater than alpha (5%), then the conclusion that can be drawn is to accept H0, which means that the constant coefficient is insignificant. statistically. As for the slope coefficient of "student learning motivation", it can be seen that the t value is greater than the t table and the Sig value is smaller than alpha, so the conclusion that can be drawn is rejecting H0, which means the slope coefficient of "student learning motivation" is statistically significant.

7. The residual statistical table is a table of residual analysis. Residual analysis is an analysis for the error of the regression equation in predicting the value of "learning outcomes" using the variable "student learning motivation".

8. The first graph is a histogram graph. This graph depicts the frequency distribution of "learning outcomes" compared to the normal distribution graph.

9. The second graph is a PP plots chart. This graph depicts the frequency distribution of the "learning outcomes" score, compared to a predetermined frequency distribution. If the distribution points are around a straight line, the distribution of the observed frequency is the same as the test distribution, which means that the data is normally distributed. From the graph, it can be seen that the distribution points are located around a straight line, so it can be concluded that the frequency distribution of the "learning outcomes" value is under the test distribution. With this condition, the conclusion obtained is that the distribution of the value of "learning outcomes" follows a normal distribution.

CONCLUSION

The magnitude of the influence of student learning motivation on student learning outcomes MI ARRIDHA Jakarta is proven by statistical calculations which show the correlation coefficient (r) = 0.821. And the coefficient of determination is 0.674. The F test shows the calculated F value of 68.308. The result of t count = 8.265.

The results of this study indicate that student learning motivation affects learning outcomes. The results showed that the student learning motivation variables had a greater contribution.

Efforts and efforts are needed to improve learning outcomes by making improvements to the student learning motivation variables that are carried out at the school concerned. By making improvements to these two variables, it is expected that learning outcomes will increase.

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