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Analysis of learning motivation in improving learning outcomes in economics subjects between students of class XI social sciences and class XI natural sciences

Damaris Iqdam Wibowo, Dela Refi Novi Saputri, Dwi Mutmainah *, Ermita Yusida, Sarmi Sarmi *
Universitas Negeri Malang.
* Corresponding Author. E-mail: dwimutma00@gmail.com

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ABSTRACT

Learning motivation is one of the things that significantly affect student success in learning activities. The learning process that needs to be followed by learning motivation from students will cause the learning objectives to be achieved to be less than optimal. This study aims to determine the difference in learning motivation in improving economic learning outcomes between class XI students majoring in mathematics and social studies at Senior High School (SMA) Negeri Malang for the 2021/2022 academic year. The population of this study was 192 class XI students spread across six classes, namely five classes from the social studies department and 1 class from the mathematics department. Sampling using nonprobability sampling techniques for as many as 60 students. The research hypothesis is that there are differences in learning motivation in improving learning outcomes in economics subjects between students majoring in mathematics and social studies majors at SMA Negeri 6 Malang for the 2021/2022 school year. Data collection is carried out using questionnaires. This research is a comparative study. The data were analyzed using descriptive statistical analysis techniques. The study's descriptive analysis results showed that the average score of the learning motivation questionnaire survey results showed a difference in values of 0.53. Meanwhile, the average score of student learning outcomes shows a difference in grades of 0.5. Based on the results of this study, it can be concluded that the hypothesis is accepted, which means that there are differences in learning motivation in economics between students majoring in mathematics and social studies majors at SMA Negeri 6 Malang for the 2021/2022 academic year.

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INTRODUCTION

Education has a very important role in the development of human personality both physically and spiritually. According to Law No. 20 of 2003 on the National Education System, education is a 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, intelligence, noble character, and skills needed for themselves, society, nation and state. Education not only aims to eradicate ignorance and illiteracy, but also teaches mental and social skills that are important to adapt and develop in social life.

Education in Indonesia is divided into three types, namely formal education, informal education, and non-formal education. Formal education includes educational institutions that have a planned structure and programme such as schools and universities. Informal education can be

obtained anywhere and anytime without a structured programme, for example through daily life experiences. Meanwhile, non-formal education includes education obtained from the living environment in which individuals interact and adapt, such as courses or training.

At the secondary education level, especially senior high school, there is a majoring programme that differentiates students based on their interests and talents into science, social studies, and language majors. This specialisation aims to prepare students to continue their education to a higher level according to their interests and potential. In addition, majoring is also expected to help students develop more specific expertise that will be useful in their future lives.

Learning motivation is one of the most important factors in the educational process. According to Djamarah (2008), learning motivation can be divided into two types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is the drive that comes from within the individual to learn, which is usually triggered by curiosity or the desire to achieve certain goals without external coercion. On the other hand, extrinsic motivation is the drive that comes from external factors, such as rewards, praise, or social pressure.

According to Clifford T. Morgan in Soemanto (1983), motivation is related to three main aspects: states that encourage behaviour (motivating states), behaviour that is driven by these states (motivated behavior), and the goals or ends of such behaviour. In the context of education, students' learning motivation strongly influences how they participate in teaching and learning activities and ultimately affects their learning outcomes.

Previous research has shown that learning motivation has a significant influence on student learning outcomes. Mølstad & Karseth (2016) stated that students' learning outcomes are not only influenced by their cognitive abilities but also by their learning motivation. Silondae's research (2019) found differences in learning motivation between students majoring in science and social studies at SMA Negeri Anggaberi, Konawe Regency, which had an impact on differences in their learning outcomes. Students majoring in science tend to have higher motivation towards exact subjects, while students majoring in social studies are more motivated in social subjects.

Several other studies have also shown that learning motivation can be influenced by various factors, including environmental conditions, social support, and educational policies. For example, research conducted by Deci, Vallerand, Pelletier, & Ryan (1991) showed that intrinsic motivation can be enhanced through a learning environment that supports student autonomy. In addition, Reeve & Jang (2006) found that teachers who give students the freedom to choose their own learning methods can increase students' intrinsic motivation.

Based on the above background, several research questions arise that need to be answered through this study, namely: (1) Is there a difference in learning motivation between students majoring in science and social studies at SMA Negeri 6 Malang?; (2) How does the difference in learning motivation affect student learning outcomes in economics subjects? and (3) What factors influence the differences in learning motivation between students majoring in science and social studies?

These questions will be the basis for formulating research hypotheses and determining the most appropriate research method to obtain accurate answers. The main objective of this study is to identify and analyse the differences in learning motivation between science and social studies students and its impact on their learning outcomes in economics at SMA Negeri 6 Malang. Specifically, this study aims to: (1) Identify the differences in learning motivation between science and social studies students; (2) Analyse how differences in learning motivation affect students' learning outcomes in economics; and (3) Identify the factors that influence students' learning motivation in each department.

This research is expected to enrich the literature on learning motivation and student learning outcomes, especially in the context of education in Indonesia. This study can also contribute to the development of learning motivation theory, by adding a new perspective that focuses on the differences in motivation between science and social studies majors at the high school level. This research can provide useful information for teachers, school authorities, and education policy makers in designing more effective learning strategies. By understanding the factors that influence students‘ learning motivation, teachers can develop teaching methods that are more responsive to students’ needs and characteristics. In addition, the results of this study can be used by schools to develop

programmes that can increase student learning motivation, so as to achieve more optimal learning outcomes.

The urgency of this study lies in the need to understand more deeply how differences in learning motivation between students majoring in science and social studies can affect their learning outcomes. This research is important because it provides empirical insights into the dynamics of learning motivation among high school students, which in turn can help in the development of more inclusive and adaptive educational strategies. Given the importance of learning outcomes as an indicator of educational success, a better understanding of learning motivation can help in creating a more conducive learning environment and support the achievement of optimal learning outcomes.

In addition, this research also has urgency in the context of education policy. With empirical evidence on the differences in learning motivation between students majoring in science and social studies, policy makers can develop more targeted policies to improve the quality of education at the high school level. For example, policies that focus on strengthening learning motivation through mentoring programmes, curriculum development that is more responsive to student interests, and teacher training in motivational techniques.

This research is expected to make significant contributions from both theoretical and practical perspectives. From a theoretical perspective, this research contributes to the development of learning motivation theory, especially in the context of education in Indonesia. This research also provides new insights into the differences in learning motivation between students majoring in science and social studies, which can be the basis for further research in this area.

From a practical perspective, the results of this study can be used as a reference for teachers and schools in designing programmes that aim to increase students' learning motivation. For example, schools can develop tutoring or mentoring programmes that are tailored to the characteristics of student motivation in each department. In addition, this research can also be used by education policy makers in developing more inclusive and adaptive policies, which are able to improve the quality of education in Indonesia.

METHOD

This research uses a quantitative approach with a comparative research type. The quantitative approach was chosen because the main objective of this study was to measure the difference in learning motivation between students majoring in science and social studies and its impact on learning outcomes in economics subjects. This approach allows researchers to collect numerical data that can be statistically analysed to determine whether there is a significant difference between the two groups under study. As a comparative study, this research focuses on comparing two main variables, namely learning motivation and learning outcomes, between two different groups of students.

This research was conducted at SMA Negeri 6 Malang during the 2021/2022 academic year. The study population includes all grade XI students who are divided into two majors, namely Science and Social Sciences. The total population of grade XI students was 192 students, consisting of 5 social studies classes and 1 science class. From this population, the research sample was taken using purposive sampling technique. This technique was chosen because it allows researchers to select the most representative sample in accordance with the research objectives, namely comparing learning motivation between two different majors.

The sample selected was 60 students, 30 students each from the science department and 30 students from the social studies department. This sample size was considered sufficient for the statistical analyses to be conducted, given that the aim of the study was to detect significant differences between the two groups being compared. The purposive sampling technique was used by considering homogeneity in the majors taken, so that the results of the study could be more focused and relevant.

The main instrument used in this study was a questionnaire prepared based on a Likert scale. This questionnaire was designed to measure students' level of learning motivation on a scale of 1 to 5, where 1 represents “strongly disagree” and 5 represents “strongly agree”. The Likert scale was

chosen because of its ability to measure the attitudes, perceptions, and views of individuals with a fairly high degree of sensitivity, so it can provide valid and reliable data for analysis.

The questionnaire consists of two main parts: the first part measures students‘ learning motivation, which includes aspects of intrinsic and extrinsic motivation, while the second part measures students’ learning outcomes in the form of grades obtained in economics subjects. Intrinsic motivation is measured through items that reflect students' desire to learn due to personal interest and a sense of fulfilment, while extrinsic motivation is measured through items that reflect external encouragement such as rewards or recognition from others.

Before the questionnaires were distributed, validity and reliability tests were conducted to ensure that the instruments used could measure the intended variables accurately and consistently. The validity test was conducted using the Pearson correlation technique, where items that had a low correlation with the total score would be eliminated. Meanwhile, the reliability test was conducted using the Cronbach's Alpha coefficient. A Cronbach's Alpha coefficient of 0.7 or higher is considered adequate to indicate good reliability of the instrument.

The data collected from the questionnaires were then analysed using descriptive and inferential statistical techniques. Descriptive analysis was used to provide an overview of the distribution of students' motivation scores and learning outcomes. This included the calculation of mean, median, and standard deviation. Furthermore, inferential analysis was conducted to test the research hypothesis using the independent t-test. This t-test was used to determine whether there was a significant difference between the two groups being compared in terms of their learning motivation and learning outcomes.

The t-test was chosen because it is appropriate for comparing the mean between two independent groups, as represented by students majoring in science and social studies in this study. Before the t-test was conducted, the assumptions of normality and homogeneity of variance were tested to ensure that the data qualified for this statistical analysis. If these assumptions are not met, non-parametric alternatives such as the Mann-Whitney test can be used.

This study also paid attention to the ethical aspects of research. All study participants were given clear information regarding the purpose of the study and how their data would be used. They were also given the freedom to withdraw from the study at any time without any consequences. In addition, the confidentiality of the participants' data was strictly maintained, and the results of the study were reported anonymously to protect the privacy of the students. With this carefully designed methodology, it is expected that this study can provide valid and reliable results regarding the differences in learning motivation and learning outcomes between students majoring in science and social studies at SMA Negeri 6 Malang.

RESULT AND DISCUSSION

Research Description

This study was conducted to determine and compare the significant effect of learning motivation in order to improve student learning outcomes between students in class XI MIPA and class XI IPS in economic subjects at SMA Negeri 6 Malang in the 2021/2022 school year. This research was conducted by giving questionnaires to students. The questionnaire was given to 60 students, consisting of 2 classes, namely 30 students in class XI MIPA and 30 students in class XI IPS. Students who have high learning motivation will get better achievement when compared to students who have low learning motivation. Considering that the school period is a period of adolescence where one's emotions are still unstable and easily fall into things that are not good, parents and teachers must be clever in motivating students to do positive things, especially in learning problems.

The motivation of students in class XI MIPA in order to improve learning outcomes in economic subjects at SMA Negeri 6 Malang falls into a very good category, with an average value of 86.63 from 30 students who became research subjects. The middle or median value produces a value of 87.66 with a very good category, and the value that often appears or mode produces a value of 88 with a very good category.

The motivation of students in class XI IPS in order to improve learning outcomes in economic subjects at SMA Negeri 6 Malang falls into the very good category, with an average value of 86.1 of 30 students who became research subjects. The middle value or median produces a value of 90 with a very good category, and the value that often appears or mode produces a value of 86.66 with a very good category.

Research Data Analysis

Based on the results of the study, the researcher tries to explain further about the factors that influence student learning motivation in economics subjects in class XI MIPA and XI IPS SMA Negeri 6 Malang in the 2021/2022 academic year, by dividing the analysis based on the factors of student learning motivation indicators in economics subjects, as follows.

Analysis of Learning Motivation of Students in Class XI MIPA

Table 1. Average Descriptive Statistics of Student Learning Motivation Variables in Class XI MIPA

No.	Indicators	Average Score	Category
1	Persevere	86.52%	Very good
2	Learning Drives and Needs	88.44%	Very good
3	Expectations and Desire to Succeed	84.16%	Good
4	Interest in Learning	86.53%	Very good

Based on the results of the study, it can be seen that the level of learning motivation of students in class XI MIPA in economics subjects falls into the very good category. Of the four indicators, there is only one indicator that has a good category with an average score of 84.16. While the other three indicators have very good scores, namely perseverance with an average score of 86.53, motivation and learning needs with an average score of 88.44, and interest in learning 86.53. The learning motivation possessed by students in class XI MIPA in order to improve learning outcomes is based on several factors including the following : (1) The high encouragement of students to learn the material in advance before learning activities take place; (2) Students' awareness to always pay attention to the teacher when explaining economic material; (3) The high encouragement of students to always ask unclear economic subject matter to teachers and friends; (4) The high curiosity of students about economic material explained by the teacher; and (5) The high interest of students to study or work on problems in order to better master economic material.

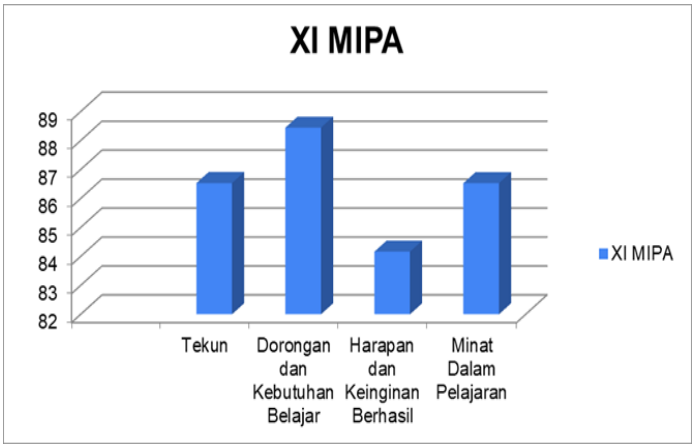

Figure 1. Diagram of Average Descriptive Statistics of Learning Motivation Variables of XI MIPA Class Students

Some of these factors greatly influence the learning motivation of grade XI MIPA students in improving learning outcomes in economic subjects. Based on this explanation, it can be concluded that students of class XI MIPA have very good learning motivation.

Analysis of Learning Motivation of Students in Class XI IPS

Table 2. Average Descriptive Statistics of Student Learning Motivation Variables in Class XI IPS

No.	Indicators	Average Score	Category
1	Persevere	85.86%	Very good
2	Learning Drives and Needs	86.67%	Very good
3	Expectations and Desire to Succeed	85.5%	Very Good
4	Interest in Learning	86.13%	Very good

Based on the results of the study, it can be seen that the level of learning motivation of students in class XI IPS in economics subjects falls into a very good category. Of the four indicators have a very good category. Perseverance indicators with an average score of 85.86%, indicators of encouragement and learning needs with an average score of 86.67%, expectations and desires to succeed with an average score of 85.5%, and interest in lessons with an average score of 86.13%. The learning motivation possessed by students of class XI IPS in order to improve learning outcomes is based on several factors including the following: (1) The high punctuality or discipline of students in collecting assignments and homework (homework); (2) The high seriousness of students in doing economic assignments; (3) Students' awareness to always pay attention to the teacher when explaining economic material; (4) The high encouragement of students to always ask unclear economic subject matter to teachers and friends; (5) Students' ability to choose friends to hang out with; and (6) The high curiosity of students about economic material explained by the teacher.

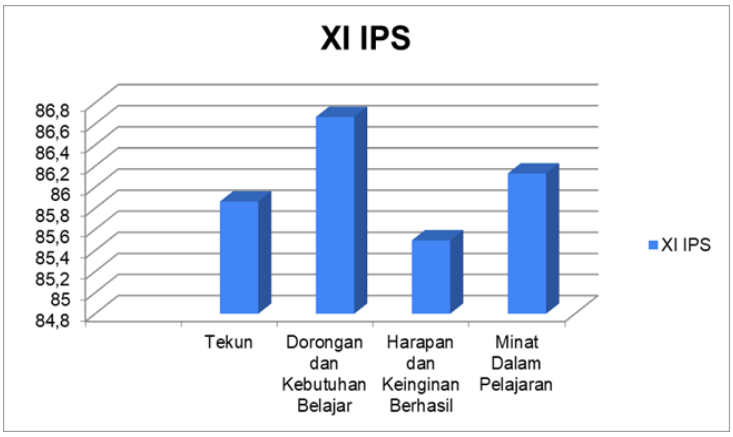

Figure 2. Average Descriptive Statistics of Student Learning Motivation Variables in Class XI IPS

Some of these factors greatly affect the learning motivation of students in class XI IPS in improving learning outcomes in economic subjects. Based on this explanation, it can be concluded that students of class XI MIPA have very good learning motivation.

Comparative Analysis of Learning Motivation of XI MIPA Class Students with XI IPS in Improving Learning Outcomes in Economic Subjects at SMA Negeri 6 Malang

To find out the comparison between the learning motivation of students in class XI MIPA with XI IPS in order to improve economic learning outcomes at SMA Negeri 6 Malang, researchers present data in the following table.

Table 3. Comparison of Learning Motivation of Students in Class XI MIPA and XI IPS

No.	Indicators	Percentage		Difference
		XI MIPA	XI IPS	
1	Persevere	86.52%	85.86%	0.67%
2	Learning Drives and Needs	88.44%	86.67%	1.78%
3	Expectations and Desire to Succeed	84.16%	85.5%	1.33%
4	Interest in Learning	86.53%	86.13%	0.40%

Based on the results obtained, the difference in the results of learning motivation of students in class XI MIPA and XI IPS at SMA Negeri 6 Malang. Students in class XI MIPA have a dominant difference in motivation to learn economic subjects on indicators: (1) Perseverance, (2) Encouragement and Need to Learn, (3) Interest in the Lesson, while students in class XI IPS superior difference in indicators of hope and desire to succeed. Students in class XI MIPA have excellence in 3 indicators. This happens because of several factors, among others: (1) Students of class XI MIPA are more punctual in submitting assignments than class XI IPS; (2) Students of class XI MIPA are more serious in doing economic subject assignments than class XI IPS; (3) Students of class XI MIPA more often record economic material during lessons than class XI IIS; (4) Students in class XI MIPA want to know more about economic subjects compared to students in class XI IPS; (5) Students in class XI MIPA pay more attention if the teacher is explaining the material in front of the class compared to students in class XI IPS; and (6) Students of class XI MIPA more often ask about the material explained by the teacher.

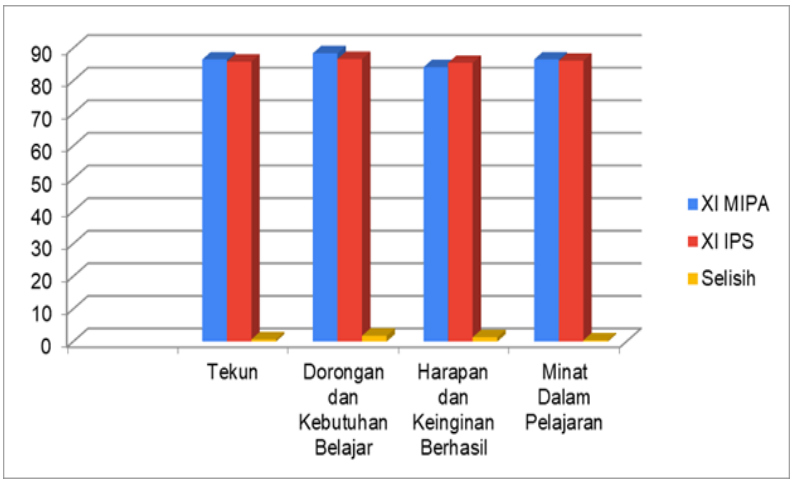

Figure 3. Comparison of Learning Motivation of Students in Class XI MIPA and XI IPS

Learning motivation is a driving factor that moves and directs students in participating in learning activities (Astuti, 2010). Students who have high learning motivation will get better achievement when compared to students who have low learning motivation, this can be seen from student learning outcomes at the end of the semester.

The values obtained from the results of the distribution of questionnaires and the value of student learning outcomes are the values used as a benchmark in this study because of the factors that influence student learning motivation derived from intrinsic and extrinsic motivation of students in class XI MIPA and XI IPS SMA Negeri 6 Malang in learning economic subjects. From the results of the distribution of questionnaires, students in class XI MIPA have an average value of 86.63, while the average value of students in class XI IPS is 86.1. When referring to the value of learning outcomes XI MIPA class students have an average learning outcome value of 83, while XI IPS class students have a learning outcome value with an average of 82.5. Based on the research data obtained from the results of the distribution of questionnaires and the value of student learning outcomes learning motivation in economic subjects between class XI MIPA and XI IPS have almost the same category

of results, but there is a difference in the average value of both the results of the questionnaire survey of learning motivation and the value of student learning outcomes. From the results of the questionnaire survey of learning motivation there is a difference in value of 0.53. While from the value of student learning outcomes there is a difference in value of 0.5. Thus, there is an average difference between the motivation of learning outcomes to improve the learning outcomes of economic subjects between students in class XI MIPA and XI IPS at SMA Negeri 6 Malang in 2022. From this it can be concluded that XI MIPA students have a slightly better motivation to learn economic subjects than XI IPS students.

The difference in student learning motivation can be seen from the answers to the questionnaire distributed to students in class XI MIPA and XI IPS. It can be seen from the following factors: (1) The perseverance factor of students in class XI IPS mostly have answers sometimes exist in the motivation to learn in economic subjects, while students in class XI MIPA mostly have answers often have motivation to learn in economic subjects; (2) Encouragement factors and learning needs, social studies XI grade students mostly have answers sometimes there is motivation to learn in economic subjects, while MIPA XI grade students mostly have answers often have motivation to learn in economic subjects; (3) The hope and desire to succeed factor, grade XI MIPA students on average have answers sometimes there is motivation to learn while grade XI IPS students mostly have answers often there is motivation to learn in economic subjects; and (4) The interest factor in learning, students in grades XI MIPA and XI IPS mostly have answers often there is motivation to learn in economic subjects.

CONCLUSION

Based on the results of research and discussion of the Analysis of Learning Motivation in Improving the Learning Outcomes of Economics Class XI IPS Students with XI MIPA, are as follows: (1) The motivation of students in class XI MIPA in studying economic subjects at SMA Negeri 6 Malang is in the very good category; (2) Motivation of students in class XI IPS in studying economic subjects at SMA Negeri 6 Malang is in the category of very good; (3) Comparison of learning motivation between students of class XI MIPA with students of class XI IPS in learning economic subjects at SMA Negeri 6 Malang is that students of class XI MIPA have a slightly better motivation to learn economic subjects.

It is expected that with the results of this study, (1) The school of SMA Negeri 6 Malang can maintain a conducive school atmosphere so that students can concentrate during the learning process. (2) Teachers can maintain and partially increase the learning motivation of students in class XI MIPA and IPS by giving praise or creating a pleasant atmosphere. (3) It can be used as an encouragement for the interest and motivation of learning of students in class XI MIPA and IPS in maintaining interest and motivation to learn in economic subjects. (4) Parents of students can pay more attention to the home environment and friendships so that students can maintain the interest and motivation of students to learn so as not to experience a setback. Suggestions can be in the form of input for future researchers, as well as implicative recommendations from the research findings.

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