

Analysis of Factors Influencing Students' Learning Motivation in English Subjects

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Abstrak

Belajar merupakan usaha seseorang untuk mencapai perubahan tingkah laku secara menyeluruh sebagai hasil pengalamannya sendiri dalam berinteraksi dengan lingkungannya dalam memenuhi kebutuhan hidupnya. Untuk mencapai perubahan perilaku sebagai akibat dari hasil belajar diperlukan sebuah dorongan yang disebut dengan motivasi belajar. Motivasi belajar adalah keseluruhan gerakan atau dorongan yang menunjang efektifitas belajar peserta didik dalam menjamin kelangsungan dan tercapainya tujuan yang diinginkan. Oleh karena itu, penelitian ini bertujuan untuk mengidentifikasi dan mendeskripsikan faktor-faktor yang mempengaruhi motivasi belajar peserta didik pada mata pelajaran Bahasa Inggris kelas VIII di UPTD SMP Negeri 1 Simolo-molo. Penelitian ini menggunakan metode kualitatif dengan pendekatan data kuantitatif. Adapun instrumen perolehan data penelitian ini terdiri dari lembar observasi, wawancara, dan angket. Hasil analisis beberapa indikator motivasi belajar dari dimensi internal dan eksternal, ditemukan bahwa faktor yang memiliki persentase tertinggi adalah faktor eksternal dengan persentase 80,8%. Sedangkan persentase faktor internal adalah 80,1%.

Kata kunci: *Motivasi, Faktor Internal, Faktor Eksternal*

Abstract

Learning is a person's effort to achieve a complete change in behavior as a result of his own experience in interacting with his environment in meeting his life needs. To achieve behavioral changes as a result of learning outcomes, a drive is needed, called learning motivation. Learning motivation is the overall movement or drive that supports the effectiveness of student learning in ensuring the continuity and achievement of the desired goals. Therefore, this study aims to identify and describe the factors that influence student learning motivation in English subjects for class VIII at UPTD SMP Negeri 1 Simolo-molo. This study uses a qualitative method with a quantitative data approach. The instruments for obtaining research data consist of observation sheets, interviews, and questionnaires. The results of the analysis of several indicators of learning motivation from internal and external dimensions, it was found that the factor with the highest percentage was the external factor with a percentage of 80.8%. While the percentage of internal factors is 80.1%.

Keywords: *Motivation, Internal Factors, External Factors*

INTRODUCTION

Law Number 20 of 2003 concerning the National Education System states that Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. Education is a planned learning effort through teaching, research or training to direct and develop a person's knowledge, skills, habits, and potential that are important for their survival (Alirwan Forniati Harefa, 2023). Therefore, it can be seen that good education is also influenced by a good learning process because success or failure in achieving educational goals depends greatly on how students experience the learning process (Andeka et al., 2021).

Learning is an effort to master certain scientific material that leads to the formation of a complete personality (Usatnoby et al., 2020). Learning is one of the efforts made in order to achieve educational goals (Pratiwi, 2019). Psychologically, learning is a process of behavioral change resulting from interaction with the environment to meet life's needs. This change will be clearly visible in all aspects of behavior (Lomu & Widodo, 2018). In line with this, other sources also state that learning is a person's effort to achieve a complete change in behavior as a result of their own experiences in interacting with their environment in meeting their life needs (Andeka et al., 2021; Ulum, 2021). Therefore, to achieve behavioral change as a result of learning outcomes, a drive is needed which is called learning motivation.

Basically, students will learn well if they have learning motivation. Learning motivation is one of the factors that determines the effectiveness of learning (Supriani & Arifudin, 2020). Learning motivation is the driving force from within an individual to carry out learning activities and increase knowledge, skills, and experience (Asriadi, Herman, 2021). Learning motivation is the overall driving force of learning activities within students, ensuring the continuity of learning activities, providing direction for learning activities, and enabling the achievement of the goals expected by the learning subject (Sukiyasa & Sukoco, 2013). Learning motivation is an urge to do positive things that arise internally or externally due to a person's desire to achieve the desired goals (Tatang, 2016). Based on several definitions of learning motivation that have been put forward, it can be concluded that learning motivation is the overall movement or drive that supports the effectiveness of student learning in ensuring the continuity and achievement of the desired goals.

Learning motivation is generally influenced by two factors, namely internal factors and external factors. Internal factors are factors that come from within the individual consisting of learning needs, interests, ideals, hopes, and abilities. External factors are factors that come from outside the individual which include awards received, family encouragement, punishment, school conditions, and general environmental conditions (Iswayuni et al., 2020; Rubiana & Dadi, 2020). In line with this, other sources also state that indicators of learning motivation include the desire and passion to succeed, the drive and need to learn, hopes or desires in the future, appreciation for learning, the existence of interesting activities in learning, and the existence of a conducive learning environment so that students can learn well (Haryadi, 2019)

METHOD

This research is a research with a quantitative descriptive method. The data will be processed quantitatively and then described in the form of words or sentences to form conclusions. The research was conducted at UPTD SMP Negeri 1 Simolo-molo by taking all 28 grade VIII students as the research population and the number of respondents was 25 people. The internal data acquisition instruments for this research consisted of observation sheets, interviews, and questionnaires.

Observation sheets are sheets containing data from sensing the research variables. In this study, observation sheets are used to collect initial research data. Interviews are verbal question-and-answer activities conducted by interviewers with informants to obtain the required data. Questionnaires are tools used to collect research data containing written questions that must be answered by respondents. The type of questionnaire used in this study is a questionnaire using a Likert scale.

RESULTS AND DISCUSSION

Based on the results of research conducted on 25 respondents in class VIII of UPTD SMP Negeri 1 Simolo-molo, the following results were obtained;

Table 1. Research Questionnaire Results

Dimensio ns	Indicator	Many questions	Score	Maximu m score	Presen tation	Category
Intrinsik	Hope/desire	5 Question	490	625	78,4%	High
	Learning needs	5 Question	499	625	79,8%	High

Ekstrinsik	Aspire	3 Question	312	375	83,2%	Very high
	Award	3 Question	296	375	78,9%	High
	Interesting learning	5 Question	499	625	79,8%	High
	Conducive environment	4 Question	418	500	83,6%	Very high
Total	Motivation to learn	25 Question	2514	3125	80,4%	Very high

Source: author

Based on the data obtained from the results of the motivation questionnaire and the recapitulation of scores per indicator, it can be seen that the motivation to learn English for class VIII students at UPTD SMP Negeri 1 Simolo-molo is indicated to be very high with a percentage of 80.4%. Of the intrinsic and extrinsic factors that influence learning motivation, each indicator has a high percentage of influencing motivation to learn English.

From the results of interviews that have been conducted, it was found that several students have high hopes after learning English, these hopes are in the form of hopes of getting good grades after students study and do the assignments given by the teacher. In line with this, based on the results of distributing questionnaires to students, it was found that the hope/desire indicator ranks lowest in the intrinsic factors that influence motivation. However, this hope/desire indicator is indicated to be high with a percentage of 78.4%.

Apart from that, based on the data that has been obtained, it can be seen that the internal indicator which is in second place in influencing the learning motivation of class VIII students at UPTD SMP Negeri 1 Simolo-molo is an indicator of high induced learning needs with a percentage of 79.8%. Learning needs are closely related to students' aspirations. Students who have goals related to English lessons will naturally have interest and motivation in learning. Based on the data, it is known that the aspiration indicator is the internal indicator that has the highest impact in influencing the English learning motivation of class VIII students at UPTD SMP Negeri 1 Simolo-molo which is indicated to be very high with a percentage of 83.2%. In direct proportion to this, the results of interviews with several students also describe that most students have dreams of becoming health workers, so they have their own motivation to learn English.

One external factor that greatly influences learning motivation is the environment. This is evident from research data which shows that the percentage of conducive environmental indicators occupies the highest position among several other external indicators at 83.6% in the very high category. The results of observations prove that the UPTD environment at SMP Negeri 1 Simolo-molo is very conducive to being used as a place of learning. This situation is illustrated by the results of research observations which found that the environment of UPTD SMP Negeri 1 Simolo-molo has very cool air, is clean of all forms of rubbish, and there is no commotion during the learning process.

Not only that, learning motivation is also influenced by the availability of adequate infrastructure and the way teachers deliver subjects. The more complete the facilities used in learning, the more students' learning motivation will increase. Judging from the research data, it is known that the indicator of interesting learning is in the second highest position after the conducive environment indicator with a percentage of 79.8% and is indicated as high. Based on the results of research observations that have been carried out, it was found that English language learning in class VIII UPTD SMP Negeri 1 Simolo-molo is quite interesting, so it has an important role in influencing the learning motivation of students in class VIII UPTD SMP Negeri 1 Simolo-molo.

Awards are an external indicator that ranks lowest compared to the other two external indicators. The award indicator has a percentage of 78.9%. However, the award indicator is indicated to have a high influence on the motivation to learn English for class VIII students at UPTD SMP Negeri 1 Simolo-molo.

From all the data that has been explained and the results of the analysis of several indicators of learning motivation from internal and external dimensions, it was found that the factors with the highest percentage were external factors with a percentage of 80.8%. Meanwhile, the

percentage of external factors is 80.1%. However, even so, external and internal factors do not have a significant difference in influencing the motivation to learn English for class VIII students at UPTD SMP Negeri 1 Simolo-molo.

CONCLUSION

From the previous description, it can be concluded that learning motivation is generally influenced by two factors, namely internal factors consisting of learning needs, interests, ideals, hopes and abilities, and external factors including awards received, family encouragement, punishment, school conditions, and environmental conditions in general. From the results of the analysis of several indicators of learning motivation from internal and external dimensions, it was found that the factors with the highest percentage were external factors with a percentage of 80.8%. Meanwhile, the percentage of external factors is 80.1%.

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