The Influence Of Motivation And Interest In Learning On The Learning Achievement Of XI Grade Students At SMK Perdana 1 Surabaya

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Article Info	ABSTRACT
Keywords: Motivation Interest in Learning Learning achivement.	Abst Motivation and interest are two elements that are very influential in learning achievement. Students must have enthusiasm motivation and also interest in learning can be influential to achieve a desired achievement. High interest can facilitate effective learning. A quantitative approach was used in this study, using a non-probability methodology involving 40 students, to find the simultaneous and partial impact of the variables of motivation and interest in learning, on the variable of learning achievement at Smk Perdana 1 Surabaya. Data were obtained through questionnaires and processed using SPSS (Statistical Product And Service Solution) Version 26 software. In accordance with the results of the T test, the motivation variable has a positive and significant effect on learning achievement, with a value of 0.030 <0.05. The learning interest variable has a positive and insignificant effect on learning achievement, with a value of 0.268> 0.05. The F test shows that the learning achievement variable is jointly (simultaneously) influenced by the variables of motivation and interest in learning, while the coefficient of determination R Square shows that the conclusion from contribution of the motivation and interest in learning variables are 65.6%.
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INTRODUCTION

The Education is a very important long-term investment for all people in Indonesia. The main factor that contributes to improving the quality of human resources and shaping the character of the nation is education. A country can develop more easily if all residents have a high level of education, but not all Indonesians have access to proper education. So there needs to be a constant improvement in the quality of education. Education and humans are two factors that cannot be separated, because human nature must have basic education that aims to guide humans in finding direction, meaning, and purpose in life. Through the initial process of developing self-potential through teaching methods that have been recognized by society since early childhood.

Law No.20 of 2003 concerning the National education system explains that: "Education is a conscious and planned effort to create a learning atmosphere and learning

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process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state".

Entering the era of globalization, the Indonesian nation always carries out development in all fields of education something with the times in order to meet quality education standards. There are various levels of education, namely formal, non-formal and informal education. One of the formal education that is tasked with preparing students to enter the world of work is Vocational High School (Smk) which has a mission to equip each student with the ability according to talent and capacity to work according to competency and expertise programs. Students can take the education level to completion because it is based on motivation and interest from themselves and outside themselves.

Motivation is an impulse that attacks a person to act, do and think with a specific purpose. Motivation and learning are components that interact with each other. Learning can be driven by the desire to achieve success which can be seen from a stimulating learning atmosphere and a pleasant learning process. Motivation as a force that encourages organizational members to contribute their abilities, knowledge, time and energy to carry out obligations and responsibilities to fulfill their commitments in order to meet organizational goals (Erjati Abbas, 2014) Throughout the teaching and learning process, students' excitement for what they are studying is crucial. as well as students' curiosity about learning can stimulate their curiosity about learning, which ultimately motivates them to perform learning actions. Since learning activities are motivated by students' own interests. Then learning activities will be carried out cheerfully. Student motivation to achieve is very important, because those who are driven to learn will be highly motivated to learn and will work hard to complete tasks to develop into motivated learners. There are several student problems regarding learning motivation, namely, there is still a low willingness to learn/ achieve a high level of achievement, students often nod when asked by the teacher about lessons that are not yet understood, and are not interested or give up in learning.

Interest is a strong tendency, passion, or desire for something that depends on the student's field of interest. According to (Slameto, 2013) argues that interest is a feeling of liking and attachment to a thing or hobby. Learning can be achieved with varying degrees of excellence. Students' attention will be more focused on a subject than other subjects. High interest will facilitate effective learning, Interest is consequenty a crucial element in the impart knowledge and learn. A person's initiative or motivation can trigger interest. Similarly, the problem that exists in learning interest is that some students complete homework in class and then rely on friends' work to complete it by cheating. This shows that students' enthusiasm in learning is still lacking.

Achievement is the success of the results of efforts that students have achieved, thus knowing the score obtained. Students can achieve achievement by being active in learning, being able to learn effectively and also having the determination to achieve. The main factor to improve student achievement is to have high motivation and also interest in learning which affects achieving a desired achievement. Learning achievement can be improved by a

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strong desire to learn and willingness to learn according to the frequency, in order to improve student academic achievement. Learning achievement can be measured in three ways: Diagnostic tests, summative tests and summative tests. Tests can be given orally, in writing, or in a practical setting. Students who have high enthusiasm and enthusiasm in learning can gain knowledge, insight, breadth and student achievement is increasing. Students who have high motivation will more easily overcome obstacles or competition. The different strengths of each student have a direct relationship with how much achievement they produce. Many factors, referred to as internal or external factors, can impact these differences and may coming from the student's. Factors that impact students are referred to as external forces, as well as factors that come from outside are referred to as internal forces (Syah, 2015). Based on the context that has been described, the researcher is enthusiastic about taking a research study with the title "The effect of motivation and interest in learning on the learning achievement of class XI students at Smk Perdana 1 Surabaya".

Literature Review

Motivation

Motivation is the force that drives 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, Arief Nurdiannova 2023). Motivation can also be obtained in terms of environment, family and school. However, to be able to participate in learning activities, a person also needs to adapt in a way that is in accordance with the procedures or end results to be achieved. (Sudarwan 2002) Motivation is defined as an energy, desire, need and enthusiasm to achieve a goal. Instrinsic motivation starts in an individual and extrinsic motivation comes from outside the individual, here are two basic forms of motivation that can be seen from several points of view. Instrinsic motivation, defined as motivation that develops on its own without external support, is essential for achieving desired learning activities. Extrinsic motivation, on the other hand, is the inversion of intrinsic motivation brought about by external factors.

In learning activities, there are many main aspects that have an impact on learning motivation to improve from oneself and from the surrounding environment. According to (Slamet 2010), factors that influence motivation variables:

1. Internal Factors.a
   a. Physical factors will show proper physical health will have good learning achievement compared to those who have poor physical health.
   b. Psychological aspects are internal elements including aptitude, enthusiasm and readiness for self.
2. External Factors.
   a. Family factors: Learning strategies, building conditions, and home environment.
   b. School factors: Learning strategies, teacher-student relationships, infrastructure and learning styles.
   c. Elements of society: Student involvement in the community, association with friends, and aspects of community life.

According to (Mudjiman 2007), there are 8 factors of motivation:
1. Awareness of the importance of education
2. Desire
3. Encouragement
4. Fun
5. Ability
6. Learning implementation
7. Satisfactory learning outcomes
8. Satisfaction with personal and environmental characteristics

According to (oemar Hamalik, 2008) Efforts to increase motivation variables, as follows:
1. Giving a number
2. Award
3. Cup
4. Intensive
5. Competition
6. Mission and aspirations
7. Evaluation
8. Field Visit
9. Education
10. Educate yourself through radio

There are four indicators of learning motivation (Uno, 2008):
1. Have a strong desire to succeed
2. Needs and motivation
3. Future goals
4. Learning rewards
5. supportive learning atmosphere

(Sardiman, 2016), states that the signs of motivation are:
1. Resilient to conflict
2. Interest in conflict
3. Introvert
4. Easy to get bored
5. Consistent with opinions
6. Have faith
7. Enjoys identifying and solving problems

Learning Interest

The desire to learn is what motivates people to engage in learning activities that advance their understanding, talents and awareness. According to (Djaali 2004), defines interest as a feeling of belonging, learning towards something. A student who has an enthusiastic interest in learning will be more likely to have extraordinary readiness and a strong drive to learn. Students who have a desire to learn will absorb material faster and have a greater impact on learning objectives. According to (Slameto, 2010), when a lesson attracts someone's attention, they tend to learn it thoroughly and when a lesson does not

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attract their attention, they tend not to learn it. In contrast, interest is operationally defined as one's curiosity about the status of a thing. Students' curiosity is directed towards learning thus making them more serious in learning (Iskandar, 2011).

Students' learning interests must be developed and directed from a variety of learning options that have been determined by each school policy and there are also learning options based on the influence of learning interest factors, according to (Sardiman 2015), namely :

1. Purpose and motivation
2. Household
3. The duty of the teacher
4. Infrastructure or facilities
5. Socializing
6. The era of media

(Slameto, 2015) outlines the elements affecting motivation as follows:

1. Internal elements are physical factors in the form of health and psychological factors in the form of talent and intelligence.
2. External elements are family factors in the form of economic status, home environment and school factors in the form of facilities and curriculum.

According to (Safari, 2003) some indications of student enthusiasm include:

1. Pleasure sensation
2. Participation of students
3. Acquiring focus
4. Student involvement

There are four indicators of student interest in learning, according to (Muhibbin Syah, 2015):

1. Distraction
2. Curiosity
3. Motivation
4. Needs

Learning Achievement

Learning achievement as a learning achievement as a mastery of subjects or skills, usually represented by test results or assignments assessed by the teacher. According to (Darmadi, 2017) suggests that the results that students can achieve in terms of understanding, attitudes, and student abilities are known as learning achievements. Achievement can result from both internal and external desires. Meanwhile, learning achievement defined by (Syaiful Bahri Djamarah, 2011) is derived from the results of evacuation of student development through learning achievements This is related to motivation which has an attachment to learning interests. Achievement can be achieved when someone is willing to work hard and spend maximum effort to get the best. According to (Syah Muhubbin, 2008) suggests the impact of learning achievement factors, among others:

1. Internal Factors, Students' health and mental state.
2. External factors, things that are not related to students, such as the surrounding environment.

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3. The learning approach factor, related to the methods and strategies used by students to carry out learning tasks as a learning effort.

(Wahab, 2015) states that things that affect achievement are:

1. Learning impact
2. Brain development
3. Emotional sensitivity

(Muhibbin, 2017) explains that there are several indicators of learning achievement, namely:

1. Intellectual domain, observation of a person through memory, comprehension, application, and analysis.
2. Behavioral domain, observation of a person through acceptance, appreciation, internalization and gratitude.
3. Motor domain, observation of one's ability to move, act and communicate oneself verbally and nonverbally to understand it.

Meanwhile, (Wahab, 2016) lists several indicators of learning achievement:

1. Change of state
2. Action taken
3. Maturity

Previous Research

Based on research entitlied "The Relationship between Motivation and Interest in Learning with Biology Learning Outcomes of Students of SMA Negeri 01 Ciputat South Tangerang." (Fitri Ayu Chumaira Hasibuan, 2019). Shows a strong and positive correlation between these variables

Based on research entitled "The Effect of Motivation and Interest in Learning on Learning Achievement in Processing Office Travel for Students of Class XI Office Administration of SMK Muhammadiyah 2 Bantul Gasal Semester 2016/2017 Academic Year." (Titin Purnamasari, 2017). Shows that learning achievement is positively and significantly influenced by motivation and interest in learning. As well as having a simultaneous effect.

Based on research entitled "The Influence Of Learning Motivation And Discipline On Students Learning Achievement Of Class X Students At SMK Perdana 1 Surabaya" (Aradina Mirza Dewi, Rohmah Kurniawati 2023). Research has shown that the learning motivation factor increases the learning performance of students in grade X at Smk Perdana 1 Surabaya. Discipline in SMK Perdana 1 Surabaya class X aims to increase learning outside of the classroom. Discipline and motivation increase the student learning in grade X at Smk Perdana 1 Surabaya. According to the Regression R-Square learning and discipline motivation affect performance by roughly 53.7%. However, 46.3% of the remaining data were affected by factors outside of the research model.

Conceptual Framework

Technically speaking, the conceptual framework is a methodology for calculating the correlation between variables in a study by connecting the independent variable with the dependent variable. Motivation and interest in learning are independent variables, while

learning achievement is the dependent variable. The conceptual model may be described in the subsequent details:

Figure 1. Conceptual Model
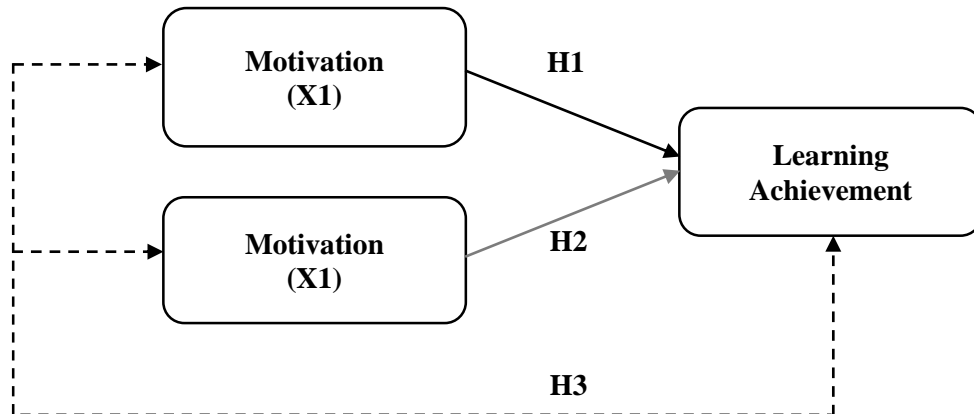
Description:

→ : Partial effect of motivation (X1) on learning achievement (Y)

→ : Partial effect of interest (X2) on learning achievement (Y)

- - - → : Simultaneous effect of motivation (X1) and interest in learning (X2) on learning achievement (Y)

Hypothesis

This is research hypothesis can be characterized based on the idea model, among others:

H1: It is suspected that there is a partial influence of motivation (X1) on learning achievement (Y)

H2: It is suspected that there is a partial influence of interest in learning (X2) on learning achievement (Y)

H3: It is suspected that there is a joint influence (simultaneously) of motivation (X1) and interest in learning (X2) on learning achievement (Y)

METHODS

The Explaining This approach uses descriptive methodology combined with quantitative analysis, which focuses on clarifying the reciprocity of the independent and dependent variables. According to (Sugiyono, 2019) Adhering to the positivist concept, quantitative approaches are a research that is considered scientific because it meets the following criteria: Concrete or empirical, objective, measurable, logical and methodical. From this statement it can be interpreted as an arrangement of observations that use search, obtain and collect techniques. To complete the investigation, it is required to change the preparation of primary data or secondary data. The responses given by the respondents in this questionnaire as a reference for primary data sources. While secondary data sources are journal papers, relevant websites according to research, and literature. Multiple linear

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regression analysis model and SPPS version 26 software were used in the research data analysis technique.

Population and Sample

Population is also known as a sample, which can be interpreted as the total number of units to be examined for the properties owned to the community. (Sugiyono, 2019) defines population as generalizations domain composed of objects or people with consistently quantities and personalities that have been selected by the reviewer to become taken before making results. The subject within this study is one of the educational institutions in Surabaya, namely XI Office Administration Students of SMK Perdana 1 Surabaya.

A sample is a portion of an object or group that is used to draw a conclusion or collect data from the group being tested. In this study, sampling used non-probability methods. According to (Sugiyono, 2014) Saturated sample is a strategy of determining the the whole population as a representative sample. In other words, the study's sample consisted of all XI Office Administration students at Smk Perdana 1 Surabaya as a whole 40 respondents consisting of 2 classes. The method of distributing questionnaires via Google Forms was used in this study. According to (Sugiyono, 2017) the method for collecting information is a questionnaire, which asks respondents to answer written questions.

Data Analysis Methods.

Data analysis is procedure converting information in a source of knowledge that will be applied to problem solving. A statistical technique called descriptive analysis is used to examine the data by providing an overview of the data obtained. The validity test aims to show how well the measuring instrument captures the subject matter being assessed. The relationship between the total score for each and the score is the subject of investigation. In this case, the correlation coefficient (Level of Significance) has a significance value of less than 5%.

Reliability test constitutes a technique employed as a gauge how consistent a survey is given as an indicator, variable or construct. There are two ways to evaluate the reliability test, namely: One-shot measurement and repeated measurement. One-shot measurements were used in this study, and other statements were contrasted with the results or used to calculate the correlation between statement responses and calculate the relationship between statement responses. If a variable produces a Cronbach Alpha (α) value greater than 1, then the variable listed can be considered reliable.

The normality test in a regression model seeks to determine if the independent and dependen variabbles, or both , have a normal distribution. The Kolmogrov- Smirnov normality test, often known as the instrument test, can be used to evacuate data normalization. When making a decision on normality, one should check whether the variables are considered normally distributed, if the significant result of the Kolmogrov-Smirnov test is >0.05. Conversely, data is considered not normally distributed if the significant figure is < 0.05. Meanwhile, the VIF value and tolerance value state the results of the multicolonierity test. There is no multicolonierity in the data if the VIF value is greater than 10 and there is multicolonierity if the VIF value is greater than 10 in the presence of heteroscedasticity.

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Multiple linear regression is a methodical strategy to investigate how dependent and independent variables relate to one another we'll apply the subsequent multiple liniear regression formula:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Description:

Y   : Learning Achievement

A   : Constanta.

$\beta_1 - \beta_3$: Regression coefficient of each independent variable

 X1   : Motivation

X2   : Learning Interest

E   : Error

The F test intends to ascertain whether the dependent variable that works simultaneously or individually has an impact on the independent variable. Below are the reasons for using the F test:

1. If the sig value> a = 5% and F count> F table, then H0 is accepted, meaning that none of the independent variables can explain the dependent variable simultaneously.
2. If the sig value < a = 5% and F count < F table, then H0 is accepted, meaning that none of the independent variables can explain the dependent variable simultaneously.

The extent to which the dependent variable describes the independent variable can be known by using the coefficient of determination. The significance the connection between the dependent and independent variables is shown by the coefficient of determination test results. A coefficient value that is closer to 1 indicates greater relevance and significance. The value ranges from 0 to 1 ranging from 0 to 1.

The T test aims to ascertain the value of the partial impact of the dependent variable on the independent variable. Through the contrast of the t value, which is given in the distribution table. Sig. $\alpha = 0.05$, the t test in this study will help the author assess the impact of each independent variable separately, where :

1. The hypothesis is considered invalid, if the sig. > 0.05
2. The hypothesis is considered valid, if the sig value. ≤ 0,05

RESULTS AND DISCUSSION

Table 1. Validity Test Results

Variables	Indicator	Pearson Correlation	Sig.	Description
Motivation(M)	M1	0,355	0,024	Valid
	M2	0,495	0,001	Valid
	M3	0,610	0,000	Valid
	M4	0,522	0,001	Valid
	M5	0,495	0,001	Valid
Learning Interest (LI)	LI1	0,425	0,006	Valid
	LI2	0,429	0,006	Valid
	LI3	0,594	0,000	Valid

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Variables	Indicator	Pearson Correlation	Sig.	Description
Learning Achievement (LA)	LI4	0,611	0,000	Valid
	LI5	0,584	0,000	Valid
	LA1	0,584	0,000	Valid
	LA2	0,374	0,017	Valid
	LA3	0,473	0,002	Valid
	LA4	0,452	0,003	Valid
	LA5	0,703	0,000	Valid

In the table above, all statement items on each variable, namely motivation (M), interest in learning (LI), and learning achievement (LA), can be seen that all statement items have a sig.<0.05 value, stating that the measuring instrument is valid and feasible and in accordance with the validity test results.

Table 2. Reliability Test Results

Variables	Cronbach`s Alpha	Description
Motivation (M)	0,632	Reliable
Learning Interest (LI)	0,753	Reliable
Learning Achievement (LA)	0,618	Reliable

The table above provides an explanation of the Cronbach Alpha value has a value> 0.60. This demonstrates the dependability of each of the measures related to Motivation, Interest in Learning and Learning Achievement.

Table 3. Normality Test Results, One- Sample Kolmogrov- Smirnov Test

		Unstandardized Residuals
N		40
Normal Parameters[a,b]	Mean	. 0000000
	Std. Deviation	1.24861034
Most Extreme Differences	Absolute	. 090
	Positive	. 090
	Negative	-.073
Test Statistic		. 090
Asymp. Sig. (2-tailed)		. 200[c,d]

The data above is normally distributed, considered practical and feasible. Because the *Kolmogrov-Smirnov* test shows that the Asymp significance has a amounts that is > from 0.05 or 0.200

Table 4. Multicollinearity Test Results

	Collinearity	statistic	
Model	Tolerance	vif	Description
Motivation	0,974	1,026	Multicollinearity ree
Learning Interest	0,974	1,026	Multicollinearity free

The data above shows that the *tolerance* for the motivation and interest in learning variables is > 0.10 and the VIF value is less than 10. According to the research findings, The variables in the regression model that measure motivation and interest in learning do not exhibit multicollinearity.

Table 5. Heteroscedasticity Test Results

Model	t	Sig.	Description
Motivation	- 1,055	0,298	Free of heteroscedasticity
Learning Interest	0,942	0,352	Free of heteroscedasticity

The data in the table states that the continuous variables between motivation and interest in learning have a value (sig) > than 0.05, which leads to the conclusion that the findings of this study do not have heteroscedasticity or do not show heteroscedasticity.

Table 6. Multiple Linear Regression Analysis Results

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. error	Beta
1	(Constant)	15.240	4.772	
	Motivation	. 131	. 172	.163
	Learning Interest	. 178	. 159	.554

a. Dependent Variable: Learning Achievement

The following is a multiple linear regression equivalence model that can be obtained from the previous table.

$$PB = 15{,}240 + 0{,}131M + 0{,}178MB + e_i$$

The following is an explanation of the above equation:

1. Constant (a)
   The constant value (a) is 15,240. If the variables of motivation (M) and interest in learning (LI) are considered equal to 0. Then the constant number indicates that the learning achievement variable (LA) is 15,240.
2. Regression Coefficient Motivation (M)
   Learning achievement (LA) and motivation variables (M) have a unidirectional influence, which is indicated by the regression coefficient amounts of motivation (M) of 0.131. This states that learning achievement (LA) will increase by 0.131 units, if motivation (M) is increasingly attractive by 1 unit.
3. Regression Coefficiet of Larning Interest (LI)
   The regression coefficient value of learning interest (LI) is 0.178, indicating a unidirectional relationship between learning achievement (LA) and the learning interest variable (LI). Thus, learning achievement (LA) will increase by 0.178, if interest in learning (LI) increases by 1 unit.

Table 7. F Test Results

Model		Sum of squares	df	Mean squares	f	Sig.
1	Regression	3.573	2	1.786	1.087	.008[b]
	Residuals	60.802	37	1.643		

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Model	Sum of squares	df	Mean squares	f	Sig.
total	64.375	39			

The data above shows that 0.008 < 0.05 for the (sig) value of the t test. The conclusion shows that the resulting regression model is feasible, meaning that motivation and interest in learning can explain variables that have an effect on academic learning achivement. In light of the study's findings, it can be determined that this research is feasible and can be carried out to test further hypotheses.

Table 8. Test Results R Square (Coefficient of Determination)

Model Summary [b]				
Model	R	R square	Adjusted R square	Std. error of the estimate
1	0,736[a]	0,656	0,004	1,28191

The table's data displays the nadjusted R Square result is 0.656 or 65.6%, which indicates that this value can explain that the motivation and interest in learning variables provide 65.6% participation in the learning achievement variable, while the remainder of 34.4% is impacted by extraneous element not coveres in the study.

Table 9. T Test Result

Model	t	Sig.	Keterangan
(*Constant*)	3.194	.003	
Learning Motivation	1.763	.030	Significant effect
Learning Interest	1.124	,268	Insignificant effect

1. The calculation results in the table show that the learning motivation variable has a positively and significantly amounts on the regression coefficient value obtained, which is 0.030 <0.05. This shows how learning achievement is positively and significantly influenced by the learning motivation variable. H1 is accepted.
2. The computatuion's findings indicate that learning accomplishment is positively and insignificant impacted by the learning interest variable according to the value of the regression coefficient obtained of 0.268> 0.05. H2 rejected.

CONCLUSION

Provide a The research's findings allow for the drawing of the following coclusions, after using SPSS software version 26 to process data and test hypotheses regarding the relationship between motivation and interest in learning and learning accomplishment at SMK Perdana 1 Surabaya. In light of the outcomes of the processed data analysis, motivation (X1) has a positive and significant effect of 0.030 <0.05 on learning achievement (Y) at Smk Perdana 1 Surabaya. This shows that motivation (X1) can influence and improve student learning achievement. In light of the outcomes of the processed data analysis, interest in learning (X2) has a positive and insignificant effect of 0.268> 0.05 on learning achievement (Y) at Smk Perdana 1 Surabaya. This shows that learning achievement (Y) is not influenced by learning interest (X2). Together (simultaneously) from motivation (X1) and

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interest in learning (X2) of 0.008 smaller than 0.05 has an influence on learning achievement (Y) at Smk Perdana 1 Surabaya. This shows that all motivation variables (X1) and learning interest variables (X2) can explain the variables that affect learning achievement (Y). The outcomes of the the calculation of Regression R Square show that it can explain 65.6% of the Learning Achievement variable (Y), the remaining 34.4% is impacted by element outside the scope of this investigation

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