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The Effect Of Motivation And Learning Activity On The Learning Achievement Of Management Study Program Students Batch 2023 Semester 4 Class A & B Stie Yapan Surabaya City

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ABSTRACT

This study aims to determine, 1. the effect of learning motivation on the learning achievement of management students in batch 2023 semester 4 classes A and B at STIE YAPAN Surabaya city; 2. the effect of learning activeness on the learning achievement of management students in batch 2023 semester 4 classes A and B at STIE YAPAN Surabaya city; 3. the effect of learning motivation and learning activeness together to achieve management learning achievement in batch 2023 semester 4 classes A and B at STE YAPAN Surabaya city. This type of research uses descriptive qualitative with questionnaire / questionnaire data collection techniques. Before the questionnaire research was carried out, the validity and reliability tests were carried out using the help of the SPSS application with a total research population of 44 students. After collecting the data, the classical assumption test was carried out. From the results of data analysis, it can be seen that the coefficient of determination (R2) is 0.468 or 46.8%. Thus the contribution made by learning motivation and learning activeness to student achievement is 46.8%, while the remaining 53.2% is explained by other variables not revealed in this study. From the results of this research it can be concluded that, there is an influence of motivation and learning activeness on student achievement, where the higher the motivation and activeness of student learning, the more the student's learning achievement will increase.

INTRODUCTION

Student achievement is a reflection of the quality of higher education. The teaching-learning process aims to improve student academic achievement. The achievement achieved by students after attending lectures is the main indicator of the success of a study program. High achievement shows that students have successfully mastered the material taught. Therefore, improving student learning achievement is the main concern of university managers. High academic achievement shows the quality of graduates produced.

Higher education has a crucial role in producing quality individuals. An effective teaching-learning process between lecturers and students is expected to produce excellent graduates who are ready to contribute to the progress of the nation. As emphasized by Azra (2002), quality education is the key to Indonesia's success in facing global challenges. Through quality education, we can build a competitive advantage and ensure the sustainability of the nation's transition.

Learning on campus must be supported by all elements, including learning media, location, teachers, and students. Therefore, in addition to the campus must provide complete facilities for students, students must also be well-placed so that they can do their learning well. There is always a relationship between learning achievement and learning outcomes of a student. Learning achievement is a measure to find out how well a student does something in a certain period of time and is shown in the form of grades. Students who achieve a high level of learning achievement can be considered successful in learning.

Learning achievement is a combination of ability, interest, talent, facilities, motivation, lecturer ability, attention, learning habits, and learning environment that are interconnected and have an impact on student behavior patterns. Therefore, the high level of student achievement can be measured as the success of the educational process, which can be seen from the learning evaluation scores. Student success is influenced by two components: internal and external factors. Internal factors come from within the student, such as motivation, interest, talent, attitude, intelligence, and learning methods. Meanwhile, external factors come from outside the student, such as socio-economic conditions, the environment, and educational resources.

Motivation is very important to improve student learning achievement. One way to improve the quality of learning is to encourage students to learn. The success of learning is very dependent on the willingness and encouragement of students to learn, according to Mudjiono (2002: 98). In other words, the possibility of students being active and successful in the learning process increases along with their level of motivation to learn.

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In addition, motivation can be defined as the key difference between simply being able to do something and actually wanting to do it. Motivation is closer to the desire to do the things necessary to achieve a goal. Motivation is the inner and outer force that drives a person to achieve certain goals. In other words, motivation can be defined as the mental drive towards a person or people in society. In addition, motivation can also be defined as the process of trying to influence the people one leads to do the desired work in accordance with the previously set goals.

The role of motivation is very important in learning, according to Waldito (1993). This means that educational success is not measured solely by intelligence. It is not uncommon for poor learning outcomes to be caused by a lack of motivation, not a lack of intelligence. From this opinion, it is clear that achievement motivation is one of the components that has an important role in the learning process and contributes to the achievement of learning goals. Therefore, it can be said that students who have high achievement motivation also have a greater possibility of achieving a higher level of academic achievement. Students who have low achievement motivation are likely to have lower learning achievement. This is due to the fact that students who have high achievement motivation have a strong desire to try and work harder to achieve their goals. They also have a high spirit and never give up, have an optimistic attitude, and always want to perform better and superior than they currently have. Due to the above facts, motivation to achieve should be developed at all levels of education, both formal and non-formal. This is because it is very important to encourage students to be disciplined and high achievers.

Based on initial observations, there are indications that the level of learning motivation of students in the Management Study Program at STIE Yapan Surabaya City is uneven. This means that students are not actively involved during lessons. Ultimately, this can have a negative impact on individual and group learning outcomes. Therefore, the purpose of this study is to thoroughly examine the relationship between learning motivation, learning activeness, and student learning achievement. It is hoped that the findings of this study can make a significant contribution to efforts to improve the quality of learning in higher education, especially in terms of creating a learning environment that allows student motivation, engagement, and achievement to flourish.

LITERATURE REVIEW

General Theory

Human resource management is very important for an organization, without the management of human resources, an organization will stay away from other organizations. According to several human resource management experts, among others: "Bohalander and Snell (2010: 4), define human resource management is a science that studies how to empower employees in the company, create jobs, work groups, develop employees who have the ability, identify an approach to be able to develop employee performance and reward them for their efforts and work. while according to Malyu SP Hasibuan (2016: 10) in the revised edition of human resources book says human resource management is the science and art of regulating the relationship and role of labor so that it is effective and efficient to help realize the goals of the company, employees and society.

Learning motivation

Motivation is the power that encourages a person to act, both from internal and external factors that can encourage a person's desire to learn or try to change his mentality and behavior (Sianah, Arif Nurdiannova 2023). Learning is a process or effort made by everyone to obtain behavioral steps, both knowledge and skills. Motivation can be obtained in terms of environment, family and school. However, a person also needs to adapt in a way that is in accordance with the process or goals to be achieved in order to participate in learning activities. Motivation, according to Siti Suprihatin, is defined as strength, drive, need, and enthusiasm to achieve certain goals (Sudarwan 2002). Motivation is divided into two types that can be seen from various approaches, namely, motivation that comes from within a person without being encouraged by others is called intrinsic motivation, and motivation that comes from external encouragement or is called extrinsic motivation The role of motivation in the learning process Learning involves a person physically and mentally. No learning occurs without a strong drive or motivation from within or from outside. people involved in learning activities.

Learning activeness

Student learning activeness is one of the important components of the success of the learning process. According to the Big Indonesian Dictionary, "active" means trying hard or working hard. During learning, students perform work and effort activities in accordance with the subject matter provided by the teacher. Activeness is defined as physical and mental activity, namely doing and thinking in the form of a consistent series (Sardiman, 2001: 98). During learning, student activities consist of physical activities and psychological activities.

Learning achievement

Learning achievement is the achievement that a person achieves as a result of their motivation and learning activities carried out during the learning process. Learning achievement is also measured by the development of motivation, understanding, ability and activeness obtained during the learning process. Student learning achievement is also not only seen in the campus environment, but also applied in everyday life. Learning activities in the classroom

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have a high value for students. With various components of subject matter that vary in purpose and function, it is necessary to make careful learning plans so that the learning process takes place effectively, efficiently, and enjoyably. One way to measure the quality of education is by assessing student learning achievement. Learning achievement is an assessment of the results of the efforts of learning activities achieved by students during education on campus. These results can be described in the form of symbols, numbers, letters, or sentences and can show what has been achieved by students over a certain period of time.

The Effect of Learning Motivation on Student Achievement

Motivation is a factor that affects student learning achievement. With motivation, students will learn more actively, diligently, and fully focus on the learning process. Learning motivation is one of the things that must be considered in every learning effort on campus. factors to improve learning achievement are internal and external factors that can affect student academic achievement. Meanwhile, learning achievement is defined as the results achieved by students during the learning process, which is usually measured through grades or GPA.

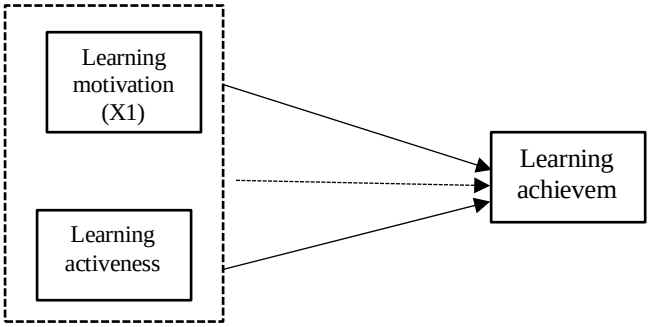


Figure 1. Conceptual Framework

Description:
X1= Learning motivation
X2= Learning activeness Y = Learning achievement
→ = The effect of the independent variable on the dependent variable
⇢ = The effect of independent variables together on the dependent variable

METHOD

In this study the authors used qualitative methods, namely research methods used to research on natural objects as opposed to experiments, where researchers are key experiments with inductive data analysis and research results emphasize meaning rather than generalization, namely reasoning processes that depart from individuals towards general collections. Here, understanding the context and mastering the right analysis method is very important so that the results obtained can provide useful and accurate information. The data analysis methods used in this study include data quality testing and classical assumption testing.

RESULT

Validity and Reliability Test Results

In this study, the data tested were 35 respondents using SPSS software. Items or indicators are said to be valid if the results of the *Pearson product moment* correlation number (rcount) at the significance level <0.01 and an instrument in the study can be said to be valid if the correlation coefficient value is greater than 0.3. The results of the validity test in this study are shown in the table below:

Validity Test

Tabel 1. Validity Test Results on Research Variables
Source: Research data processed 2024

Variables	Item Indicator	Correlation Coefficient	Significance	Description
Learning Motivation (X1)	X1.1	0,730	0,000	**Valid**
	X1.2	0,805	0,000	**Valid**
	X1.3	0,680	0,000	**Valid**
	X1.4	0,757	0,000	**Valid**
	X1.5	0,768	0,000	**Valid**
Learning Activity (X2)	X2.1	0,572	0,000	**Valid**
	X2.2	0,787	0,000	**Valid**
	X2.3	0,844	0,000	**Valid**

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	X2.4	0,816	0,000	**Valid**
	X2.5	0,707	0,000	**Valid**
	Y1	0,803	0,000	**Valid**
Learning	Y2	0,835	0,000	**Valid**
Achievement	Y3	0,761	0,000	**Valid**
(Y)	Y4	0,774	0,000	**Valid**
	Y5	**0,787**	**0,000**	**Valid**

Table 1. above shows that the question items on the variables in this study, namely learning motivation (X 1) , learning activeness (X 2) and learning achievement (Y) show that all question items for both the *independent* and *dependent* variables have an *r* value greater than 0.3 (*r*> 0.3) and have a probability value smaller than 0.01 (α < 0.01) so it is stated that the data generated is "***valid***" and can be continued in the reliability analysis.

Reliability Test

Reliability analysis is carried out by looking at whether the *Cronbatch's alpha* coefficient value is greater than 0.60. If the *Cronbatch's alpha* coefficient shows a value greater than 0.60, it can be said that the measured variable is reliable / reliable.

Tabel 2. Reliability Test Results of Independent and Dependent Variables

Variables	Reliability (Cronbach's Alpha)	Description
Learning Motivation (X1)	0,797	Reliable
Learning Activity (X2)	0.803	Reliable
Learning Achievement (Y)	0.847	Reliable

Source: Appendix 3 processed

Based on table 4.4 above, it shows that the Cronbatch's alpha coefficient on all question items for the independent variable (learning motivation *(*x1)and learning activeness (x2) and the dependent variable (learning achievement *(*y)) as a whole shows that it has a value of more than 0.60. Thus all variables, both independent and dependent, are declared to have good reliability so that further testing can be carried out.

The Effect of Learning Motivation on Learning Achievement

Based on the calculation results shown in Table 4.10 above, it is obtained that the t statisticalvalue is 1.813 and the sig value. 0.049. This value shows that the probability value of t or significant is less than 5% (0.042 <0.05). Thus the test shows that H1is accepted. These results show that learning motivation partially affects the learning achievement of STIE YAPAN Surabaya management study program students. This is supported by Fransiska Samene's research. which states that the effect of organizational activeness and learning achievement on work readiness.

The Effect of Learning Activity on Learning Achievement

Based on the calculation results shown in Table 4.10 above, it is obtained that the t statisticalvalue is 4.355 and the sig value. 0,000. This value shows that the probability value of t or significant is less than 5% (0.000 <0.05). Thus the test shows that H2is accepted. These results show that learning activeness partially affects the learning achievement of STIE YAPAN Surabaya management study program students. This is supported by Rohmah kurniawati's research which states that *The influence of self-Confidence and activeness in student Organizations on public speaking skills*

Test Coefficient of Determination (R^2)

The coefficient of determination (Adj. R^2) of the regression results shows how much the dependent variable can be explained by the independent variables. The following are the results of the coefficient of determination test in this study:

Tabel 3. Determination Coefficient Test Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,707[a]	,499	,468	1,761

Predictors: (Constant), Learning Activity, Learning Motivation

Dependent Variable: Learning Achievement

Based on table 4.11 above, it shows that the coefficient of determination (Adj. R^2) of 0.468. This means that the contribution made by learning motivation and learning activeness to student achievement is 46.8%, while the remaining 53.2% is explained by other variables not revealed in this study.

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DISCUSSION

In this study, it is the result of tabulating data derived from distributing questionnaires, distributing questionnaires using *paperless* techniques, namely using the help of *Google Form*. Based on the explanation in chapter 3, it has previously been determined that the sampling technique is to use a saturated sample where the entire population is sampled because the population is relatively small (45 students). After distributing the questionnaires, it turned out that the data collected and could meet the criteria of this study amounted to 35 data, 10 other data could not be used because some students did not fill in the question items on the questionnaire completely. The questionnaire / questionnaire distributed to respondents can be seen in appendix 1 while the data collected from distributing questionnaires.

CONCLUSION

Based on the research and discussion that has been carried out, it can be concluded as follows:

1. There is a positive and significant influence between motivation and learning achievement of management study program students. Where the higher the motivation to learn to students, the more it will improve the student's learning achievement.
2. There is a positive relationship between learning activeness and learning achievement, where the higher the student's learning activeness, the higher the student's learning achievement.
3. From the results of this study, the contribution made by learning motivation and learning activeness to student achievement is 46.8%, while the remaining 53.2% is explained by other variables that are not disclosed in this study.

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