

The Influence of Learning Interest, Intrinsic Motivation, and Extrinsic Motivation on Student Achievement at SMK PGRI Enrekang

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ABSTRACT

This study aims to determine whether there is an influence or how big the influence of interest in learning, intrinsic motivation, and extrinsic motivation partially or simultaneously on student achievement in class XI Accounting SMK PGRI Enrekang. The sample of this study was all students of class XI Accounting SMK PGRI Enrekang with a total of 35 students taken by total sampling technique. Data collection techniques were carried out using questionnaires and documentation. The data analysis technique used is an instrument test consisting of validity and reliability testing, classical assumption test consisting of normality test, heteroscedasticity test, multicollinearity test, and autocorrelation test, as well as hypothesis testing consisting of multiple linear regression, t test, test F, coefficient of partial determination and coefficient of multiple determination by using spss version 25 for windows. The results of this study concluded that interest in learning, intrinsic motivation, and extrinsic motivation partially affect the learning achievement of students in class XI Accounting at SMK PGRI Enrekang. Meanwhile, the results of the simultaneous test showed that interest in learning, intrinsic motivation, and extrinsic motivation together had a significant influence on student achievement in class XI Accounting at SMK PGRI Enrekang, the most dominant variable is extrinsic motivation. The results of this study have implications that interest in learning, intrinsic motivation, and extrinsic motivation are things that need to be considered to improve student achievement in class XI Accounting at SMK PGRI Enrekang.

Keywords: Interest to learn; Intrinsic Motivation; Extrinsic Motivation; Learning achievement

INTRODUCTION

Education is a very important effort in the development of human resources, because education is a conscious effort made to develop the potential of students in realizing national education goals through the teaching and learning process. National education has the functions and objectives as stated in Law Number 20 of 2003 Article 3, namely: National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings of faith, and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

In achieving these educational goals, the main thing that needs to be considered is improving the quality of education itself by learning. According to (Fowlie & Wood, 2009; Kanten & Darma, 2017; Kumpulainen et al., 2021; Mullins, 2008; Zhao et al., 2021) learning is a process of changing individual behavior through interaction with the environment, the process of change that occurs can be known by means of an assessment or what is called learning achievement". One of the factors that influence the teaching and learning process is the student's interest in learning.

According to (Jufri et al., 2018) "interest in learning is the tendency of students to continue to pay attention and remember some activities in their learning". According to (Ahmad et al., 2015) "the indicators of interest in learning are interest, attention, motivation, and knowledge. Interest in learning is one of the factors that influence learning achievement. Great interest in learning will result in high learning achievement. This is in line with the opinion expressed by (Sousa et al., 2019) which says that "big interest in learning tends to produce high learning achievement, on the contrary, less interest in learning will result in low learning achievement."

The next factor that affects the student learning process is intrinsic motivation. (Copuš et al., 2019; Maduka & Okafor, 2014; Papi & Abdollahzadeh, 2012; Piatak et al., 2020; Usman, 2017) states that "intrinsic motivation can also be said as a form of motivation in which learning activities are initiated and continued based on an impulse from within and absolutely related to learning activities." According to (Arend, 2014; Minbaeva, 2008; Syam et al., 2018)"indicators of intrinsic motivation are persevering in the face of tasks, tenacious in the face of learning difficulties, and pursuing long-term goals."

PGRI Enrekang Vocational School is one of the schools located in South Sulawesi Province. This school applies curriculum 13 (K-13) in the learning process which consists of four majors, namely: (1). Computer Engineering and Informatics (Software Engineering), (2). Computer and Informatics Engineering (Computers and Networks), (3). Management and Office, and (4). Accounting and Finance. Based on initial observations by interviewing several teachers at SMK PGRI Enrekang, it can be seen from the learning interest of class XI students in Accounting at SMK PGRI Enrekang that it is still relatively low which is characterized by a lack of attention from students in receiving lessons, students are busy with their own activities, talking with friends, sleepy and play alone. Judging from the intrinsic motivation of class XI Accounting students at SMK PGRI Enrekang, it is also still low, which is indicated by the presence of students who are lazy to do assignments. Meanwhile, judging from the extrinsic motivation at SMK PGRI Enrekang it is also still low which is indicated by the lack of appreciation in learning. Meanwhile, the learning achievement of class XI students in Accounting at SMK PGRI Enrekang is also still low, which is indicated by the presence of students who score below the predetermined KKM.

Based on the above background, researchers are interested in conducting research with the title "The Influence of Learning Interest, Intrinsic Motivation, and Extrinsic Motivation on Student Achievement in Class XI Accounting at SMK PGRI Enrekang".

METHOD

This study aims to determine the effect of interest in learning, intrinsic motivation, and extrinsic motivation partially or simultaneously on student achievement in class XI Accounting SMK PGRI Enrekang. The variables in this study were Interest in Learning (X1), Intrinsic Motivation (X2), Extrinsic Motivation (X3) and Learning Achievement (Y). The population in this study were all students of class XI Accounting at SMK PGRI Enrekang, totaling 35 students. The sampling technique used is total sampling. Data collection techniques used are questionnaires and documentation. The questionnaire in this study aims to provide information to researchers regarding interest in learning, intrinsic motivation, and extrinsic motivation of students at SMK PGRI Enrekang. In this study, documentation was used to obtain written data regarding a brief history of the school and data on the number of objects studied. The data analysis technique used is instrument test, classical assumption test, and hypothesis testing. The instrument test consists of a validity test and a reliability test. Classical assumption test consists of normality test, autocorrelation test, multicollinearity test, and heteroscedasticity test. The hypothesis test consists of multiple linear regression analysis, t test, F test, partial determination coefficient, and multiple determination coefficient.

RESULTS OF RESEARCH AND DISCUSSION

Partial influence of interest in learning on learning achievement

The results of the description of the research variable interest in learning obtained an average percentage of the actual score of 70.9 percent which was included in the good category. The indicator of interest in learning has the highest percentage, namely the motivation indicator at 72.5 percent and the lowest is the attention indicator at 69.7 percent. The results of the t-test obtained partially that interest in learning has a significance value of $0.006 < 0.05$, this indicates that the variable interest in learning partially has a significant effect on learning achievement. The results of the partial determination coefficient test obtained r^2 of 0.285 or 28.5 percent, this shows that the learning interest variable has a partial effect on learning achievement by 28.5 percent. The results of multiple linear regression analysis in this study obtained the equation $Y = 70.901 + 0.036X_1 + 0.089X_2 + 0.230 X_3$, this means that every increase in one variable of interest in learning will affect the increase in learning achievement by 0.036 percent. Based on this interpretation, it can be said that a great interest in learning will result in

high learning achievement and interest in learning partially has an influence on learning achievement. The results of this study are supported by the theory proposed by Susanto (2014: 66) which states that "interest is a very important factor in student learning activities. A learning activity that is not in accordance with the interests of students will allow a negative effect on the learning outcomes of the students concerned. This is also in line with the opinion expressed by Dalyono (2009: 57) which says that "big interest in learning tends to produce high learning achievement, on the contrary, less interest in learning will result in low learning achievement". So the hypothesis which states that there is a partial influence of learning interest on student achievement in class XI Accounting at SMK PGRI Enrekang, can be "accepted". The results of this study are also in line with research conducted by Arif Budianto (2013) which states that interest in learning has a significant effect on student achievement in the Office Administration Education Study Program class of 2010 FE UNY, this is evidenced by a significance value of $0.000 < 0.005$.

Partial influence of intrinsic motivation on learning achievement

The results of the description of the intrinsic motivation variable obtained an average percentage of the actual score of 71.1 percent which is included in the good category. The indicator of intrinsic motivation which has the highest percentage is the tenacity indicator in facing learning difficulties of 74.8 percent and the one with the lowest percentage level is the indicator of pursuing long-term goals at 68.7 percent. The results of the t-test of intrinsic motivation have a significance value of $0.002 < 0.05$, this indicates that intrinsic motivation partially has a positive and significant effect on learning achievement. The results of the partial determination coefficient test obtained r^2 of 0.355 or 35.5 percent, this shows that the intrinsic motivation variable has a partial effect on learning achievement by 35.5 percent. The results of multiple linear regression analysis in this study obtained the equation $Y = 70.901 + 0.036X_1 + 0.089X_2 + 0.230 X_3$, this means that every increase in one intrinsic motivation variable will affect the increase in learning achievement by 0.089 percent.

Based on this interpretation, it can be said that great intrinsic motivation will result in high learning achievement and intrinsic motivation partially has an influence on learning achievement. The results of this study are supported by the theory put forward by Uno (2011: 24) which says that "the higher the level of students' intrinsic motivation, the better their learning achievement will be. Conversely, if students' intrinsic motivation is low, students will find it difficult to achieve good learning achievement. So the hypothesis which states that there is a partial influence of intrinsic motivation on student achievement in class XI Accounting at SMK PGRI Enrekang, can be "accepted".

This study is also in line with research conducted by (Franco et al., 2002; Herawati et al., 2019; Kusuma, 2010; Minbaeva, 2008; Papi & Abdollahzadeh, 2012; Piatak et al.,

2020; Selvarajan et al., 2018; Usman, 2017) which states that intrinsic motivation has a positive and significant effect on learning outcomes with a significant value of $0.000 < 0.05$.

Partial influence of extrinsic motivation on learning achievement

The results of the description of the extrinsic motivation variable obtained an average percentage of the actual score of 74.4 percent which is included in the good category. The indicators that have a high percentage level are indicators of the existence of rewards in learning by 77.3 percent and indicators that have a low percentage level, namely indicators of interesting activities in learning by 68.7 percent. The results of the t-test of extrinsic motivation have a significance value of $0.008 < 0.05$, this indicates that extrinsic motivation partially has a significant effect on learning achievement. The results of the partial determination coefficient test obtained r^2 of 0.385 or 38.5 percent, this shows that the extrinsic motivation variable has a partial effect on learning achievement of 38.5 percent. The results of multiple linear regression analysis in this study obtained the equation $Y = 70.901 + 0.036X_1 + 0.089X_2 + 0.230 X_3$, this means that every increase in one extrinsic motivation variable will affect the increase in learning achievement by 0.230 percent. Based on this interpretation, it can be said that large extrinsic motivation produces high learning achievement and extrinsic motivation partially has an influence on learning achievement. The results of this study are supported by the theory put forward by Uno (2011: 24) which says that "the higher the level of students' extrinsic motivation, the better their learning achievement will be. On the other hand, if students' extrinsic motivation is low, students will find it difficult to achieve good learning achievement. So the hypothesis which states that there is a partial effect of extrinsic motivation on student achievement in class XI Accounting at SMK PGRI Enrekang, can be "accepted". This research is also in line with research conducted by (McCombs et al., 2008) which states that there is a significant influence on extrinsic motivation on economic learning achievement at SMKN 4 Makassar with a significance value of $0.011 < 0.05$.

The influence of learning interest, intrinsic motivation, and extrinsic motivation simultaneously on student achievement

The results of the coefficient of determination test obtained the value of r^2 of 0.397 or 39.7 percent. This shows that the effect of the variable interest in learning, intrinsic motivation, and extrinsic motivation simultaneously on learning achievement is 39.7 percent and the remaining 60.3 percent is from other factors that have not been studied. The results of the F test have a significance value of $0.001 < 0.05$, which means that there is a positive and significant influence between learning interest, intrinsic motivation, and extrinsic motivation simultaneously on student achievement in class XI Accounting at SMK PGRI Enrekang. Then the hypothesis proposed "it is suspected that learning

interest, intrinsic motivation, and extrinsic motivation simultaneously have a positive and significant effect on student achievement in class XI Accounting SMK PGRI Enrekang, can be "accepted".

The results of this study are in line with research conducted by (Franco et al., 2002; Herawati et al., 2019; Selvarajan et al., 2018) which states that interest in learning and intrinsic motivation have a joint effect on student achievement in the office administration education study program class of 2010 FE UNY, this is evidenced by the value of $F_{count} 42,631 > F_{table} 3.44$ and a significance value of $0.000 < 0.05$. This research is also in line with research conducted by (Copuš et al., 2019; Minbaeva, 2008) which states that student achievement is supported by two motivations, namely intrinsic and extrinsic. Based on the results of hypothesis testing, it was found that there was an influence of intrinsic motivation and extrinsic motivation on economic learning achievement of students in class X SMKN 4 Makassar.

CONCLUSION

The results of descriptive analysis, interest in learning, intrinsic motivation, and extrinsic motivation of class XI Accounting SMK PGRI Enrekang students obtained an average percentage score of actual learning interest of 70.9 percent, intrinsic motivation of 71.1 percent, and extrinsic motivation of 74.4 percent in the good category. Based on the results of descriptive analysis, the average value of student achievement in class XI Accounting SMK PGRI Enrekang is 83.51, which is in the interval $81 \leq B \leq 90$ and is included in the good category. Interest in learning, intrinsic motivation, and extrinsic motivation partially positive and significant effect on student achievement in class XI Accounting SMK PGRI Enrekang. Learning interest, intrinsic motivation, and extrinsic motivation simultaneously have a significant positive effect on student achievement in class XI Accounting at SMK PGRI Enrekang.

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