

MOTIVATION, INDEPENDENCE, INTEREST IN LEARNING AND LEARNING METHODS TO THE LEARNING ACHIEVEMENTS OF STUDENTS OF SMA BATIK 2 SURAKARTA

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Abstract : *This study aims to determine the simultaneous and partial influence of motivational variables, independence, learning interests, and learning methods on students' learning achievements at SMA Batik 2 Surakarta. This research method uses a quantitative descriptive research design. The population of all grade XI students of SMA Batik 2 Surakarta amounted to 285 people, with a sample number of 70 students. Sampling techniques using purposive sampling. Data collection using questionnaires. Data analysis techniques using statistical analysis are multiple linear regression tests, F tests, t-tests, and determination coefficients. The results showed that motivation, independence, interest in learning, and learning methods influenced students' learning achievement by 81.0% while 19.0% was influenced by other variables that were not conscientious, such as discipline, education level of parents, peers and others. The suggestion of this research is that SMA Batik 2 Surakarta should always increase motivation, independence, interest in learning and learning methods in order for students' learning achievements to improve from before.*

Keywords: *Learning Achievement, motivation, independence, learning interests, learning methods*

1. Introduction

The achievements of students can measure success in a learning process during learning process. In other words, the level of mastery of something related to science and materials and teaching materials obtained by students during learning is a reflection of success. In this case, it is the learning achievement achieved by himself. Therefore, fun, effective and quality learning is also very necessary to know the potential of students. In this case it becomes the duty of a teacher's diaper to be able to know the success of learning by conducting learning evaluation activities, one of which is a test to evaluate aspects related to learnin. Tests are conducted to find out the extent to which students have understood a particular unit of learning. With the test can know the success rate of the teaching and learning process, can describe the learning ability of students and determine the follow-up assessment until finally provide accountability. This has undoubtedly been applied in general and SMA Batik 2 Surakarta schools one of them runs the system. However, not all students can show the desired learning outcomes. This can be seen there are still many students whose grades have not met the criteria of minimum completion or are still below (KKM), although realization has been given in every test held. Several factors certainly influence such things in the achievement of learning achievement itself. We are departing from the phenomenon behind the author to conduct this research, namely the decrease in student learning achievement at SMA Batik 2 Surakarta which appears suspected due to several factors that affect. Among them are motivational factors, independence, learning interests, and learning methods.

One of the factors that influence learning achievement is motivation. Motivate plays a vital role in teaching and learning activities that lead to the achievement of student learning outcomes itself. The results of other studies conducted by Khosi'in (2020) show a positive and significant influence of motivation on students' learning achievements. Meanwhile, Zulpadri & Safitri (2019) conducted another study that there is a positive and significant influence between learning motivation to the learning achievements of students of SMA Negeri 6 Merangin. From the description above, motivation can be said to be a factor that has a significant role in the success of the student's performance.

Self-reliance is another supporting factor that plays a role in determining students' learning achievements. Self-reliant students are able to learn independently and do not rely on or rely on friends or others. Because basically self-learning means learning on initiative, with or without the help of others in learning, the results of research conducted by (Riyanti, 2017) revealed that Independence affects the achievement of mathematics learning students of grade X SMA Negeri 1 Rongkop. In addition, Ansori & Herdiman (2018) in his research explained that there is an influence of independence on students' learning achievements. Thus independence has an important role in supporting the success of student learning achievement.

interest in learning is another supporting factor in achieving student learning achievement success. Students will not learn well and maximally if the materials learned are not following the interests that exist in the student. However, on the contrary, students will be excited about learning what if the student has been based on a sense of pleasure, likes a specific study, and finds it easier to learn the materials or learning materials that are being pursued. The results of previous research conducted by Husni & Millah (2019) showed a positive and significant influence of learning interest on students' learning achievements. Another study conducted by Anisa (2018) revealed that learning interests have a positive and significant effect on the achievements of Indonesian private vocational school students in Indramayu.

The learning method is one of the other vital components that support the success of the teaching and learning process to improve learning achievements. To obtain the expected student learning achievements, teachers are required to educate and teach students using the correct learning methods according to the needs of students. Nasution's research (2017) entitled "the use of learning methods in improving student learning outcomes" stated a positive and significant influence of learning methods on student learning achievement. Similar opinions were also expressed by Warahmah (2020) with the results of research on the significant influence between learning methods on student learning achievement.

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From the problems outlined above, a hypothesis is needed to make research and problem solving more targeted. The hypotheses in this study are as follows:

H1: Motivation, independence, interest in learning, and learning methods together have a positive influence on students' learning achievements at SMA Batik 2 Surakarta.

H2: Motivation has a positive influence on students' learning achievements at SMA Batik 2 Surakarta.

H3: Independence has a positive influence on students' learning achievements at SMA Batik 2 Surakarta.

H4: Interest in learning has a positive influence on students' learning achievements at SMA Batik 2 Surakarta.

H5: Learning methods have a positive influence on students' learning achievements at SMA Batik 2 Surakarta.

2. Research Methodology

The method used in this study uses quantitative methods. According to Sugiyono (2015: 14), "Quantitative method is a research method based on the philosophy of positivism, used to research on a particular population or sample, data collection using research instruments, quantitative /statistical data analysis, with the aim to test the hypothesis that has been established". According to Sugiyono (2019: 80) is a generalization area consisting of objects and subjects that have certain qualities and characteristics that researchers set to study and then draw conclusions. The population in this study was Sma Batik 2 Surakarta students who numbered 285 students, with a sample of 70 respondents. This study uses Multiple Linear Regression Test with SPSS programs..

3. Results And Discussion

a. Multiple Linear Regression Test

Table 1
Multiple Linear Regression Test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	5,472	1,930		2,836	,005
Motivation	,177	,062	,157	2,858	,005
Independence	,175	,058	,169	3,041	,003
Interest in learning	,134	,057	,130	2,370	,018
learning methods	,279	,061	,257	4,596	,000

Source :Data Analysis Attachment

So that the regression equation is obtained as follows:

$$Y = 5,472 + 0,177X_1 + 0,175X_2 + 0,134X_3 + 0,279 X_4$$

1. The value of a (constant) = 5,472, a positive value means that if there are no variables of Motivation, Independence, Interest in learning, and learning methods, the Achievement of Learning at SMA Batik 2 Surakarta is 5,472.
2. The value of $X_1 = 0.177$, a positive value means that Motivation has a positive influence on Learning Achievement, if there is an increase in Motivation of one unit and other variables

are considered constant, it can affect the improvement of Learning Achievement at SMA Batik 2 Surakarta is 0.177.

3. The value of $X_2 = 0.175$, positive value means that self-reliance has a positive influence on Learning Achievement, if there is an increase in independence and other variables are considered constant, it can affect the improvement of learning achievement at SMA Batik2 Surakarta 0.175.
4. The value of $X_3 = 0.134$, positive value means that learning interest has a positive influence on learning achievement, if there is an increase in learning interest and other variables are considered constant, it can affect the increase in learning achievement at SMA Batik2 Surakarta by 0.134.
5. The value of $X_4 = 0.279$, positive value means that the learning method has a positive influence on learning achievement, if there is an increase in learning methods and other variables are considered constant, it can affect the improvement of learning achievement at SMA Batik 2 Surakarta by 0.279.

C. Hypothesis Test

Table 2
F Test Results

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	271,899	4	67,975	16,559	.000 ^b
Residual	1149,413	280	4,105		
Total	1.421,312	284			

a. Dependent Variable: Prestasi belajar

b. Predictors: (Constant), Motivasi, Kemandirian, Minat belajar dan Metode pembelajaran

Source : Data Analysis Attachment

The results of the data analysis that has been obtained, it can be known that the value of F_{hitung} is 16,559, because $F_{calculate} > F_{tabel}$ $16,559 > 2.50$ and significance $0.000 < 0.05$ then H_0 rejected. It can be concluded that H_a is accepted, meaning that there is an influence between motivation, independence, interest in learning and simultaneous and significant learning methods on the learning achievements of students of SMA Batik 2 Surakarta.

D. T Test (Partial)

The results of the t test in this study can be seen in table 4. the following:

Table 3
T Test Result**Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	5,472	1,930		2,836	,005
Motivation	,177	,062	,157	2,858	,005
Independence	,175	,058	,169	3,041	,003
Interest in learning	,134	,057	,130	2,370	,018
learning methods	,279	,061	,257	4,596	,000

Source : Data Analysis Attachment

- 1) T Table > t score ($2,858 > 1,671$) and significance value $0.005 < 0.05$ then H_0 is rejected and H_a is accepted. It can be concluded that there is a positive and significant influence of motivation on the learning achievements of students of SMA Batik 2 Surakarta.
- 2) t score > t table ($3,041 > 1,671$) and significance value of $0.003 < 0.05$ then H_0 was rejected and H_a accepted. It can be concluded that there is a positive and significant influence of independence on the achievement of learning at SMA Batik 2 Surakarta.
- 3) t score > t table ($2,370 > 1,671$) and significance value of $0.018 < 0.05$ then H_0 was rejected and H_a accepted. It can be concluded that there is a positive and significant influence of learning interest on the achievement of learning at SMA Batik 2 Surakarta.
- 4) The t table > t score ($4,596 > 1,671$) and the significance value of $0.000 < 0.05$ then H_0 was rejected and H_a accepted. It can be concluded that there is a positive and significant influence of learning methods on the achievement of learning at SMA Batik 2 Surakarta.

E. R-Square TestTable 4
R Square Test**Model Summary**

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.904 ^a	.818	.810	.01126

Source : Data Analysis Attachment

Based on the calculation result obtained adjusted value of R square of 0.810. Means motivation variables (X1), independence (X2), interest in learning (X3) and learning methods (X4) contributed to learning achievement (Y) by 81.0% while the remaining 19.0% contributed from other factors or variables not proposed in this study such as: the level of parental education, discipline, peer environment, and others.

Discussion

1) Influence of motivation, independence, interest in learning, simultaneous learning methods on learning achievements at SMA Batik 2 Surakarta.

Based on the results of the SPSS count obtained F table $> (16,559 > 2.50)$ and significance $0.000 < 0.05$. then H_0 was rejected, and H_a accepted, meaning motivation, independence, learning interests, and simultaneous learning methods significantly influenced learning achievement. These results prove the higher motivation, independence, interest in learning, and learning methods so that learning will be significantly improved.

2) The influence of motivation partially on the achievement of studying at SMA Batik 2 Surakarta.

Based on the results of the SPSS count obtained t score $> t$ table $(2,858 > 1,671)$ and significance $0.005 < 0.05$. This means that motivation has a positive and significant effect on students' learning achievements. This research is in line with previous research conducted by (Khosi'in, 2020); (Zulpadri & Safitri, 2019). Motivation positively and significantly influenced the learning achievements of students of SMA Batik 2 Surakarta

3) The influence of partial independence on the achievement of studying at SMA Batik 2 Surakarta.

Based on the results of the SPSS count obtained t score $> t$ table $(3,041 > 1,671)$ and significance $0.003 < 0.05$. This means that Self-reliance has a positive and significant effect on learning achievements. The results prove the higher the independence, the more students' learning achievements will increase. This research is in line with previous research conducted by (Ansori & Herdiman, 2018); (Riyanti, 2017). Independence positively and significantly affects the learning achievements of students of SMA Batik 2 Surakarta.

4) The influence of partial learning interest on the achievement of studying at SMA Batik 2 Surakarta.

Based on the results of the SPSS count obtained t score $> t$ table $(2,370 > 1,671)$ and significance $0.018 < 0.05$. This means that the interest in learning has a positive and significant effect on studying at SMA Batik 2 Surakarta. These results prove that the higher the interest in learning, the more learning achievements will increase markedly. This research is in line with previous research conducted by (Husni & Millah, 2019); (Anisa, 2018) learning interests have a positive and significant effect on the learning achievements of students of SMA Batik 2 Surakarta.

5) The influence of learning methods partially on the work productivity of teachers at SMP Batik Surakarta.

Based on the results of the SPSS count obtained t score $> t$ table $(4,596 > 1,671)$ and significance $0.000 < 0.05$. This means that the learning method has a positive and significant effect on studying at SMA Batik 2 Surakarta. The results prove the higher the learning method, the more learning achievements will increase. This research is in line with previous research conducted by (Warahmah, 2020); (Nasution, 2017) learning method positively and significantly affects the learning achievements of students of SMA Batik 2 Surakarta

4. Conclusion

Based on the results of research and discussion, it can be drawn some conclusions as follows:

- 1) F test results showed there was a simultaneous and significant influence of motivation, independence, interest in learning, simultaneous influence on the learning achievements of students of SMA Batik 2 Surakarta.
- 2) The test results showed that motivation significantly influenced the learning achievements of students of SMA Batik 2 Surakarta. Independence has a significant effect on the learning achievements of students of SMA Batik 2 Surakarta. Interest in learning has a significant effect on the learning achievements of students of SMA Batik 2 Surakarta. Learning methods have a significant effect on the learning achievements of students of SMA Batik 2 Surakarta.

Suggestion

Based on the above conclusions, researchers presented some suggestions as follows:

- 1) There needs to be more fantastic encouragement and motivation to students by teachers of SMA Batik 2 Surakarta to improve students' learning achievements, and provide a variety of diverse, exciting and innovative learning so that students always get new experiences from every what is followed in the implementation of learning to spur from the acquisition of desired learning achievements.
- 2) 2. Students should be able to increase their interest and motivation by actively engaging in the learning process, focusing on paying attention to explanations from the father / teacher, routinely working on questions and looking for problems related to learning to pose challenges and curiosity to the lessons taught.
- 3) 3. Teachers should be able to develop learning methods according to the needs of students so as to trigger the spirit of students in learning until they are finally able to obtain the desired learning outcomes and improve students' learning achievements.

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