



## Relationship between learning motivation and student achievement of Bina Nusantara University

Ferren Octafiani Hartawan\*, Cindy Briana Soetanto, David Kurniawan, Cindy Lawrence, Darren Jonathan, Louis Cornelius, Agustinus Yovian Chrisanto & William Surya

1Management Department, Bina Nusantara University, Indonesia 14770

\*Email: [ferren.hartawan@binus.ac.id](mailto:ferren.hartawan@binus.ac.id)

Received: 01 February 2021

Accepted: 07 Maret 2021

DOI: <https://doi.org/10.32479/jeb1.11344>

### ABSTRACT

learning motivation is a motivational drive from a person to learn a material. There are factors that influence learning motivation such as lesson materials and teacher attitudes when teaching, family and the environment of friendship. When someone has a good interest in learning, he will produce good results. This result is called the achievement result which is the result of working on an exam or task. Achievement results are measured by numbers and are academic in nature. The higher the learning motivation possessed by a person, the higher the achievement results he gets and vice versa.

**Keywords:** Learning Motivation, Achievement

## 1. INTRODUCTION

Learning motivation is a person's motivation in studying a material. Motivation to learn from a person can be seen from how hard he works in learning and by using what a student tries to find out the information he wants to get. Learning motivation has various aspects that can be said to be "supporters" in learning motivation, such as how much time is spent studying the material, a sense of being active in learning, and not being lazy in studying the material. Motivation to learn itself is certainly supported by various factors. The following are factors that can affect a person's learning motivation:

*Lesson materials and teacher attitudes in teaching*

Interesting learning materials can increase students' learning

motivation, because interestingly delivered lessons make students interested in learning them and also the friendly and patient attitude of teachers can increase students' learning motivation because students feel comfortable to learn the existing material.

*Family*

Family can also be included as a factor that can affect a person's learning motivation. If in the family, the parents provide good support for their child, then the child will feel enthusiastic about learning. Conversely, if parents do not provide support for their children, then the child may not have the motivation to learn the material.

*Friendship environment*

Friendship environment can affect a student's motivation in learning. If the student has a supportive friendly environment, then the child can be motivated to learn. On the other hand, if the student has an unfavorable friendship environment, the child may not be motivated to learn.

Behind good learning motivation, of course there are good achievement results. Achievement results are the results that a person gets when doing an exam or task that is academic in nature, which later the results of this achievement are measured by numbers. Usually, the achievement results can be said to be good if the student gets above a value of 70, and vice versa if the student gets a value below the value of 70 then the student's achievement results can be said to be less good. Achievement results can also be influenced by various supporting factors. There are two types of factors that affect the achievement results, namely external factors and internal factors.

## 2. LITERATURE REVIEW

### Learning Motivation

One of the things that support the results of the test scores is the learning motivation of a student. Learning motivation is an attitude of interest from the bottom of oneself to become a motivation for students to learn. In accordance with the saying "no effort betrays the results", as well as learning motivation. With the existence of a learning motivation, this will support the learning carried out by the students to be more effective and efficient.

Learning motivation does not always discuss craft attitudes but learning motivation can be categorized into various forms of behavior. One of the attitudes that support the high attitude of learning motivation is to repeat the material that has been given during lectures at home. Not only repeating, by taking a few hours is also included as an action from the high attitude of learning motivation. As for the internal factors that support learning motivation, namely the presence of talent or motivation that makes it easier for students to understand the materials presented by the lecturers.

### Achievements

A good effort, of course, will produce good achievements. Achievement is the result of the effort that has been issued by someone. The definition of achievement (Bukhari M, 1983) is the results achieved or the results that have been achieved. Through achievement, a person can use the knowledge that has been obtained by himself to be utilized and applied in everyday life. Achievement can also create a sense of pride both to yourself and to those around you.

In making an achievement, of course there are factors that support the presence of an achievement. Supporting factors can also come from outside (external) or from within (internal).

#### *Internal factors supporting achievement*

Internal factors are factors that come from within a person. Internal factors consist of:

#### *Intelligence and talent*

Some people are given gifts in the form of advantages in their intelligence to think and talent. There are students who are easier to understand a subject, there are students who have many talents, and vice versa. This is because basically every human being is created uniquely.

#### *Motivation to learn*

Learning motivation is certainly a factor supporting achievement results. With the attitude of self to be interested in learning various knowledge.

#### *Motivation*

Motivation is a supporting factor for someone to produce an achievement. With a motivation, this will encourage someone to be more diligent or active in learning.

#### *Internal factors supporting achievement*

External factors or factors from outside are factors from outside a person that support the achievement. The following are external factors supporting achievement

#### *Family circumstances*

According to sociology, the family is the first place for children to gain knowledge. Family circumstances will certainly affect a person's achievement. Sometimes there are demands from parents that make students achieve their achievements.

## 3. METHODOLOGY

### Population

According to Hadari Nawawi (1983), the population is the entire object of research consisting of humans, animals, objects, growth, events, symptoms, or test scores as data sources that have certain characteristics in a research conducted. According to Netra (1976), the population is the entire general or general individual who has characteristics that tend to be the same. So it can be concluded that the population is a subject, variable, and object that is collected to be studied and draw conclusions.

In this research method, the population is the total number of subjects in a study. So that the data collected in this study is the population of students and B23 students, Bina Nusantara University, Alam Sutera Business Creation Department.

### Sample

The sample according to Arikunto (2006: 131) is the result of part of the population to be studied. If the study uses part of the population, it can be said that the study uses a sample.

The sample that our group used in this study were students from Bina Nusantara University batch B23 and majoring in Business Creation in Alam Sutera. We took this sample using probability sampling technique. So, we gave a questionnaire using the google form medium to 50 respondents.

Correlation

The correlation coefficient or commonly referred to as p-value (probability) is a number that indicates that the results obtained in a statistical test may occur by chance, not because of a hypothetical relationship. For example, if the correlation coefficient has  $p < .05$ , it means that the probability of the outcome occurring by chance is less than 5 out of 100.

According to (Sarwono: 2006), correlation is a statistical measure of covariance or the relationship between two variables. The correlation coefficient ranges from +1 to -1. The correlation coefficient represents the strength (strength) of a linear relationship between two random variables and two related directions. If the correlation coefficient is positive, then the two variables have a one-way relationship. This means that if the value of the variable X is high, the value of the variable Y will also be high. Conversely, if the correlation coefficient is negative, the two variables have an inverse relationship. This means that if the value of the variable X is higher, the value of the variable Y will be lower (and vice versa).

- 0 : There is no correlation between the two variables
- >0 – 0.25: Very weak correlation
- >0.25 – 0.5: Correlation is sufficient
- >0.5 – 0.75: Strong correlation
- >0.75 – 0.99: Very strong correlation
- 1: Perfect correlation

Explanation of the Correlation Coefficient Formula:

$$r = \frac{\sum(x - \bar{x})(y - \bar{y})}{n - 1 (Sx)(Sy)}$$

## 4. RESULT AND DISCUSSION

The research method uses SPSS output calculation with a significance level of 5%. The method we use is validity test, reliability test, normality test, and correlation test on both variables, namely Learning Motivation and Achievement Results. This is in order to find out whether there is a relationship between the two variables.

Based on the results of SPSS output, it is found that the r statistics values for the questions MB1, MB2, MB3, MB4, MB5, MB6, and MB7 respectively are 0.523, 0.485, 0.527, 0.407, 0.422, 0.599, and 0.475 which are greater than the r table value of 0.24. Therefore, it can be concluded that the questions from the Learning Motivation variable are valid and can be continued to the reliability and normality test.

**Table 1. Validity Test (X)**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MB1	22.3600	18.807	.523	.736
MB2	22.5800	18.738	.485	.744
MB3	22.8200	18.151	.527	.735
MB4	22.4200	19.514	.407	.759
MB5	22.6200	19.628	.422	.756
MB6	22.780	17.563	.599	.719
MB7	22.7000	18.990	.475	.746

Based on the results of SPSS output, it is found that the r statistics values for the questions HP1, HP2, HP3, HP4, HP5, HP6, and HP7 respectively are 0.384, 0.427, 0.400, 0.397, 0.403, 0.682, and 0.584 which are greater than the r table value of 0.24. Therefore, it can be concluded that the question items from the Achievement Result variable are valid and can be continued to test reliability and normality.

**Table 2. Validity Test (Y)**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
HP1	20.9600	20.815	.384	.737
HP2	21.1400	20.082	.427	.729
HP3	21.4200	19.636	.400	.737
HP4	20.1800	20.559	.397	.734
HP5	20.8800	20.516	.403	.733
HP6	21.1000	18.010	.682	.672
HP7	20.; 200	17.912	.584	.691

Based on the results of the SPSS output, the r a value of the Learning Motivation variable is 0.771 which is greater than 0.7. Therefore, it can be concluded that the questions on the Learning Motivation variable are reliable and can be continued for normality testing.

Based on the results of SPSS output, the r a value of the Achievement Result variable is 0.750 which is greater than 0.7. Therefore, it can be concluded that the questions on the Learning Motivation variable are reliable and can be continued for normality testing.

	Learning Motivation	Achievement
Learning Motivation	Pearson Correlation	1
	Sig. (2-tailed)	.824
	N	50
Achievement	Pearson Correlation	-.032
	Sig. (2-tailed)	.824
	N	50

Based on the results of the SPSS output, the sig value of 0.824 is greater than the alpha value of 0.05. In addition, the Pearson correlation value of 0.032 is smaller than 0.5 and has a positive value. So it can be concluded that there is no significant relationship between Learning Motivation and Achievement Results with the nature of the relationship being weak and in the opposite direction.

#### 4. CONCLUSION

The conclusion of this study is that it can be seen that there is no significant relationship between Learning Motivation and Achievement Results with the nature of the relationship being weak and in the opposite direction. This is because the sig value is 0.824, which is greater than the alpha value, which is 0.05. Then the Pearson correlation value of 0.032 is also obtained, which is smaller than 0.5 and has a negative value, which means that the relationship is weak and in the opposite direction. After analyzing the variable data, it can be explained that there are still things that must be considered in making this report, such as the need for proper accuracy in calculating and making data.

#### REFERENCES

- Burhanuddin, M. (2012, Juni 28). Koefisien Korelasi, Signifikansi, & Determinasi. Retrieved from alvinburhani.word  
press: <https://alvinburhani.wordpress.com/2012/06/28/koefisien-korelasi-signifikansi-determinasi/>
- John, D. (n.d.). Faktor-Faktor yang Mempengaruhi Motivasi Belajar. Retrieved from silabus.web: <https://www.silabus.web.id/faktor-faktor-yang-mempengaruhi-motivasi-belajar>
- Kurniawan, A. (2021, April 2 ). Pengertian Prestasi - Macam, Arti, Faktor, Pemberian, Metode, Para Ahli. Retrieved from guru pendidikan: <https://www.gurupendidikan.co.id/pengertian-prestasi/>
- Pengertian, Definisi dan Arti Istilah Kesehatan (Koefisien Korelasi - Kolelitiasis ). (2016, Juni 6). Retrieved from menurut para ahli: <https://menurutparaahli.com/tag/pengertian-koefisien-korelasi/>
- Simanjutak, W. (2015, Juni 24). Faktor-Faktor yang Mempengaruhi Prestasi Belajar. Retrieved from kompasiana: <https://www.kompasiana.com/wantisimanjuntak/552e34eb6ea83482208b456d/faktorfaktor-yang-mempengaruhi-prestasi-belajar>
- Syafnidawaty. (2020, November 4). Apa Itu Populasi dan Sampel dalam Penelitian. Retrieved from raharja: [https://raharja.ac.id/2020/11/04/apa-itu-populasi-dan-sampel-dalampenelitian/#:~:text=Arikunto%20\(2006%3A%20131\)%2C,penelitian%20tersebut%20adalah%20penelitian%20sampe l.](https://raharja.ac.id/2020/11/04/apa-itu-populasi-dan-sampel-dalampenelitian/#:~:text=Arikunto%20(2006%3A%20131)%2C,penelitian%20tersebut%20adalah%20penelitian%20sampe l.)
- Universitas Psikologi. (n.d.). Teori dan Faktor yang Mempengaruhi Prestasi Belajar. Retrieved from universitas psikologi: <https://www.universitaspsikologi.com/2019/10/teori-dan-faktor-prestasi-belajar-menurun-tidak-baik.html>.