

The Influence of Motivation and Interest in Learning on Students' Learning Outcomes: A Cross-Sectional Study in Indonesia

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ABSTRACT

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This study explores the relationship between motivation, interest in learning, and academic achievement among students at the Tahfidz Darul Quran Al Haramain Islamic Boarding School. Grounded in the premise that education is a lifelong process aimed at transferring knowledge, values, and culture, the research investigates the impact of motivation and interest on learning outcomes. Drawing on educational theories emphasizing the significance of intrinsic motivation and interest, the study employs quantitative methods, including questionnaires and documentation of student outcomes, analyzed through multiple linear regression. Results reveal that, collectively, motivation and interest account for only 18% of the variation in students' academic success, with 82% attributed to external factors. Contrary to expectations, neither motivation nor interest emerges as a significant individual predictor of achievement. Despite this, the study acknowledges the potential role of motivation and interest in fostering student effort and engagement, urging further research to unravel nuanced influences on academic outcomes.

Keywords: *Learning Outcomes, Learning Motivation, Learning Interest*

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PENDAHULUAN

Education is a learning process carried out by a person through lifelong learning, which can be done at school or outside school, to develop understanding, knowledge, behavior, attitude levels and new ideas about good behavior. Education is a systematic and planned work process which aims to transfer knowledge, skills, values, norms and culture from the older generation to the younger generation. (Andayani, R. 2018). Education can take place at various levels, from formal education to non-formal and informal education in various contexts of daily life.

According to Law of the Republic of Indonesia Number 2003 (Amran, 2019), education is a conscious and planned effort to create a learning environment so that students can actively develop their potential to gain spiritual strength, religion, independence, society, nation. and country. One. Based on the definition of education above, it can be understood that education is learning that can be used to develop learning potential to develop intelligence for good behavior.

Musfirah (2020) believes that a strong desire to do something is important for students to compete in the 4.0 era. Encouragement is very important in learning. In essence, motivation with goals as a driving force creates a strong enthusiasm for the successful completion of learning activities. Sardiman (2011) states that the function of

motivation is to encourage someone to take action, for example encouraging someone to carry out learning activities by establishing procedures or initiatives, pursuing achievable goals and taking actions, especially deterministic actions.

The process of training or learning is carried out by humans, not because they just want to learn or can learn, but because they have the ability to learn from birth. Therefore, teachers may not assume that students do not have the ability to develop. One effort that teachers can make is to grow interest in learning to optimize students (Sardiman, 2010).

According to education experts, interest greatly influences learning. The experts argue that interest really influences learning; in other words, interest is very important in learning. This is a failure for children who are lazy and don't want to learn. Interest is increasingly related to the level of need. The higher a person's perceived need, the greater their interest and interest in paying attention to learning so that good learning outcomes are achieved. Interest is a feeling of liking and being interested in something or an activity, without anyone interfering. So, if someone is interested in something, he is interested in liking something (Slameto, 2003).

Mind in the Making: The Seven Essential Life Skills Every Child Needs" by Ellen Galinsky (2010) discusses seven life skills that are critical to a child's development, offering in-depth insight into how parents and caregivers can help hone these skills so that children- children can be successful in life. The book "Self-theories: Their Role in Motivation, Personality, and Development" written by Carol S. Dweck in 2000 and published by Psychology Press, outlines the role of theories about self-concept in influencing individual motivation, personality and development in various psychological contexts.

Motivation is a change in a person that can lead to directed behavior to achieve a goal. Motivation according to Muhammad (2017) is a change in energy that occurs in a person and is characterized by the desire to achieve a goal that one wants to achieve. Then, Dimyati and Mudjiono (2002) and Mawarsih and Hamidi (2013) stated that this motivation starts from needs, incentives and goals that can be achieved. Motivation arises from internal and external factors. Parental motivation can be as an external motivation that may contribute to a series of efforts or methods used by students to achieve maximum student learning outcomes. When parents encourage students, they feel that someone cares about them; so, they are motivated to do the best for themselves and for their academic and non-academic achievements.

Daniel H. Pink's *The Surprising Truth About What Motivates Us*," published by Riverhead Books in 2011, presents a look at the motivational factors underlying human behavior, offering fascinating insights into what really motivates us to perform tasks and achieve success. *Motivation in Education: Theory, Research, and Applications*" compiled by Dale H. Schunk and Judith L. Meece, published by Pearson in 2016, discusses theory, research, and the application of the concept of motivation in educational contexts, providing an in-depth understanding of how motivation influence the learning and teaching process.

The book *"Motivation and Learning Strategies for College Success: A Self-Management Approach"* by Myron H. Dembo (2016) from Routledge discusses various motivation and learning strategies that can be used by students to develop a self-management approach to achieve success at the college level. The book *"The Motivation Breakthrough: 6 Secrets to Turning On the Tuned-Out Child"* authored by Richard Lavoie and published by Touchstone in 2008, reveals six secrets to inspiring children

who have lost interest or motivation in learning, providing important insights for parents and educators in helping children who experience motivational difficulties.

Deci and Ryan (2000) explored the fundamental aspects of human needs and the intrinsic motivation underlying goal pursuits, emphasizing the significance of self-determination in guiding behavior towards desired objectives. Pintrich and Schunk (2002) delve into the diverse theories, comprehensive research findings, and practical applications surrounding motivation in education, highlighting its multifaceted role in fostering effective learning strategies and academic achievement.

Dweck's book (2006) 'Mindset: The New Psychology of Success' explores the concept of mindset and its impact on achievement, showcasing how one's beliefs about their abilities significantly influence their success, highlighting the power of a growth mindset in fostering resilience and growth in various domains of life.

In 'Development of Achievement Motivation' by Wigfield and Eccles (2002), the authors delve into the intricate process of how achievement motivation evolves over time, exploring the developmental aspects, factors, and influences that shape individuals' drive towards accomplishment, emphasizing the multifaceted nature of motivation in various stages of life.

In Ames' contribution 'Achievement Goals and the Classroom Motivational Climate' in Schunk and Meece's compilation (1992), the focus lies on exploring how the classroom environment and educators' instructional practices influence students' achievement goals, shedding light on the pivotal role of motivational climate in shaping students' aspirations and engagement in learning.

Learning outcomes are the degree of success of students in carrying out activities and efforts that can contribute to emotional satisfaction. Achievement is expressed in the form of numbers, letters, symbols and sentences that represent students' academic success. Learning outcomes are influenced by many factors, especially internal and external factors. According to Wahab (2015), internal factors are factors that come from within a person such as interests and abilities, while external factors are factors that come from outside a person such as motivation from family, school and the community environment.

The aim of this research is to determine the description of motivation and interest in learning that influence the academic achievement of students at the Darul Quran Al Haramain Tahfidzi Islamic Boarding School. Based on these objectives, hypotheses below was prepared for this research:

- H_0 : Motivation and interest in learning do not significantly influence students' learning outcome
- H_a : Motivation and interest in learning significantly influence students' learning outcome

METHOD

This research used quantitative research which aim to determine the influence of learning motivation and interest in learning on student learning outcomes. The population in this study were students at the Tahfidz Darul Quran Al Haramain Islamic Boarding School Jl. Agree 2 Bumi Agree Permai Complex No E3. The sample for this research was taken from a population of 30 students. The sampling technique used was a questionnaire on learning motivation, interest in learning and descriptive documentation of student learning outcomes using a correlational research model. The instruments used in this research were questionnaires about learning motivation, interest in learning, and documentation of student learning outcomes.

In an effort to measure student motivation, a questionnaire consisting of 10 questions was used to obtain assessments from the audience and judges. Through rating scales of 'Strongly Agree,' 'Agree,' 'Disagree,' and 'Strongly Disagree,' seniors act as intermediaries in collecting and aggregating responses. The results showed that the highest level of agreement was recorded at 80%, followed by a moderate level of agreement at 19%, and the lowest level of agreement was only 1%. This shows that there is a significant variation in opinion between respondents, showing the level of perceived intelligence related to student motivation at the Tahfidz Darul Quran Al Haramain Islamic Boarding School. The researchers used multiple linear regression to analyse the data using SPSS Version 27 for Windows. Before carrying out multiple regression analysis, a prerequisite test is firstly carried out (Table 1).

RESULT AND DISCUSSION

The prerequisite testing carried out was a normality test. The normality test result showed that the Sig value is 0.175 which means that it is higher than 0.05; this means that the data were normally distributed (Table 1).

Table 1
Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.61949708
Most Extreme Differences	Absolute	.224
	Positive	.145
	Negative	-.224
Test Statistic		.224
Asymp. Sig. (2-tailed) ^c		.000
Monte Carlo Sig. (2-tailed) ^d	Sig.	.001
	99% Confidence Interval	
	Lower Bound	.000
	Upper Bound	.002

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 1314643744.

After that, the researcher conducted a linearity test. In the context of multiple linear regression, a linearity test is often conducted as part of the preliminary analysis to assess whether the relationship between the independent variables (predictors) and the dependent variable (response) is approximately linear (Wang, 2017). The underlying assumption of multiple linear regression is that the relationships between each independent variable and the dependent variable are linear when all other variables are held constant. The results of the linearity test on the influence and interest data on learning outcomes can be described in the ANOVA test results table using SPSS as follows (Table 2).

Table 2.
The Result of Linearity Test

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	210.918	1	210.918	4.747	.038 ^b
Residual	1244.048	28	44.430		
Total	1454.967	29			

a. Dependent Variable: Hasil Belajar Siswa

b. Predictors: (Constant), ABS_RES

From the table of SPSS calculation results for the linearity test above, the significance value of the influence of Deviation From Linearity and interest in learning outcomes is 0.38. So, if the linearity significance value is > 0.05 , it can be concluded that there is a linear relationship between the independent variable (motivation and interest in learning) and the dependent variable (learning outcomes). The next preliminary test is heteroscedasticity test. This test refers to the situation in which the variability of the residuals (the differences between observed and predicted values) is not constant across all levels of the independent variable(s) in a regression model (Wallentin & Ågren, 2002). In other words, the spread of the residuals tends to change as the values of the independent variable(s) change. Heteroscedasticity violates one of the assumptions of classical linear regression, which assumes homoscedasticity, or constant variance of residuals. Detecting heteroscedasticity is important because it can affect the precision of the coefficient estimates, leading to inefficient and biased standard errors. From the table of SPSS heteroscedastic test calculation results below (Table 3), a significance value of 0.38 is obtained. If the significance value of heteroscedasticity is > 0.05 , it can be concluded that there is no heteroscedasticity problem in the data.

Table 3
The Result of Heteroscedasticity Test

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	76.137	1.874		.000
	ABS_RES	-.739	.339	-.381	.038

a. Dependent Variable: Hasil Belajar Siswa

After completing the preliminary analysis, the results of the linear regression test on the influence and interest of student learning outcomes in learning are described as follows (Table 4).

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.136 ^a	.018	-.054	11.65542

a. Predictors: (Constant), Minat (X2), Motivasi (X1)

The Model Summary table displays the coefficient of determination value of 18% which can be interpreted those independent variables "motivation" and "interest in learning" not having a very significant contribution, namely 18%, to the dependent variable "students' learning outcomes", while the remaining 82% is influenced by other factors outside the "motivation" and "interest" variable.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	68.749	2	34.374	.253	.778 ^b
	Residual	3667.918	27	135.849		
	Total	3736.667	29			

a. Dependent Variable: Prestasi (Y)

b. Predictors: (Constant), Minat (X2), Motivasi (X1)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	97.155	28.191		3.446	.002
	Motivasi (X1)	-.159	.276	-.112	-.577	.569
	Minat (X2)	-.083	.283	-.057	-.294	.771

a. Dependent Variable: Prestasi (Y)

The ANOVA table is utilized to evaluate the significance level and linearity of the regression. Based on the ANOVA table, it is observed that $p = 0.778$, suggesting a failure to reject the null hypothesis (H_0). This non-rejection indicates an absence of a linear relationship between the predictor variables (motivation and interest in learning) and the dependent variable (students' learning outcomes).

The t-value of -0.577 with a significance level of 0.569 indicates that the coefficient for "motivation" is not statistically different from zero. In other words, "motivation" is not a statistically significant predictor of "students' learning achievement" in this model. Similarly, the t-value of -0.294 with a significance level of 0.771 indicates that the coefficient for "interest in learning" is not statistically different from zero. In other words, "interest in learning" is not a statistically significant predictor of "students' learning achievement" in this model. The overall model's constant term is statistically significant ($p = 0.002$), but the predictors (motivation and interest in learning) are not statistically significant ($p = 0.569$ and $p = 0.771$, respectively). This suggests that, as a whole, the model may not be providing a significant improvement in predicting "students learning outcome" compared to a model with no predictors. In summary, based on the provided data, neither "motivation" nor "interest in learning" appears to be statistically significant predictors of "students learning outcome" in this model.

It is concluded that there is no discernible influence of motivation and interest in learning on student learning outcomes at the Tahfidz Darul Quran Al Haramain Islamic Boarding School. This finding contradicts a prior study by Syah (2010) which suggested that motivation and learning interest could positively impact student learning. Despite this discrepancy, it's worth noting that learning interest and motivation may still play a role in encouraging students to exert their best efforts in learning, potentially leading to improved learning outcomes, as highlighted by Dimiyati and Mudjiono (2002) and Mawarsih and Hamidi (2013). In more detail, Sababuddin (2007) has pointed out that motivation and interest in learning can be strengthened through various forms of rewards. These rewards might include providing information to students about their success or offering prizes and awards for correct performance (Sahabuddin, 2007).

CONCLUSION

In investigating the impact of motivation and interest on students' academic achievement at Tahfidz Darul Quran Al Haramain Islamic Boarding School, the study found that, collectively, motivation and interest accounted for only 18% of the variation in students' learning outcomes. The remaining 82% was attributed to external factors. Despite a statistically significant constant term, neither motivation nor interest individually emerged as significant predictors of academic achievement. This contradicts a prior study suggesting a positive influence of motivation and interest on student learning. While statistical significance was lacking, it is acknowledged that motivation and interest may still contribute to students' efforts and engagement, potentially influencing overall learning outcomes. Further research exploring nuanced influences is warranted.

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AUTHOR CONTRIBUTIONS STATEMENT

I am Liana, I would like to explain the contribution I made in this research or article Research Planning: I was directly involved in planning the research methodology, including designing the research framework, instrument selection, and data collection strategy. Data Collection: I collected primary data through filling out questionnaires and documenting student learning outcomes at the Tahfidz Darul Quran Al Haramain Islamic Boarding School.

Data Analysis: I was involved in data analysis using multiple linear regression techniques using SPSS Version 27 for Windows software, as well as interpretation of the results to support the findings presented. Writing and Revision: I contributed to the writing of this article, from initial preparation to final revision, paying attention to consistency, structure and accuracy of information. Final Approval: I have conducted a final review of this article and given approval to the final version submitted. That is my contribution to this research or article. I declare that I have played an active role in every important stage of this research process

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