

The Relationship Between Learning Motivation and Learning Achievement of Grade V Students of Muhammadiyah Elementary School 13 Medan

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Abstract

The purpose of this study was to determine the level of motivation and learning achievement as well as the correlation between the two students in grade V of SD Muhammadiyah 13 Medan. There were 41 students in the fifth grade of SD Muhammadiyah 13 Medan who became the research sample. The research variables consist of 2 categories, namely learning motivation (variable X) and learning achievement (variable Y). Likert scale questionnaire was used as a method to collect data in this study... The level of correlation between learning motivation and student achievement was then ascertained by analyzing the data using Pearson Product Moment correlation... a significance level of 41.99%. The results of this study indicate that learning motivation and learning achievement of fifth grade students of SD Muhammadiyah 13 Medan are significantly correlated.

Keyword:

Learning Motivation, Learning Achievement

1. INTRODUCTION

Education is one of the most important components in the development of Human Resources (HR). Through education, children gain the knowledge and skills needed to face future challenges. According to Adawiyah. Education is a conscious effort to shape students to achieve their development towards physical and spiritual maturity. Through education humans are educated, nurtured and developed according to their potential. This is done to encourage students to become superior, responsible and virtuous individuals. According to Article 1 Paragraph 1 of the National Education System Law No. 20 of 2003, "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, noble moral intelligence, as well as the skills needed by himself, society, nation and country." In this case, this shows that the goal of education is to foster an active learning environment to maximize student potential. Learning processes play an important role in forming superior character and quality of human resources at the elementary school level. Learning motivation, which can be the main force behind the learning process and optimal learning achievement, is one of the elements that influences students' learning success. The terms "achievement" and "learning", which have different meanings, form the phrase "learning achievement". According to the Big Indonesian Dictionary, achievement is the result that has been achieved (from what has been done, worked on, etc.). The result of learning activities is achievement. The word "achievement" comes from the Dutch "prestatie". After that, the word became achievement, which indicates the result of hard work. The result of actions taken, either alone or with others, is achievement. Motivation and intelligence or academic ability have an impact on learning achievement. Students who have high motivation are usually more involved in education, pay more attention to teachers, and are more responsible for their work. Low learning achievement is caused by many factors, one of which is learning motivation. One of the internal elements that influences students' learning activities is learning motivation. The existence of learning motivation can motivate students to complete their tasks well. Motivation to learn can stimulate students' enthusiasm, interest and efforts to overcome challenges that arise during learning. Students' reactions to learning material and their perception of learning challenges will be influenced by a high level of learning motivation. On the other hand, students who do not have enthusiasm for learning often become dispassionate and ignore the tasks given by the teacher.

According to research (Putra & Agung (2023) which researched the relationship between learning motivation and learning achievement of students in class V A at SD Ne\$ge\$ri 75 in Bengkulu City, it showed that there was a positive correlation between the two in the Civics subject, with a large correlation coefficient value). 0.587. One relevant example is the condition that occurs in SD Muhammadiyah 13 Medan, which is an elementary school with various challenges in improving the quality of learning. Based on initial observations, most of the fifth grade students in this school show varying learning achievements. There are students who succeed in achieving satisfactory grades, but there are also those who have difficulty in following the learning well. This raises questions about the relationship between learning motivation and student learning achievement in the school. Students show low learning motivation due to lack of enthusiasm in learning. This is clearly visible during the learning process because students are more willing to play while the teacher provides knowledge. To understand what the teacher says in class, students must focus on the teacher when they study the material. Students' desire to learn is weak. This can be seen from the students' attitude during the lesson, they tend not to pay attention when the teacher teaches. Using teachers' teaching methods that are less interesting causes students to get bored and fed up, when teachers use friendly lecture methods in delivering the material, learning is more teacher-centered and students are lazy about answering questions or asking questions. Teachers do not always use props or media when teaching due to inadequate school facilities, so students do not understand the material. In order for students to be more involved and understand what they are learning, teachers must be able to produce and use simple, basic media. Based on the above explanation, it can be concluded that some students still have low learning motivation, seen from the lack of activity, enthusiasm for learning, lack of initiative from students to learn independently and play more. Thus, researchers are interested in knowing the causes of low learning motivation and learning achievement of fifth grade students of SD Muhammadiyah 13 Medan.

Learning Motivation

Learning motivation is a non-intellectual psychological element that is very important to encourage learning enthusiasm and has a significant impact on students' learning activities. Students who do not have learning motivation are unlikely to carry out learning activities. Learning motivation is a learning behavior shown by students to achieve a goal. Learning motivation is a drive or enthusiasm that drives someone to learn and develop themselves. Motivating children to learn is one technique to improve their learning achievement. In addition, learning motivation can increase students' interest in learning because learning is an effort to change behavior and mentality. Human personality, goals, attitudes, habits, and mindsets are all influenced by learning. Students who show learning motivation do so to achieve goals. According to Uno, the core of learning motivation is internal and external encouragement for students to make behavioral changes, which are usually accompanied by several supporting indicators or components. The existence of passion and desire to succeed, the existence of needs and motivation in learning, the existence of hopes and ideals for the future, the existence of appreciation in learning, the existence of interesting activities in learning, and the existence of a conducive learning environment, all are examples of indicators of learning motivation that can help students to learn effectively. According to (Sitohang et al., 2023) learning motivation is very important to improve student learning achievement. Motivation for students can develop initiative and activity and maintain student persistence in carrying out learning activities. Without motivation, students can become very lazy in learning. This opinion is in line with Wahidin's (2024) opinion stating that one of the benefits of learning motivation is that it can encourage learning activities, provide learning direction, and ensure that learning activities continue. With this motivation, students will always be motivated to learn without pressure or coercion from any party.

Learning Achievement

The terms "achievement" and "learning", which have different meanings, are combined to form the phrase "learning achievement". The Big Indonesian Dictionary defines achievement as the results that have been achieved (from what has been done, worked on, and so on). The result of learning activities is achievement. In Dutch, the word achievement comes from the word "prestatie". Then it becomes achievement, which is the result of hard work. Learning outcomes and learning achievement are not the same thing. Learning outcomes include elements of student character development, while learning achievement is usually associated with topics related to knowledge. The result of actions taken, either alone or with others,

is achievement. Learning achievement is defined as the knowledge, values, and skills obtained by students as a result of long-term learning experiences, through learning outcome tests. It can be said that to assess student learning success can be done with the results of learning tests carried out either in the form of numbers or positive changes from within the student whether the results increase, remain the same or even decrease. Student learning achievement shows how high the level of student mastery of the learning material is. This means that if student learning achievement is low, then the student is said to have not mastered the learning material. If students have not succeeded in mastering the learning material, then efforts need to be made to find out the factors that cause students' learning success. If this is not taken into account, the learning success of weak students will have an impact on the achievement of educational goals.

2. RESEARCH METHODOLOGY

Types and Research Approaches

This type of research is quantitative research. Quantitative research is a process of finding information to analyze a population or to a certain extent, and the method for collecting samples is usually carried out randomly. To find out the relationship between learning motivation and student learning achievement, this research uses a quantitative approach because the research object is represented by numeric values and examined using statistical analysis. This research uses a correlational research approach. Correlational research is research that aims to discover the relationship between two or more variables - that is, to what extent changes in one variable are related to changes in other variables. The goal is to test the relationship between these variables and determine the extent to which this relationship is measurable.

Research Variables

1. Free (independen) variables are variables that influence, are the cause of, or are the result of the existence of a dependent variable. Learning Motivation (X) is a variable in this study.
2. Bound variables (dependen) are variables that are influenced or which are the result, due to the existence of independent variables (independen). Learning achievement (Y) is the variable involved in this research.

Population and Sample

The population of this research consists of all fifth grade students of SD Muhammadiyah 13 Me\$ and, while the sample consists of 41 people.

Data Collection Techniques

1. Questionnairer/Angket. Questionnaire is a data collection method where respondents are given a list of questions or written statements to fill in. If researchers know with certainty the variables to be measured and what to anticipate from responses, cookies are an effective tool for collecting data. Additionally, questionnaires work well when there are enough respondents spread over a wide geographic area. Responses can receive one cookies in person, by post, or online, and can consist of closed or open questions or statements.
2. Documentation is a data collection method that involves collecting written, visual and electronic documents that can support and improve research findings. Documentation is a supporting part in the process of disclosing and describing research results. Documentation techniques are used to collect data from non-human sources. With documentation techniques, researchers hope to collect documents that can support and complete research data such as school profile photos, school facilities and infrastructure, student score lists, and so on.

Based on the description above, the instrument grid used in this research is as follows:

Table 1. Research Variable Instrument

No	Research Variable	Data Source	Method	Instrument
1	Student Learning Motivation (X)	Student	Questionnaire	Questionnaire
2	Learning Achievement (Y)	Teacher	Documentation	List of formative test scores

Table 2. Likert Scale

Answer Alternatives Strongly	Agree (SS)	Agree (S)	Undecided/Neutral (N)	Disagree (TS)	Strongly (STS)
Score	5	4	3	2	1

Table 3. Learning Motivation Questionnaire Outline

No	Indicator
1	Desire and desire to succeed
2	Encouragement and need to learn
3	Hope and future aspirations
4	Appreciation in learning
5	There are interesting activities in learning
6	There is a conducive learning environment

3. RESULT AND DISCUSSION

Expert Judgment Validity Test

This research tests its validity by using expert judgment, namely opinions or considerations from experts or people who have experience in their field which aims to assess the feasibility, accuracy and suitability of the research instrument, this is done to prove that the tool is valid. valid and suitable for use in research. Researcher uses expert judgement, namely experts who are competent in their field and based on the guidance of lecturers, where the study motivation questionnaire sheet is validated by Mr. Dr. Lilik Hidayat Pulungan, M.Pd. After the learning motivation questionnaire sheet has been declared valid and suitable for use in the study, the learning motivation questionnaire was then distributed to the study sample, namely 41 students in grade V at SD Muhammadiyah 13 Medan.

Correlation Test

To start the hypothesis test, a correlation test was conducted first to determine whether there was a correlation or relationship between variable X (learning motivation) and variable Y (learning achievement) of students in grade V of SD Muhammadiyah 13 Medan. The correlation test was conducted using product moment correlation using the SPSS program for Windows version 27.0 through the following stages:

Table 4. Correlation Test

Variable	R	R ²	r _{table}
X against Y	0,648	0, 419904	0,308

Table 5. Correlation Test Results

Correlations

		Motivation	Performance
Motivation	Pearson Correlation	1	.648**
	Sig. (2-tailed)		.000
	N	41	41
Performance	Pearson Correlation	.648**	1
	Sig. (2-tailed)	.000	
	N	41	41

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the analysis above, it can be seen that a correlation coefficient of 0.648 (r count = 0.648) was obtained between learning motivation and learning achievement of fifth grade students of SD Muhammadiyah 13 Medan. The r count and r table of Product Moment were compared to test the hypothesis. It is proven by looking at the table of "r" Product Moment values that the r table of 0.308 was achieved at a significance level of 5%. The comparison of r count and r table shows that, at a significance level of 5%, r count is greater than r table ($0.648 > 0.308$), in accordance with the results of the analysis. Thus, the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_0) is rejected. This means that there is a significant relationship between learning motivation (X) and learning achievement (Y) of Grade V Students of Muhammadiyah Elementary School 13 Medan.

Hypothesis Testing

To test the significance of the relationship, namely whether the relationship applies to all 41 members of the population, the next calculation results are tested using the following t formula:

$$T_{\text{count}} = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

$$T_{\text{count}} = \frac{0,647542\sqrt{41-2}}{\sqrt{1-(0,647542)^2}}$$

$$T_{\text{count}} = \frac{4,043897}{0,76203}$$

$$T_{\text{count}} = 5,3067$$

Testing Rules:

If $t_{\text{count}} > t_{\text{table}}$, so H_a accepted, and

If $t_{\text{count}} < t_{\text{table}}$, so H_a rejected

Based on the calculation of tcount, $\alpha = 0.05$ and $n = 41$, one-tailed test: $dk = n-2 = 41-2 = 39$ so that $t_{\text{table}} = 1.6848$ is obtained. So it can be concluded that the t_{count} value is greater than the t_{table} value, which is $5.3067 > 1.6848$, then H_a is accepted and H_0 is rejected. This shows that there is a significant relationship between learning motivation (variable X) and learning achievement (variable Y) of Grade V Students of SD Muhammadiyah 13 Medan.

Determination Test

The calculation of the determination coefficient (calculated r value) is tested by using the KD formula to determine the relationship and explanation between the following variables:

$$KD = R^2 \times 100\%$$

$$KD = 0,648 \times 100\%$$

$$KD = 0,419904 \times 100\%$$

$$KD = 41,99\%$$

Based on the results of calculating the coefficient of efficiency and determination above, it is known that $R^2 = 0.4199$ or 41.99% is the level of percentage of learning motivation on students' learning achievements in class. V SD Muhammadiyah 13 Medan. It can be concluded that there is a strong relationship between learning motivation and the improvement of learning achievement of fifth grade students of SD Muhammadiyah 13 Medan. This shows that 41.99% of student learning achievement is influenced by learning motivation variables, and the other 58.01% is influenced by other factors that were not studied.

The purpose of this study was to determine the level of learning motivation and learning achievement of fifth grade students of SD Muhammadiyah 13 Medan, and whether there is a relationship between the two. The questionnaire that has been distributed is a learning motivation questionnaire (variable X). From the data analysis, it has been proven that learning motivation and learning achievement among fifth grade students at SD Muhammadiyah 13 Medan are significantly correlated. This is obtained from the results of the product moment correlation calculation ($r_{\text{count}} = 0.648 > r_{\text{table}} = 0.308$) and ($t_{\text{count}} = 5.3067 > t_{\text{table}} = 1.6848$). The findings of the calculation show that there is a correlation of 41.99% between learning achievement and learning motivation of fifth grade students of SD Muhammadiyah 13 Medan. In this case, it is clear that there is a significant correlation between student learning achievement and high learning

motivation. Because it will be related to student learning achievement, student learning motivation needs to be further improved. Student learning motivation and learning achievement are influenced by various factors, including external factors (from the student's environment) and internal factors (from within the student). Student learning motivation has a strong correlation with changes in student learning achievement. In this case, the higher the level of student learning motivation, the better the change in student learning achievement. Thus, the hypothesis of this study is stated "there is a significant relationship between learning motivation and learning achievement of grade V students of SD Muhammadiyah 13 Medan".

4. CONCLUSION

Based on the results of the product moment correlation data analysis, it is known that learning motivation with learning achievement of fifth grade students of Muhammadiyah Elementary School 13 Medan is significantly correlated with the calculated t-value index compared to the t-table ($5.306 > 1.684$) with the hypothesis H_0 rejected and H_a accepted, namely There is a significant relationship between learning motivation with learning achievement of fifth grade students of Muhammadiyah Elementary School 13 Medan. Then, the results of the determination test, it can be concluded that the magnitude of the level of relationship between learning motivation with learning achievement of fifth grade students of Muhammadiyah Elementary School 13 Medan is 41.99%. Regarding the findings from the research carried out, the researchers have several suggestions as follows: (1) To achieve the best learning results, it is recommended that students increase their encouragement to learn and realize all their potential. (2) By setting reasonable standards and guiding student behavior to achieve learning goals, teachers can inspire their students. (3) It is recommended that teachers can foster an environment that encourages students to become more motivated to learn by stimulating curiosity and the desire to explore, applying new ideas to involve students in the learning process, and including games and simulations in the curriculum. (4) It is recommended for further researchers to expand their research on the relationship between learning motivation and student learning achievement by using more samples or levels or by including additional variables that influence student achievement.

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