

LEARNING INTEREST, ACHIEVEMENT MOTIVATION, LEARNING STYLE, AND SELF-RELIANCE OF LEARNING EFFECT ON STUDENT ACHIEVEMENT AT SMP BATIK SURAKARTA

Rahmawati, Kartika Hendra Titisari, Supawi Pawenang

Fakultas Ekonomi Program Pascasarjana (PPS) Program Studi Manajemen

Universitas Islam Batik Surakarta

Jl. KH Agus Salim No.10, Jawa Tengah 57147, Indonesia

E-mail : tri.dispertankla10@gmail.com

Abstract : *Learning achievement is one of the goals to improve the quality of learning in education. The success of a student in learning can be seen from his learning achievement, if learning is high then achievement will be high, otherwise if achievement is low then achievement will also be low. The purpose of this study was to determine the effect of interest, achievement motivation, learning style, and independent learning on student achievement at SMP Batik Surakarta. The population of this study were all students of the Surakarta Batik Junior High School at the VIII grade level for the 2020/2021 academic year, totaling 243 students. The sampling technique used simple random sampling and obtained a sample of 102 respondents. The method of collecting data is through a questionnaire of learning interest, achievement motivation, learning style and learning independence, while learning achievement is obtained from the archives of student scores. The instrument test uses validity and reliability tests. The data analysis technique used multiple linear regression hypothesis testing, t test, F test and R² test. The results showed that interest in learning, learning motivation, learning style, learning independence had an effect on student achievement at SMP Batik Surakarta. The result of the determination coefficient test (R²) is 0.850 or 85%, meaning that together there is an influence between the independent variables, namely Learning Interest (X1), Achievement Motivation (X2), Learning Style (X3) and Learning Independence (X4) on Achievement Students (Y) at SMP Batik Surakarta are 85%, while 15% are influenced by other factors, which are not examined, such as family environment, social environment and others.*

Keywords: *interest, achievement motivation, learning style, and independent learning, learning achievement, students*

1. Introduction

Education is an activity that is done deliberately so that students have a good attitude and personality so that the national education system must hold education. Therefore, education should be designed to provide the understanding and improve students' learning achievements. Learning achievement is one of the goals to improve the quality of learning in education. A student's success in learning can be seen from his learning achievements. The expected result is

good learning achievement because everyone wants high achievement, students, teachers, schools, and parents.

The achievement of student learning achievement is marked by the completion or absence of students in obtaining grades in each subject in the school. The achievement is realized in a final result, namely the report card, the value of national exam training, and the national test score. However, not all students get the most out of it. There are still many students who have not been able to complete the minimum criteria in each subject that the school has determined.

At SMP Batik, based on the 2019/2020 semester of the 7th semester, 50 students have not completed KKM, grade 8 students as many as 27 students have not completed KKM, and grade 9 students as many as 22 students have not completed KKM. The value of the odd semester report card can be one of the factors of the lack of achievement of students at SMP Batik.

The learning achievements of SMP Batik students are seen from the average score of national exam training in 2019/2020 with a middle school of 47.82 seen as still low. The national test practice score is not maximal, so it needs to be improved. The learning achievements of SMP Batik students based on the national exam results in 2018/2019 in each subject are seen as still lacking, especially for English, Mathematics, and Science subjects, while for Bahasa Indonesia is considered not yet maximal. The average English score falls into category C which is 62.39. Math scores fall into category D which is 51.36. Ipa value falls into category C which is 59.59. The Value of Bahasa Indonesia falls into category B of 76.42. It is necessary to look for the contributing factors of the lack of learning achievements of students of SMP Batik Surakarta.

Learning achievement is influenced by two factors: internal factors (sourced from within students) and external factors (sourced from outside students). Internal factors come from students, including interest in learning, motivation, talents, and perceptions, both students' perception of the subjects and teachers. In addition, there are also external factors, namely factors that come from outside the student, such as the learning environment, family environment, socioeconomic background of the family, and parents' attention in helping to overcome learning difficulties experienced by students (Slameto 2010).

Interest is one of the internal factors that influence students' learning achievement. Students' learning interests are needed in learning so that the student has an interest in the materials taught and fosters a sense of pleasure to achieve the goal. In line with Sirait (2016), the study concluded that the interest in learning falls into the strong category and there is a significant influence between the interest in learning on learning achievement. Another study conducted by Rahmayanti (2016) revealed an impact of students' learning interests on students' learning achievements. Based on this, it can be concluded that the better the student's learning interest is followed by the better the student's learning achievement. Another internal factor is the motivation of achievement. The reason is one of the significant factors to encourage students' learning spirit. Students who have a basis will be serious and interested in learning to get satisfactory learning results, but students who do not have motivation will always feel bored in learning.

Research conducted by Nurhidayah (2019) concluded that students with high-achieving motivation, moderate-achieving motivation, and low-achieving motivation have different influences on math learning achievements. In addition, Oktavianti (2016), in his research, concluded that the cause of achievement and the way/habit of learning is positively correlated with learning achievement, either individually or collectively, the higher the motivation of achievement the higher the student's learning achievement. From the description above, it can be said that achievement is very influential to student achievement.

The following internal factor that influences learning achievement is learning style. Learning style is an affective, cognitive, and psychomotor characteristic (Ramlah: 2014). Students can perform well to find the child's learning style so that students are more receptive to information with their learning style. Therefore, in learning activities, students need to be helped and directed to recognize the learning style that suits them so that learning objectives can be achieved effectively (Nurhidayah: 2015).

This learning style factor was studied by Bire et al. (2014). The study concluded that visual, auditorial, and kinesthetic learning styles together or separately could affect students' learning achievement. In addition, Riani (2014) completed that auditorial, visual, and kinesthetic learning styles influence or affected students' learning achievements. There is no special effect on learning achievement between the learning styles.

Another factor that influences the improvement of learning achievement is the independence of learning. Students who have learning independence can organize and have the ability to direct their feelings without any influence from others. Mulyaningsih (2014) concluded that there is a significant influence between learning independence and student learning achievement. Similar opinions were expressed by Ningsih and Nurrahmah (2016) to conclude that there is a significant favorable influence of learning independence and parental attention to the achievement of learning mathematics. There is an important good influence of learning independence on learning independence the accomplishment of learning mathematics.

This study retests different results of previous research about learning interests, motivation to excel, learning style, and independence affect student achievement.

2. Method

This research is quantitative. This research was conducted at SMP Batik Surakarta in January-March 2021. The population of this study is Students of SMP Batik Surakarta at the level of grade VIII of the 2020/2021 School Year which amounted to 243 students. Sampling techniques using simple random sampling and obtained samples of as many as 102 respondents. The data collection method uses a learning interest questionnaire, motivation of achievement, learning style, and learning independence, while learning achievement is obtained from the student value archive. Instrument tests use validity and reliability tests. Data analysis techniques use multiple linear regression hypothesis tests, t-tests, F-tests and R2 tests.

3. Results And Discussion

3.1. Validity Test

Table 1.
Validity Test Results

Point statement	r-score	r-table	Information
Learning interests			
1	0,495	0,1946	Valid
2	0,213	0,1946	Valid
3	0,475	0,1946	Valid
4	0,767	0,1946	Valid
5	0,732	0,1946	Valid
Achievement			
Motivation			
6	0,413	0,1946	Valid

7	0,403	0,1946	Valid
8	0,349	0,1946	Valid
9	0,675	0,1946	Valid
10	0,513	0,1946	Valid
Learning Style			
11	0,346	0,1946	Valid
12	0,500	0,1946	Valid
13	0,497	0,1946	Valid
14	0,786	0,1946	Valid
15	0,601	0,1946	Valid
Self-reliance of learning			
16	0,270	0,1946	Valid
17	0,540	0,1946	Valid
18	0,874	0,1946	Valid
19	0,692	0,1946	Valid
20	0,497	0,1946	Valid
Learning achievements			
21	0,274	0,1946	Valid
22	0,665	0,1946	Valid
23	0,382	0,1946	Valid
24	0,594	0,1946	Valid
25	0,257	0,1946	Valid

Source: Data processed 2021

The validity test results on the interests of learning variables, motivation to excel, learning style, learning independence and achievement of students obtained $r_{\text{scores}} > r_{\text{table}}$ then the item of the instrument statement is declared valid.

3.2. Reliability Test

Table 2.
Reliability Test

Variable	Cronbach Alpha	Minimum Limit	Information
Learning interests	0,651	0,6	Reliabel
Achievement	0,613	0,6	Reliabel
Motivation			
Learning Style	0,681	0,6	Reliabel
Self-reliance of learning	0,715	0,6	Reliabel
Learning Achievement	0,642	0,6	Reliabel

Source: Data processed 2021

Reliability test results on learning interests, motivation to excel, learning style, learning independence and student achievement obtained a value of Cronbach Alpha > 0.60 then the instrument statement item is declared reliable.

3.3. Classic Assumptions

Table 3.
Normality Test One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		102
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.74993819
Most Extreme Differences	Absolute	.101
	Positive	.059
	Negative	-.101
Kolmogorov-Smirnov Z		1.022
Asymp. Sig. (2-tailed)		.248

a. Test distribution is Normal.

b. Calculated from data.

Source: Data processed in 2021

According to Sugiyono (2013) the data is said to be expected if the significance value is more significant than 0.05 ($P > 0.05$). Conversely, if the considerable value is less than 0.05 in ($P < 0.05$), the data is abnormal. Based on the normality test results presented in the table above obtained a significance value of $0.248 > 0.05$, it can be concluded that the data is usually distributed.

Table 4.
Heteroskedastisity Test (Glejser Test)

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	1.421	.430		3.308	.001
Learning interests	-.030	.019	-.176	-1.570	.120
Achievement Motivation	-.034	.029	-.168	-1.184	.239
Learning Style	.009	.015	.055	.556	.580
Self-reliance of learning	.006	.021	.035	.268	.790

a. Dependent Variable: Abs_Res

Source: Data processed 2021

The results of the heteroskedasticity test showed the variable Learning Interest signification value of 0.120, Motivation of Achievement of 0.239 and Learning Style of 0.580 and Self-Reliance of Learning of 0.790. from these results, since the significant value is more excellent than 5%, there is no problem of heteroskedasticity. After all the prerequisites of the analysis are met then further linear regression tests are conducted.

3.4. Multiple Linear Regressions

Table 3.
Summary of Multiple Linear Regression Results

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	-.379	.752		-.505	.615
Learning interests	.372	.033	.492	11.112	.000
Achievement Motivation	.400	.050	.449	7.992	.000
Learning Style	.090	.027	.131	3.335	.001
Self-reliance of learning	.167	.037	.234	4.510	.000

Source : SPSS Data Processing 2019

From these results can be obtained the regression equation as follows:

$$Y = -0,379 + 0,372X_1 + 0,400X_2 + 0,090X_3 + 0,167X_4.$$

3.5. Discussion

1) The Influence of Learning Interest on Learning Achievement

The test results as presented in table 3 show that learning interest has a significant effect on learning achievement. This indicates that if the student has a high interest in learning, the student will have high learning achievements. Likewise, if students have low learning ability, then students' learning achievements will be lacking. The results of this study are in line with the research of Sirait (2016) and Pratiwi (2015) which states that there is a significant influence between learning interests on learning achievement.

Rahmayanti (2016) explained about the interest factor that there is an influence of students' learning interest on student achievement. This is also reinforced by the research of Mulyani and Subkhan (2015) and Novianto and Subkhan (2015), providing evidence that learning interests significantly affect learning achievement both simultaneously and partially.

2) The Influence of Motivation on Learning Achievement

The test results, as presented in Table 3 show that learning motivation has a significant effect on learning achievement. With motivation, students will learn harder, be tenacious, diligent and have a total concentration in the learning process. The results of this study are

reinforced by Nurhidayah research (2015) which explains that high-achieving motivation provides better learning achievements than moderate-achieving motivation, high-achieving motivation provides better learning achievements than low-achieving motivation. High-achieving motivations provide better learning achievements than low-achieving motivations.

Similarly, Oktavianti research (2015) stated that the study results revealed an influence between the motivation of achievement and student learning achievement. The higher the motivation of achievement the higher the student's learning achievement. The motivation of achievement is positively correlated with learning achievements, either individually or collectively. Furthermore, Mulyaningsih (2014) shows that there is a significant influence between learning motivation and learning independence on students' learning achievements.

3) The Influence of Learning Style on Learning Achievement

The test results as presented in table 3 show that learning style has a significant effect on learning achievement. This shows that learning style is essential in the learning process. Learning that is in line with students' interests and learning styles will improve students' understanding of the selected materials or information and create a conducive and enjoyable learning for teachers and students. The results of this study are reinforced by Bire's research (2014) which states that visual, auditorial, and kinesthetic learning styles are a combination of how students absorb, organize, and process information that will ultimately affect students' learning achievements, increasing the use of visual learning styles, auditory learning styles, and kinesthetic learning styles, the more improved student learning achievement.

Similarly, Winulang and Subkhan's research (2015) resulted in the simultaneous influence of learning styles on students' learning achievements. Edet and Iktide (2013) stated a significant influence between learning styles on students' academic achievement.

4) The Influence of Learning Independence on Learning Achievements

The test results as presented in table 4.14 show that learning independence has a significant effect on learning achievement. Self-reliance plays an essential role in learning, students can control themselves in various ways of learning that need to be taken to achieve the results of learning achievements according to their wishes. Students who have high learning independence will be motivated to learn something to their ability without asking others for help. Self-reliance on learning is necessary for the educational process to achieve learning objectives that emphasize students active in developing their potential. The results of Ningsih and Nurahmah research (2016) stated that there is an influence of learning independence on learning achievement and there is a significant favorable influence of learning independence on learning achievement, this can be interpreted as student learning independence will improve learning achievement.

This is in line with Mulyaningsih's research (2014), the independence of simultaneous learning has a positive and significant influence on students' learning achievements. Similarly, Pamungkas and Mahmud (2017) provide evidence that student learning independence is a positive influence on learning achievement.

4. Conclusion

Based on the results of the first hypothesis test stated that the interest in learning influences the learning achievements of students at SMP Batik Surakarta, the results of this study are

supported by the research of Sirait (2016), Pratiwi (2015) and Rahmayanti (2016) which states that there is a significant influence between learning interests on learning achievement. The second hypothesis states that the motivation of achievement affects the learning achievement of students at SMP Batik Surakarta, the results of the study in line with the research nurhidayah (2015) and Oktavianti (2015) stated that the results of the study revealed the influence between the motivation of achievement and student learning achievement. The third hypothesis states that learning style has an effect on students' learning achievement at SMP Batik Surakarta, the results of this study are reinforced by bire (2014) and Edet and Iktide (2013) research stated that there is a significant influence between learning styles on students' academic achievement. The fourth hypothesis states that learning independence affects students' learning achievements at SMP Batik Surakarta, the results of this study are supported by research by Ningsih and Nurahmah (2016), and Pamungkas and Mahmud (2017) provide evidence that there is a positive influence of student.

The results of this study indicate that: (1) if the student has a high interest in learning, then the student will have a high learning achievement. Likewise, if students have low learning ability, then students' learning achievements will be lacking. (2) With motivation, students will learn harder, be tenacious, diligent and have a total concentration in the learning process. The higher the motivation of achievement the higher the student's learning achievement. The motivation of achievement is positively correlated with learning achievements, either individually or collectively. (3) Learning that is in line with students' interests and learning styles will improve students' understanding of the selected materials or information and create a conducive and enjoyable learning for teachers and students. (4) Self-reliance plays an essential role in learning, students can control themselves the various ways of learning that need to be taken to achieve the results of learning achievements according to their wishes. Students who have high learning independence will be motivated to learn something to their ability without asking others for help. This is because the freedom of learning is the ability of students to do learning activities with their encouragement and without coercion. Self-reliance on learning is necessary in the educational process to achieve learning objectives that emphasize students active in developing their potential. The results of this study indicate that: (1) if the student has a high interest in learning, then the student will have a high learning achievement. Likewise, if students have low learning ability, then students' learning achievements will be lacking. (2) With motivation, students will learn harder, be tenacious, diligent and have a total concentration in the learning process. The higher the motivation of achievement the higher the student's learning achievement. The motivation of achievement is positively correlated with learning achievements, either individually or collectively. (3) Learning that is in line with students' interests and learning styles will improve students' understanding of the selected materials or information and create a conducive and enjoyable learning for teachers and students. (4) Self-reliance plays an essential role in learning, students can control themselves the various ways of learning that need to be taken to achieve the results of learning achievements according to their wishes. Students who have high learning independence will be motivated to learn something to their ability without asking others for help. This is because the freedom of learning is the ability of students to do learning activities with their encouragement and without coercion. Self-reliance on learning is necessary in the educational process to achieve learning objectives that emphasize students active in developing their potential.

Suggestion

1. The interest in learning of students of SMP Batik Surakarta has been good, but there needs to be increased interest from within the students themselves. It is evident that there are still students who do not have full awareness of their duties and responsibilities as students. Therefore, it is expected that students can continue to be diligent in learning, and instill discipline, so that students are familiar with the learning situation.
2. It takes efforts to optimize strategies in motivating students to excel, such as awarding scholarships and awards that encourage students to continue learning.
3. The use of learning style must obtain support from various parties, both government agencies, communities, schools, educators, and students themselves, so that the learning method can be the same and will make it easier for students to understand each question.
4. It is expected that students can learn independently, not always depend on others, be confident, proud of their values, and control themselves so that learning achievements can be optimal. It can be done in a variety of ways, for example, by getting used to regular learning at home, finding information about the subject matter on the internet or library, repeating the lesson materials that have been learned in school, and working on the question of replay with their efforts. If the habit is made, then the independence of good learning will be embedded in the student so that the achievement of learning achievement can be optimal.

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