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The Relationship Between Learning Motivation and Learning Outcomes of Grade II Elementary School Students

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Abstract

The more tall motivation Study a students, increasingly big possibility they For reach results optimal learning. Therefore that's important For understand how far the relationship between motivation Study with results learn to be able to designing more educational strategies effective in increase results Study participant educate. Research This aiming For know connection between motivation Study with results Study participant educate class II of elementary school. The research method used in this study uses a quantitative approach with a correlation research type. The population in this study was all class II SDN 2 Karanganyar Jati Agung A total of 32 participants didik. The data collection tools used were questionnaires and tests. The prerequisite tests used were normality test and linearity test. The data analysis technique in this study used the Pearson correlation test. Based on study obtained results that there is significant relationship motivation Study participant educate with results Study participant educate class II of SDN 2 Karanganyar Jati Agung.

INTRODUCTION

In the world of education, the results Study is reject measuring success A learning. Learning outcomes reflect to what extent participants educate understand and master material that has been taught (Amelia et al., 2023; Rif'ah & Rohayati, 2018; Ulfah & Opan Arifudin, 2021). However, the achievement results Study No only depends on factors external like method teaching and facilities education, but also on internal factors, one of which is is motivation learning (Disriani & Habibi, 2023; Halimah Tusaddiyah Siregar, 2024; Nurfa et al., 2019; Rizki, 2025).

Motivation Study is the impulse that grows Spirit student For do activity Study in reach objective Study certain that become A the mover in the learning process (Irsyad & Fauzi, 2020; Saragih et al., 2023; Solichibn, 2023). Students who have motivation Study tall tend more diligent, active trying, not want to surrender, passion and strong determination to achieve good academic achievement. On the other hand, students with motivation low often shows lack of interest, less discipline, and easily discouraged, their attention is not focused on learning which results in students experiencing difficulties in learning(Jamil & Rizca Puspita Devi, 2024; Sunarti Rahman, 2021; Wahid Hakim Azzaky & Raharjo Raharjo, 2024).

A number of study show that there is connection positive between motivation learning and results learn. The more tall motivation Study a students, increasingly big possibility they For reach results optimal learning (Berlianti et al., 2023; Indriyani et al., 2023; Kholilah et al., 2021;

Prasetya et al., 2023). Therefore that's important For understand how far the relationship between motivation Study with results learn to be able to designing more educational strategies effective in increase results Study participant educate.

Based on pre-research data, it is known that the learning motivation of students in class II in elementary school in category i high. This can be seen in the data table.1 below:

Table 1 Data on Student Learning Motivation

Indicator	**Amount Participant Educate**	**Percentage %**
Very high	1	3 %
Tall	20	62%
Currently	11	35%
Low	0	0%

Based on the data in table 1 above, 3% of participants were found students have very high learning motivation, 62% of students are in the high category, 11% of students are in the medium category and 0% of students are in the low category. Research about connection motivation Study with results Study participant educate Already Lots done at level school base (Herlina, 2023; Kurniawati et al., 2023; Lena et al., 2023; Refika & Ain, 2023; Saptadi et al., 2022; Yosi Fimala et al., 2021), however researches the Lots done at the level class tall like classes IV, V and VI of Elementary School, while study at level class low Still Not yet found one of them Grade II Elementary School. With that's all researcher interested For do study the use see whether motivation Study with results Study own connection For level class low in school base especially Class II. Research This aiming For see the relationship between motivation Study with results Study participant class II in elementary school.

RESEARCH METHODS

The research method used in this study uses a quantitative approach with a correlation research type. Correlation research is Correlation research is a correlation method is one of the types of quantitative research methods used in evaluation. Especially to detect the extent to which variations in a factor are related to variations in one or more other factors based on the correlation coefficient (Sugiyono, 2016).

The population in this study was all class II SDN 2 Karanganyar Jati Agung A total of 32 participants students determined by sampling using purposive sampling. Purposive sampling is a sampling technique based on the researcher's considerations (Sugiyono, 2019). The data collection tools used are questionnaires and tests. Questionnaires are used to find learning motivation data aimed at students, tests are used to obtain student learning outcome data, the tests in this study are in the form of multiple choices that cover cognitive abilities.

Before the data is analyzed, a prerequisite test needs to be carried out. The prerequisite tests used are the normality test and the linearity test. The normality test is used to assess whether the data follows a normal distribution, the data must be tested for normality to ensure the feasibility of parametric analysis (Sari et al., 2024). The linearity test aims to determine whether two or more variables being tested have a significant linear relationship or not. This test is usually used as a requirement in correlation analysis or linear regression (Setiawan et al., 2020). The data analysis

technique in this study used the Pearson correlation test, a correlation technique used to find relationships and prove the hypothesis of the relationship between two variables if the data from the two variables or are the same (Sugiyono, 2019). In this study, the test was used to find the relationship between emotional intelligence. This study used the Pearson Product Moment Correlation Test (r) which aims to determine the level of closeness of the relationship between variables expressed by the correlation coefficient (r) (Jabnabillah & Margina, 2022). The type of relationship between variable X (learning motivation) and variable Y (learning outcomes) can be positive and negative. The basis for decision making is as follows: 1) if the Significance value <0.05 then it is correlated, 2) if the Significance value> 0.05 then it is not correlated. If the significance value is exactly 0.05 then we can compare the Pearson Correlation Test with r table with the following provisions: 1) if the Pearson Correlation Test > r table then it is related, 2) if the Pearson Correlation Test < r table then it is not related. The guidelines for the degree of relationship are explained in Table 2 below:

Table 2. Guidelines for Degree of Relationship

Coefficient interval	Relationship Level
0.00 – 0.199	Very weak
0.20 – 0.399	Weak
0.40 – 0.599	Currently
0.60 – 0.799	Strong
0.80 – 1,000	Very strong

RESULTS AND DISCUSSION

Results

Research data This consists of from One variable free, namely variable Motivation Study (X) and variables bound to Learning Outcomes (Y). Variable data Motivation Study obtained with use questionnaire consisting of of 20 items with amount respondents 32 participants educate. There are 4 alternatives answer Where score highest 4 and score lowest 1. Based on variable data motivation learn, acquire mark highest of 82 and a score of lowest of 48. Next for result data Study obtained through results test daily, based on the results data Study obtained mark highest 92 and value lowest 75. The data is presented in table 3 below This:

Table 3. motivation data learning and results Study

Respondents	Motivational Values	Respondents	Learning Outcome Value
R1	58	R1	81
R2	66	R2	87
R3	58	R3	80
R4	66	R4	89
R5	61	R5	82
R6	61	R6	81
R7	68	R7	90
R8	74	R8	92
R9	66	R9	80

R10	68	R10	87
R11	70	R11	91
R12	59	R12	81
R13	71	R13	83
R14	59	R14	79
R15	59	R15	80
R16	66	R16	82
R17	51	R17	75
R18	54	R18	80
R19	54	R19	76
R20	58	R20	80
R21	66	R21	82
R22	75	R22	83
R23	48	R23	78
R24	61	R24	81
R25	70	R25	84
R26	82	R26	86
R27	66	R27	84
R28	61	R28	81
R29	68	R29	80
R30	51	R30	77
R31	64	R31	83
R32	68	R32	85

Pearson correlation analysis pretest

1. Normality Test

Normality test data taken from results questionnaire motivation learning and results learning. The normality test was carried out use Kolmogorov-Smirnov [a], with criteria tester that the result data questionnaire motivation and results Study participant educate grade II of elementary school is normally distributed. This is seen in table 4 below:

Table 4. Normality Test

Tests of Normality						
	Kolmogorov-Smirnov [a]			Shapiro Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
LEARNING OUTCOMES	.142	32	.102	.948	32	.125
MOTIVATION TO LEARN	.138	32	.126	.978	32	.745
a. Lilliefors Significance Correction						

Based on the data in table 4, it can be seen that the sig value of both data is more than 0.05, so the learning outcomes and learning motivation data are normally distributed.

2. Linearity test

Linearity test using the ANOVA test with Data description in table 5 below :

Table 5. Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
LEARNING OUTCOMES * LEARNING MOTIVATION	Between Groups	(Combined)	387,083	13	29,776	3,599	.007
		Linearity	292,000	1	292,000	35.295	.000
		Deviation from Linearity	95,083	12	7,924	.958	.518
	Within Groups		148,917	18	8.273		
	Total		536,000	31			

Based on table 5, it can be seen mark from sig Deviation from linearity (0.518) more big from 0.05 then the data is linear.

3. Hypothesis Testing

Based on the prerequisite tests carried out known that the data is normally and linearly distributed so that For test the hypothesis using correlation test pearson with IBM SPSS 24 application. The correlation test can seen in table 5. Below This :

Table 5. Hypothesis Testing Person Correlation

Correlations			
		LEARNING OUTCOMES	MOTIVATION TO LEARN
LEARNING OUTCOMES	Pearson Correlation	1	.738 **
	Sig. (2-tailed)		.000
	N	32	32
MOTIVATION TO LEARN	Pearson Correlation	.738 **	1
	Sig. (2-tailed)	.000	
	N	32	32
**. Correlation is significant at the 0.01 level (2-tailed).			

Based on the data in table 5, it was obtained mark Correlation pearson = 0.738, this state level correlation " Strong " category , so obtained Coefficient determination = 0.5446 which means motivation Study give contribution by 54.46% on Learning Outcomes.

Discussion

Based on correlation test obtained results that there is significant relationship motivation Study participant educate with results Study participant educate grade II of elementary school. This study is in line with the research conducted by (Ainun Nisa et al., 2022; Auli et al., 2023;

Budiariawan, 2019; Dewi et al., 2021; Simatupang, 2021) that learning motivation is related to learning outcomes at the high school level, research (Safitri et al., 2024) conducted at universities, and research (Aulia, 2021; Darmanto et al., 2021; Silvi Yuniarty et al., 2023) conducted at the junior high school level. Thus, it can be said that learning motivation is related to student learning outcomes for both elementary school, junior high school, senior high school and university levels.

Motivation plays a strategic role in a person's learning activities. No one learns without motivation. No motivation means no learning activities. In order for the role of motivation to be more optimal, the principles of motivation in learning must not only be known, but must also be explained in teaching and learning activities. Low motivation will result in a negative treatment atmosphere (Zainal, 2022). In line with this opinion, according to (Muspiroh et al., 2023) that Motivation play a very important role in increase success Study student school basic. participants students who study without existence motivation it will be very difficult reach success learn, because someone who doesn't own motivation Study in study it will result in activities study it.

The learning motivation possessed by students in every learning activity plays a very important role in improving student learning outcomes in certain subjects. Students who are highly motivated in learning are likely to achieve high learning outcomes, meaning that the higher the motivation, the more intense the effort and effort made, the higher the learning achievement obtained, therefore, motivation is very much needed in the teaching process. In connection with the great influence of learning motivation, teachers must make maximum efforts so that students are motivated to learn. Therefore, learning motivation is one of the keys to success in achieving learning goals. Learning motivation must be aroused in students so that students are motivated to learn (Yogi Fernando et al., 2024). Thus, it is very important to foster students' learning motivation so that learning objectives can be achieved optimally. Learning objectives in this case include the achievement of student learning outcomes. Student learning outcomes refer to the abilities, knowledge, skills, and understanding obtained by students as a result of the learning process. This includes the extent to which students achieve the learning objectives set by a particular curriculum or educational program (Andryannisa et al., 2023).

CONCLUSION

Based on analysis test data using correlation test pearson obtained mark Correlation pearson = 0.738, this state level correlation " Strong " category, so obtained Coefficient determination = 0.5446 which means motivation Study give contribution of 54.46% on Learning Outcomes. So can concluded that there is significant relationship motivation Study participant educate with results Study participant educate class II of elementary school. Thus it can be said that learning motivation has a relationship with student learning outcomes both for elementary school, middle school, high school and college levels.

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