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Student Learning Motivation Factors for the Learning Process in the Classroom at Putra Harapan Junior and Senior High School, Al-Fitroh Islamic Foundation

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Abstract

Learning is an aid provided by educators so that there can be a process of acquiring knowledge and knowledge, mastering skills and habits, and forming attitudes and beliefs in students. This requires encouragement or motivation for student learning in class in the learning process presented by the school and the teacher's guidance. The study aims to study the factors that influence student learning motivation towards the learning process in the classroom. With quantitative methods, it is a survey study on seventh-grade students of Putra Harapan Junior High School and tenth grade of Putra Harapan High School samples in this study. Data was collected by distributing questionnaires with a Likert scale of four statements.

Data processing explains the relationship and influence of student learning motivation factors on the learning process. With the results of all data declared valid

and reliable, the relationship is partially low but, in simultaneous tests, has a moderate contribution. Factors in student learning motivation partially state negative or opposite influences resulting in decreased learning but simultaneously state positively and significantly.

Keywords: Motivation; student learning; motivation; classroom.

Introduction

Education aims to help students realize their potential so that they can grow into human beings who believe and are devoted to God Almighty, have a noble character, are healthy, knowledgeable, creative, and independent, and can respond to democracy and responsible citizenship. Creating an atmosphere that allows children to develop their skills and abilities as much as possible to meet their own needs and the needs of society and themselves is what education is all about (Makatita, 2021).

To maintain the decline in student learning motivation, it impacts the activities carried out in the classroom so that learning objectives are achieved. Therefore, a student's motivation needs to be increased with various conceptualized learning strategies to achieve optimal learning outcomes. Conceptualized learning to encourage low student interest in learning activities is the lack of support for practical learning both from inside and outside the student body (Sidabutar et al., 2020).

This is stated in Law No. 20 of 2003 concerning National Education in Chapter II Article 3, which states that: "National education aims to develop the ability and shape the character and civilization of a dignified nation to educate the nation. It aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." In other words, the priority of national education is to improve the quality of learning process activities.

Motivating student learning on classroom outcomes at Putra Harapan Junior and Senior High School, Al-Fitroh Foundation located at Jl. Gurame Raya No.1 Perumnas 1, Kayuringin Jaya, Bekasi City, is one of the visions and missions developed in learning outcomes. Adhering to the institution's vision, "Academic and

non-academic achievements as well as global and Islamic views based on IMTAQ and Science and Technology." In these two years of the 2022 and 2023 school years, the value of student learning outcomes has decreased; the initial mitigation is the online learning method during the COVID-19 pandemic, where students are accustomed to learning without teacher supervision in class. According to the study results (Prayitno et al., 2020), students are accustomed to online learning, are not required to go to school, and can relax at home and be accompanied by their parents.

Theoretical Review

The study's results (Harahap, 2021) show that motivation is needed to increase interest in learning and student achievement. Student motivation in learning can be improved through various models and approaches and influenced by several factors, including the teacher's ability to present learning. Moreover, the results (of Tsankov et al., 2016) show that information technology can increase student motivation, and interactive educational multimedia in the teaching and learning process can motivate learning influenced by technology. The study's results (Dyah et al. l, 2021) impact student learning motivation, including the role of parents while accompanying student learning and teacher creativity in designing.

Moreover, it is essential to manage learning and interest in student learning. Teachers can and can translate the material in the teaching they deliver.

Factors Affecting Learning Motivation, according to Dimyati and Mudjiono (LPMP Riau, 2023), are as follows:

1) Student Goals or Aspirations: Learning motivation appears in children's desires since childhood. Success in achieving desires can foster a willingness to learn that will lead to ideals in life. The mind can strengthen both intrinsic and extrinsic motivations.
2) Student Willpower: A child's desire needs to be accompanied by the ability to achieve it because willpower will strengthen the child's motivation to carry out developmental tasks.
3) Student Condition: Student condition, which includes physical and spiritual conditions, affects learning motivation.

4) Student environmental conditions: Students can be affected by the surrounding environment. Therefore, healthy school environment conditions, harmony, and social order must be enhanced in quality to strengthen student enthusiasm and motivation for learning.

5) Dynamic Elements in Learning and Learning: Students have feelings, attention, willpower, memory, and thoughts that change thanks to life experiences.

Research (Dakhi, 2020) shows that teachers can acquire knowledge, and this strategy helps improve students' learning process. Their ideal performance as an adult demonstrates the teacher's competence. Professional competence is the ability of a teacher to understand a variety of complex subject matter relevant to his area of expertise, making it easier for students to understand the instructions he receives. This helps improve student learning. Research findings show that the improvement of student learning outcomes is supported by the teacher's ability to understand students, understand learning material, communicate deeply when delivering material, and have a mature and authoritative personality. Student motivation in classroom learning outcomes requires the teacher's ability to make students achieve good learning outcomes, which is the ability or professionalism of teachers (Wibowo, 2020).

Wotruba and Wright (Bistari, 2017), (Emda, 2017) revealed the results of studies in several studies that learning indicators are said to be effective if supported by several aspects: (1) Aspects of Learning Objectives, (2) Aspects of Learning Materials and Materials, (3) Aspects of Learning Methods, (4) Aspects of Learning Evaluation.

Encouraging students to use the knowledge they have learned is intended to help them develop at the end of the meeting. Students can advance information more broadly by mastering it thoroughly and attentively after it has been taught. Inspires the conclusion. Learning is essential to increase. Students' awareness of the need to learn anytime, anywhere, and with anyone. This is also in line with the requirements of the 2013 curriculum (Nurhasanah & dkk, 2019).

Method

This is a survey research with quantitative research methods using numbers and statistics. Data collection techniques include making initial observations to

introduce research objects and simple interviews by continuing to distribute and fill out questionnaires by respondents (Fauziah, 2018).

Measurement scale with Linkert scale 1-4 to measure perceptions, attitudes, or opinions of a person or group regarding an event or social phenomenon based on operational definitions that researchers have set (Ghozali, 2018, p. 66). Instrument testing has been entered into the validity and reliability tests on each independent and dependent variable.

Population is the generalization area of the object to be studied: all Junior High School Putra Harapan students in grade seven, totaling twenty students. Students of Senior High School Putra Harapan grade ten totaling twenty students at the Al–Fitroh Foundation in Bekasi City as a generalization of the population as respondents with saturated sampling techniques is a sampling technique of all population generalizations used as samples (Sugiyono, 2016).

Data analysis in this study uses multiple regression analysis to describe and test the model of relationships between variables in the form of cause and effect to test hypotheses. Moreover, measuring the contribution of the independent variable to the dependent variable due to the step of knowing a relationship and influence, Arikunto (Jayusman & dkk, 2020).

Results

Motivating student learning boosts learning outcomes in the seventh grade at Junior High School and tenth grade at Putra Harapan High School, Al-Fitroh Foundation, located at Jl. Gurame Raya No.1 Perumnas 1, Kayuringin Jaya, Bekasi City, is one of the visions and missions developed in learning outcomes. The impact of online learning methods during the COVID-19 pandemic, where students are accustomed to learning without teacher supervision in class. Some previous research results show that students are accustomed to online learning, which is not required to go to school, and can relax at home and be accompanied by their parents.

Using sample or population data, descriptive statistics characterize or provide a general picture of the subject under study. Data centralization measures are typically used to display data in the descriptive statistics in Table 1.

Table 1. Description Statistik

Statistics

		Student Aspirations ns	Student Willpower	Student Conditions	Student Environmental Conditions	Dynamic Elements	Learning Process
N	Valid	40	40	40	40	40	40
	Missing	0	0	0	0	0	0
Mean		18.9500	20.2500	16.8000	15.4500	17.4500	57.4750
Std. Error of Mean		.34521	.37851	.36197	.33959	.31409	1.12887
Median		19.0000	21.0000	17.0000	15.0000	18.0000	59.0000
Mode		18.00[a]	21.00	15.00	15.00	18.00	54.00
Std. Deviation		2.18327	2.39390	2.28933	2.14775	1.98649	7.13959
Variance		4.767	5.731	5.241	4.613	3.946	50.974
Range		8.00	10.00	8.00	8.00	9.00	27.00
Minimum		15.00	14.00	12.00	12.00	14.00	42.00
Maximum		23.00	24.00	20.00	20.00	23.00	69.00
Sum		758.00	810.00	672.00	618.00	698.00	2299.00

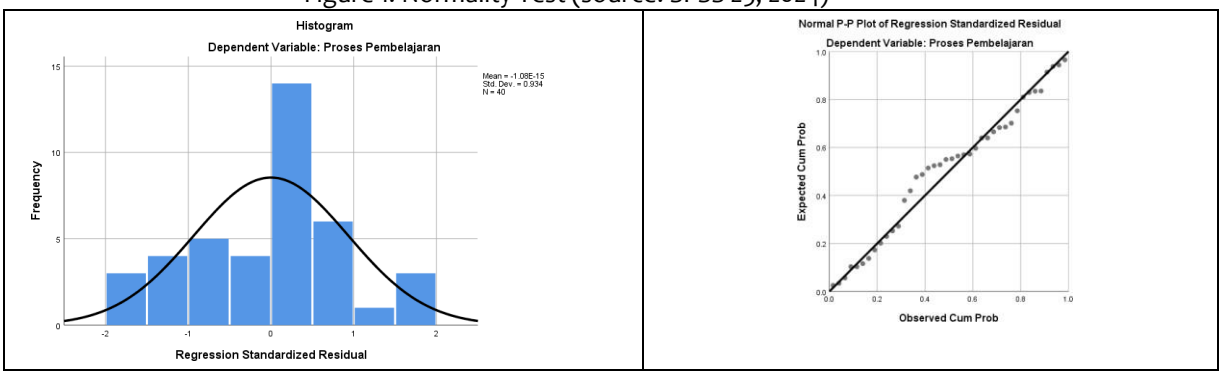
a. Multiple modes exist. The smallest value is shown

Source: Data processing 2024

Table 1 Using sample or population data, descriptive statistics characterize or provide an overview of the research subject. Descriptive statistics often present data as centrally organized measurements or data. Average is a commonly used metric to centralize student motivation factor data consisting of student aspiration of 18.9, student willingness of 20.3, student condition of 18.8, student environmental condition of 15.5, and dynamic element of 17.5 and learning process of 57.5, Sugiyono in (Abdullah, 2022, p. 66).

Testing classical assumptions as a statistical prerequisite for multiple linear regression analysis based on ordinary least squares is a classical assumption test. The normality test on student learning motivation factors consists of student aspirations, student will, student conditions, student environmental conditions, and dynamic elements of the learning process together carried out with a histogram and PP-Plot in the following figure:

Figure 1. Normality Test (source: SPSS 25, 2024)

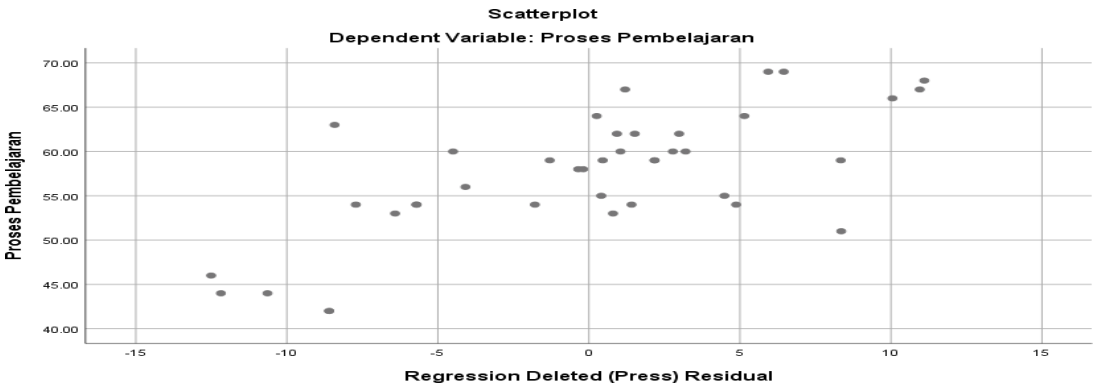


The histogram and PP-Plot normality test results in Figure 1 show a straight diagonal line formed by the normal distribution. Standard data will produce very low and very.

High little values, with most values collected around the medium. If the distribution of residual data is normal, then the line representing the residual data will follow the diagonal line. If the points spread along a diagonal line and follow its direction, the image will result in a straight line. Thus, it can concluded that the rest is well distributed.

The scatterplot graph is used as a basis for decision-making in the heteroscedasticity test. Heteroscedasticity of student learning motivation factors consisting of student aspirations, student will, student conditions, student environmental conditions, and dynamic elements towards the learning process together can be concluded from the SPSS 25 spread graph if it shows specific patterns, for example, points that form regular patterns (wavy, spread, then narrow). Conversely, if the dots are scattered and there is no visible pattern, heteroscedasticity does not occur.

Figure 2. Heteroscedasticity test (source: SPSS 25, 2024)



As seen in Figure 2, The graph shows no visible pattern because the dots are scattered erratically above and below axis zero on the Y-axis. The results of the research questionnaire instrument test on validity and reliability to measure what should measured and the consistency of the questionnaire that respondents have filled out. The validity test results in SPSS 25 data processing were that all statements on independent and dependent variables had result values above 0.312 for Rtabel product moment on 40 respondents with valid decisions. The validity test results on variable X = student learning motivation consist of student aspiration factors, student will, student conditions, student environmental conditions, and dynamic elements. The variable Y = the learning process is declared valid.

In the reliability test in Table 4.2. The three variables have a Cronbach's alpha value of 0.831, which is more significant than Cronbach's alpha-set standard of 0.60 (Ghozali, 2018). In the partial treatment of three variables, Cronbach's alpha results above 0.60 in the following table

Table 2. Reliability test results

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Student Aspirations	127.4250	148.969	.615	.658
Student Willpower	126.1250	142.317	.673	.639
Student Conditions	129.5750	141.943	.721	.633
Student Environmental Conditions	130.9250	154.379	.515	.678
Dynamic Elements	128.9250	149.046	.691	.652
Learning Process	88.9000	84.605	.388	.891

Source: SPSS Data Processing 25, 2024

The relationship between independent variables is the factors of student learning motivation consisting of student aspirations, student will, student conditions, student environmental conditions, and dynamic elements on the learning process of the dependent variable with the following decisions:

1) The relationship of student aspiration factors to the learning process with a value of R = 0.260 with a very low positive contribution = 0.068, equivalent to 6.8%.
2) The relationship of student willingness factors to the learning process with a value of R = 0.320 with a low positive contribution = 0.102, equivalent to 10.2%.
3) The relationship of student condition factors to the learning process with a value of R = 0.266 with a low positive contribution = 0.071, equivalent to 7.1%.

4) The relationship of factors of student environmental conditions to the learning process with a value of R = 0.113 with a very low positive contribution = 0.013, equivalent to 1.3%.
5) The relationship of dynamic element factors to the learning process with a value of R = 0.354 with a low positive contribution = 0.125, equivalent to 12.5%.

The treatment of the relationship between independent variables is student learning motivation factors consisting of student aspirations, the student will, student conditions, student environmental conditions, and dynamic elements, to the learning process of the dependent variables together shown in table 4.3 below, that the R-value of the summary model is 0.676. It can concluded that the relationship between the independent variable and the dependent variable is very strongly positive according to the interpretation table of the correlation coefficient (Sugiyono, 2018).

The contribution to the Rsquare value was 0.457, equivalent to 45.7% of moderate positive contributions, and the remaining 54.3%, influenced by other factors that had not been studied in this study.

Table 3. Correlation Model Table.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.676[a]	.457	.377	5.63702

a. Predictors: (Constant), Dynamic elements, student will, student environmental conditions, student aspirations, student conditions
b. Dependent Variable: Learning Process

Source: SPSS Data Processing 25, 2024

The multiple influences of two independent variables on the dependent variable together Y = a + b1X1 + b2X2. The influence between independent variables is student learning motivation factors (X) consisting of student aspiration factors (X- 1), student willingness factors (X-2), student condition factors (X-3), student environmental condition factors (X-4), and dynamic element factors (X-5), on the learning process (Y) dependent variables with decisions:

1) The value of constant (a) positive value 16,892 shows a unidirectional influence between independent variables and dependent variables that student aspiration factors (X-1), student willingness factors (X-2), student condition factors (X-3), student environmental condition factors (X-4), and dynamic element factors (X- 5) are 0 percent or do not change. The value of the learning process is 16,892.
2) The influence of the student aspiration factor (X-1) is -0.303 negative

influence (in the opposite direction). If student aspiration increases by 1%, the learning process will decrease by 0.303, assuming other variables are constant.

3) The influence of the student willingness factor (X-2) is worth 1,351 positive influences (unidirectional influences). If the student willingness variable increases by 1%, the learning process will increase by 1,351.
4) The influence of the student condition factor (X-3) is -0.206 negative influence (in the opposite direction). If the student's condition increases by 1%, then the learning process will decrease by 0.206, assuming other variables are constant.
5) The influence of student environmental conditions factors is -1,306 negative influences (in the opposite direction). If student environmental conditions increase by 1%, the learning process will decrease by 1,306, assuming other variables are constant.
6) The influence of dynamic element factors is worth 2,442 positive influences (unidirectional influences). If the dynamic element variable increases by 1%, the learning process will increase by 2,442.

Table 4. Multiple Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	16.892	9.845		1.716	.095
	Student Aspirations	-.303	.679	-.093	-.446	.659
	Student Willpower	1.351	.816	.453	1.655	.107
	Student Conditions	-.206	.846	-.066	-.244	.809
	Student Environmental Conditions	-1.306	.645	-.393	-2.025	.051
	Dynamic Elements	2.442	.587	.679	4.159	.000

a. Dependent Variable: Learning Process

Source: SPSS Data Processing 25, 2024

In Table 4, Test F is used to find out whether independent factors have a simultaneous influence on the dependent variable or not. The F test determines how much influence each independent variable has on the dependent variable. A significant value of F < 0.05 indicates that the independent variable simultaneously affects the dependent variable or vice versa. The level used is 0.5 or 5% (Ghozali, 2018). Result: If F has a significant value less than 0.05, H0 is ignored, and H1 is recognized. This shows that each independent variable greatly influences the dependent variable. H0 is accepted, and H1 indicates that no independent factor significantly affects the dependent variable if the significance value is F > 0.05.

Table 5. Anova Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	907.590	5	181.518	5.712	.001[b]
	Residual	1080.385	34	31.776		
	Total	1987.975	39			

a. Dependent Variable: Learning Process

b. Predictors: (Constant), Dynamic elements, student will, student environmental conditions, student aspirations, student conditions.

Source: SPSS Data Processing 25, 2024

Table 5 Supports the conclusion that H0 is rejected and H1 is accepted. This can seen from the F value obtained at 5,712. While the significance value obtained by 0.000 is smaller than 0.05. Therefore, this multiple regression model is feasible to use. The dependent variables, namely student learning motivation factors (X), consist of student aspiration factors (X-1), student willingness factors (X-2), student condition factors (X-3), student environmental condition factors (X-4), and dynamic element factors (X-5), on the learning process (Y).

Discussion

Junior High School Putra Harapan and Senior High School Putra Harapan organized a full day of learning in one week, which took five days of study. Students enjoyed learning from home after learning online during the COVID-19 pandemic. During the period of being allowed to re-enter the school offline, it was very noticeable that learning outcomes were significantly decreased.

So, the school management must find various ways to restore the enthusiasm for student learning with various exciting learning processes. According to the results of research (Savitri at. al., 2022), choosing and practicing learning techniques that are the skills to be achieved can help achieve the goal of increasing student motivation. Selecting the proper learning technique requires careful consideration of the objectives and subject matter to improve student learning motivation. The findings showed that learning styles significantly impact student motivation. Positive learning outcomes for students are affected by this effect. Student motivation is influenced differently by each learning approach. Using effective learning techniques also increases students' understanding of the studied material.

The results of this study are student learning motivation factors consisting

of five factors on the learning process of seventh-grade Junior High School students and tenth-grade Senior High School Putra Harapan have a very low relationship, and the effect has a negative value or positive opposite direction on the learning process variables. According to Djaali (Ananda & DKK, 2020), motivation is a psychological and physiological state that a person experiences and encourages him to perform specific tasks to achieve goals. Achieve a need or goal how goals and motivations are interconnected. A goal can not only increase motivation but also have a positive impact on people who use it to bring happiness to themselves.

The learning process involves the interaction of students with teachers and educational materials in a learning environment. Learning is the support that educators provide to students to enable them to acquire information, develop skills and habits, and build attitudes and ideas about the world. In other words, learning is a process that helps students learn effectively (Djamaluddin & DKK, 2019).

Putra Harapan Junior High School and Putra Harapan High School are educational institutions that are consistent in the learning process with aspects that are carried out with various changes by the vision and mission that have been implemented by precipitating IMTAQ and Science and Technology. The IMTAQ terms "faith" and "piety" are subjects rich in moral principles, understanding, attitudes, sentiments, and actions rooted in Hadith and the Qur'an. Science and technology are sources from which students can manage and apply science and technology in everyday life. The purpose of developing and creating technology itself is to simplify human existence. "IMTAQ and science and technology must be balanced to succeed in the world and the hereafter" (Jumahir, 2022) (wordpress.com, 2023)

Conclusion

Motivating student learning boosts learning outcomes in the seventh grade at Junior High School and tenth grade at Putra Harapan High School, Al-Fitroh Foundation, located at Jl. Gurame Raya No.1 Perumnas 1, Kayuringin Jaya, Bekasi City, is one of the visions and missions developed in learning outcomes. The impact of online learning methods during the COVID-19 pandemic, where students are accustomed to learning without teacher supervision in class. Some previous research results show that students are accustomed to online learning, which is not required to go to school, and can relax at home and be accompanied by their

parents.

Student learning motivation factors consist of student aspirations, student will, student conditions, student environmental conditions, and dynamic elements towards the learning process that require special attention by the institution. The relationship of the five factors partially shows low results but, if combined, contributes moderately and positively to the learning process in the classroom.

The influence of five factors of student learning motivation, three of which have opposite or negative directions, will affect the learning process, which is decreasing. All factors in student motivation significantly influence the learning process in the seventh grade at Putra Harapan Junior High School and tenth grade at Putra Harapan High School, Al-Fitroh Foundation.

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