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The Impact of Motivation in Economics Learning toward Social Science Learning Outcomes for High School Students

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Abstract: The current research aims to determine the effect of learning motivation as well as economics learning on the social science learning outcomes for high school students in Indonesia. The quantitative explanatory design was applied to the seventy-three social science students at SMAN 1 Kubu, West Kalimantan, Indonesia. Samples were eleventh graders that was chosen purposively. Data was collected through questionnaires, interviews and documentation. Multilinear regression analysis was applied to analyze the relationships between variables. The findings revealed that there exist a simultaneously effect of both motivation and economic learning toward social science learning outcomes (F_{table} 3.12 and F_{calc}=29.82). This research concluded that motivation in economic learning is important predictors to evaluate students' overall performance in social science learning.

Keywords: motivation, economic learning, social science learning outcomes.

Abstrak: *Penelitian yang dilakukan saat ini bertujuan untuk mengetahui pengaruh motivasi belajar serta pembelajaran ekonomi terhadap hasil belajar IPS siswa SMA di Indonesia. Desain kuantitatif eksplanatori diterapkan pada tujuh puluh tiga siswa IPS di SMAN 1 Kubu, Kalimantan Barat, Indonesia. Sampelnya adalah siswa kelas XI yang dipilih secara purposive. Pengumpulan data dilakukan melalui angket, wawancara dan dokumentasi. Analisis regresi multilinear diterapkan untuk menganalisis hubungan antar variabel. Hasil penelitian menunjukkan bahwa terdapat pengaruh motivasi dan pembelajaran ekonomi secara simultan terhadap hasil belajar IPS (Ftabel 3.12 dan Fhitung=29.82). Penelitian ini menyimpulkan bahwa motivasi dalam pembelajaran ekonomi merupakan prediktor penting untuk mengevaluasi performa keseluruhan siswa dalam pembelajaran ilmu sosial.*

Kata kunci: *motivasi, pembelajaran ekonomi, social science learning outcomes.*

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INTRODUCTION

An innovative learning paradigm places teachers as very important figures amidst the rapid dynamics and demands for policy changes regarding improving the quality of education today. Because whatever changes in the field of education, will ultimately be determined by teachers through their professional work in the classroom. Economics learning has a democratic feel, where teachers and students learn and help each other. Students can freely express their ideas and thoughts without any fear of the teacher. Teachers delivering material through economic learning will have the advantage of making all information regarding needs, economic principles, marketing and economic behavior easily accessible to students. Of course, with high learning motivation, students can easily access economic learning which is delivered well by teachers at school. Motivation comes from the word motive, namely conditions within an individual that encourage individuals to carry out certain activities, whether consciously or not, to achieve certain goals (Winarni, Anjariah, & Romas, 2016). Learning motivation can be a driving force for carrying out certain learning activities that comes from within oneself and also from outside the individual so as to foster enthusiasm for learning (Monika & Adman, 2017). Motivation to learn is an absolute requirement for learning and plays an important role in providing passion or enthusiasm for learning. Motivation to learn is not only a driving force to achieve good results but also contains efforts to achieve learning goals. a strong desire to activate, mobilize, channel and direct attitudes and attention to the lesson. So it can be said that motivation will always determine the intensity of learning efforts for students so that student learning outcomes will increase (Palupi, 2014). Student learning motivation is reflected in several indicators, namely the duration of the activity; frequency of activities; persistence; devotion and sacrifice; grit, tenacity and ability; inspiration level; level of qualification of results, and direction of attitude towards activity targets (Makmum, 2013).

Petri (in Cetin, 2015) stated that learning motivation is a behavior that fosters or guides and is a strength that is innate in students. Conceptually, learning motivation is defined as an internal factor that has four components, namely opportunity for success, fear of failure, interest, and challenge (Imhof & Spaeth-Hilbert, 2013). Motivation to learn has a big role in a student's success. Learning outcomes will be optimal if there is motivation to learn. The more appropriate the motivation given, the better the learning outcomes will be. Thus, motivation always determines the intensity of students' learning e–fforts (Bakar R., 2014). Interest and motivation to learn are two psychological factors that have been empirically proven to have a significant influence on students' academic achievement at school (Kpolovie, Joe, & Okoto, 2014). Students who have high interest and motivation to learn are usually characterized by good academic grades, have structured study habits, have good understanding of each reading (Silvia in Black & Allen, 2017), have high self-efficacy, and have learning achievement tall one. (Tang and Reynolds in Howard et al., 2015). Meanwhile, students who have low interest and motivation to learn usually have a tendency to withdraw, do not go to school, drop out of school, have relatively high anxiety, and have low academic results (Prospero and Vohra in Sturges et al., 2016).

A positive individual perception of the environment will produce a positive attitude, and vice versa. This is reinforced by the opinion of Bernstein et al (2011) who state that there is a relationship between motivational attitudes and perceptions. Students' positive perceptions lead to competitive knowledge (economics) to achieve the best learning achievements, and the competitive structure is determined by students'

learning experiences, namely the content of economic material. Fischman (2006) found the key perceptions of middle school students called The Seven C's, namely care, control, clarify, challenge, captivate, confer, and consolidate. When the teacher provides learning material, the teacher always provides motivation to learn and explains the economic material seriously.

The objectives of economics subjects according to Law Number 20 of 2003 concerning National Education Systems at the upper school level consist of four things, namely; 1) understand a number of concepts to relate events and problems that occur within individuals, households, communities and countries; 2) display a curious attitude towards a number of economic concepts needed to deepen economics; 3) form a wise, rational and responsible attitude by having knowledge and skills in economics, management and accounting that are beneficial for oneself, the household, society and the country; and 4) make responsible decisions regarding socio-economic values in a pluralistic society, both on a national and international scale. Ideally, economics learning is able to produce students who are in line with the objectives of Ministerial Regulation No. 22 of 2006 concerning Content Standards where these four things must be achieved so that the teacher's role in teaching and learning activities can be said to be successful in educating students.

Learning outcomes are divided into several different types according to the student's level of achievement. The classification of learning outcomes from the learning process according to Bloom (in Widayanti, 2017) is divided into three domains, namely cognitive (concerning the ability to think intellectual skills), affective (concerning attitudes, abilities and mastery of emotional aspects, namely feelings , attitudes and values) and psychomotor (concerning skills or physical movements). So what will be researched is the cognitive domain, namely the student's knowledge ability to answer questions or tests on the material that has been presented. Students' knowledge abilities will be obtained through repeated tests to obtain grades. Based on the aforementioned theoretical background, it is important to understand the role of motivation in social science learning toward students' success in high school social studies.

METHODS

This research describes an attempt to reveal a problem or situation based on the causal relationship between the variables studied. The research location was SMA Negeri 1 Kubu for class XI IPS students in Kubu Raya Regency. The type of research is quantitative descriptive research. The total student population in class XI IPS at SMA Negeri 1 Kubu is 73 people, consisting of Class XI IPS 1 totaling 36 people, class XI IPS 2 totaling 37 people.

The method in this research is a quantitative method, using. The form of research used is explanation according to Sugiyono (2019), namely "research that explains the causal relationship between variables through hypothesis testing". Explanatory research in this study explains the associative causal relationship between motivation (X1), economic learning (X2), and learning outcomes (Y), both partial and simultaneous causal qualities through hypothesis testing. The research hypothesis is:

Hypothesis 1: There is no influence of learning motivation on learning outcomes

Hypothesis 2: There is no influence of economics learning on learning outcomes

Hypothesis 3: There is no influence of learning motivation and economic learning on learning outcomes

This research uses indirect communication techniques using questionnaires or questionnaires which contain a number of questions that must be answered or responded to by respondents. A questionnaire is a data collection technique that

is carried out by giving a set of questions or written statements to the respondent to answer, where the researcher does not directly ask the respondent questions and answers. The learning motivation indicator (X1) includes intrinsic and extrinsic factors, the economic learning indicator (X2) covers the cognitive and affective domains, while the learning outcome variable (Y) includes questions regarding students' daily tests. Respondents have the freedom to provide answers or responses according to their perceptions.

This research was conducted for 6 months from May to October 2023. In accordance with the problems and research hypotheses, the data analysis used multiple linear regression technique. Regression coefficients used to evaluate the relationship between variables $\mathbf{Y = b_0 + b_1X_1 + b_2X_2 + \hat{I}}$. Next, to calculate the level of relationship between variable x and variable y, a statistical calculation of product moment correlation analysis is carried out. Then, to determine the magnitude of the contribution of the independent variable (X) to the dependent variable (Y), the coefficient of determination formula is used, expressed in percentage (%).

RESULTS AND DISCUSSION

In this research, what will be observed further is the relationship between the independent variables consisting of learning motivation variables (X1), economic learning (X2), and the dependent variable, namely learning outcomes (Y). Measurements will be carried out by mapping the perceptions of all respondents. To collect data regarding these variables, questionnaire items were developed. All questionnaire statements are prepared based on a grid sourced from research indicators. Quantitative measurement of questionnaire answers is carried out using a scoring system according to a Likert scale with 5 (five) choices, namely answers are grouped and each is given a weight, such as a Likert scale table with 5 (five) choices, namely answers are grouped and each is given a weight (Sugiyono, 2017). Based on the questionnaire distribution, it is known that for all items of the learning motivation variable (X1) the strongly agree score obtained a strongly agree percentage of 72.4%, for the agree score it was 21.6%, for the less agree score the respondent's answer was 6%, so it can be concluded that the response respondents to the learning motivation variable (X1) are in the very high category.

Then it was discovered that for all economic learning variable items (X2) the strongly agree score obtained a strongly agree percentage of 52.93%, for the agree score it was 31.33%, for the undecided score it was 13.33%, for the disagree score it was 1.33% and for strongly disagree score 1.07%. Based on the results of the respondent's response score criteria on the economic learning variable (X2), it can be concluded that the respondent's response to the economic learning variable (X2) is in the very high category.

Furthermore, the learning outcome variable (Y) for the strongly agree score obtained the highest percentage of 53.73%, for the agree score it was 33.33%, for the undecided score of the respondent's answer it was 12.80%, and for the disagree score it was 0.13%. Based on the results of the respondent's response score criteria on the learning outcome variable (Y), it can be concluded that the respondent's response to the learning outcome (Y) is in the very high category.

The high results of questionnaires on student learning motivation, economic learning, and student learning outcomes are caused by several factors. Slameto (2015) stated "these factors include students' internal conditions, students' external conditions, and learning strategies". After knowing the percentage of questionnaire results, the next step is to carry out a normality test. In the normality test, data is said to be normally

distributed if it has a value greater than 0.05. Based on the results of Kolmogorov-Smirnov normality, the significance value is 0.175, in other words greater than 0.05. So it can be concluded that the residual values are normally distributed so that this analysis can be continued with the regression test. After carrying out the normality test, the next linearity test was carried out, based on the results of data processing using SPSS, we obtained linearity test results with a sig linearity value of 1.00 which was greater than 0.05, so it could be concluded that there was a linear relationship between the independent variable and the dependent variable.

Because the data obtained was normally and linearly distributed, the researchers then carried out a multicollinearity test. The multicollinearity test is carried out to determine whether there is a perfect or almost perfect linear relationship between the independent variables in a regression model. A good regression model is a model free of multicollinearity. The multicollinearity test is seen by looking at the resilience and fluctuation expansion factor (VIF) values from the SPSS analysis results. If the resilience esteem value is higher than 0.10 or the VIF is smaller than 10, it can be concluded that multicollinearity does not occur. Based on the results of the data processing, it is known that Tolerance: 0.709 > 0.10 and VIF: 1.410 > 10.00. It can be concluded that the regression model does not have multicollinearity. To test whether the regression model has unequal variances and residuals from one observation to another, a heteroscedasticity test is carried out. Regression is good if there is no heteroscedasticity.

Table 1. Multicollinearity test

Model		Unstd. Coefficients		Std. Coefficients	t	Sig.	Collinearity Stat.	
		B	Std. Error	Beta			Tolerance	VIF
1	Constant	6.348	5.976		1.062	.292		
	X1	.487	.151	.333	3.215	.002	.709	1.410
	X2	.348	.083	.433	4.180	.000	.709	1.410
Dependent Variable: Y								

Table 2. Heteroscedasticity coefficient

Model		Unstd. Coefficients		Std. Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	Constant	6.569	3.200		2.053	.044		
	X1	-.100	.081	-.170	-1.229	.223	.709	1.410
	X2	.022	.045	.069	.496	.621	.709	1.410
Dependent Variable: Y								

The results of the heteroscedasticity test using Glesjer show that there is no significant relationship between all independent variables and the absolute value of the residual with a sig x1 value of 0.223 and sig x2 0.621 where the value is greater than 0.05, so it can be concluded that this model is free from heteroscedasticity. Next, to see whether there is an influence between variable X and Y, a t-test analysis is carried out.

Table 3. t-test analysis

Model		Unstd. Coefficients		Std. Coefficients		
		B	**Std. Error**	**Beta**	**t**	**Sig.**
1	Constant	6.348	5.976		1.062	.292
	X1	.487	.151	.333	3.215	.002
	X2	.348	.083	.433	4.180	.000
a. Dependent Variable: Y						

Based on the t-test results, it can be seen that the t-count value is 3.215 and the t-table is 1.16629. The calculated T value is greater than the t-table, meaning that learning motivation (X1) influences learning outcomes (Y). It is also known that the Sig value for the influence of X1 (learning motivation) on Y (learning outcomes) is 0.002 which is smaller than 0.05 so it can be concluded that there is an influence between learning motivation (X1) on learning outcomes (Y).

Then, to see the effect of economics learning (X2) on learning outcomes (Y), it can be seen that the calculated T is 4.180 and the T table is 1.16629. The calculated T is greater than the T table, meaning that economics learning (X2) has an effect on learning outcomes (Y) with the Sig value for the influence of economic learning (X2) on learning outcomes (Y).

Based on the data results above, to see why there is an influence between learning motivation and learning outcomes, researchers compared the research results with several articles. It turns out that this is in line with Ananda & Caniago (2020) regarding learning motivation. They revealed that there is an influence of learning motivation on fiqh learning outcomes. In this case, the average Islamic Fiqh learning achievement with high learning motivation is higher than the average Islamic Fiqh learning achievement with low learning motivation. Then in the article Sugiyanto et al. (2020) added that "Intrinsic motivation can improve vocational school students' learning outcomes. Curiosity has the greatest effects to improve learning outcomes". In other words, the higher the motivation, the higher the student's learning outcomes. This is because with high motivation, curiosity will be greater, so that it can improve learning outcomes.

Rahmawati et al. (2023) also stated that there is a positive and significant influence between learning motivation on student learning outcomes. This can be interpreted that the higher the student's learning motivation, the higher the learning outcomes obtained and vice versa. This is confirmed by Prasetio et al. (2023) which explains that this positive and significant influence implies that better learning motivation can improve learning outcomes in Economics subjects. Student learning motivation in this case includes students' interest and attention to economics lessons, students' enthusiasm in carrying out economics assignments, students' responsibility in carrying out economics assignments, students' reactions to the stimulus provided by the teacher, and students' enjoyment in carrying out economics assignments.

Meanwhile, to see the effect of economics learning on learning outcomes, it appears that the results of this research are in line with the research of Hakim et al. (2023) that online learning has an effect on the learning outcomes of elementary school students. In other words, the successful of students in previous learning experience will certainly influence the level of student learning outcomes. The high influence of learning on learning outcomes is determined by two factors, namely internal factors such as intelligence, interest and attention, learning motivation, as well as the physical condition and health of students, as well as external factors as family, school and society.

Table 4. F-test statistics

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	712.702	2	356.351	29.820	.000[b]
	Residual	860.418	72	11.950		
	Total	1573.120	74			
a. Dependent Variable: Y						
b. Predictors: (Constant), X2, X1						

F-test is a regression test that is carried out simultaneously. This test was carried out to see whether there was an influence between learning motivation (X1) and economic learning (X2) on learning outcomes (Y) simultaneously. If the calculated f value is greater than the f table value then there is a simultaneous influence between the variables. From the table above, it can be seen that the f table value is 3.12 and the calculated F is 29,820. The calculated f value is greater than the table f value. This means that there is a simultaneous influence, so it can be concluded that there is a simultaneous influence between learning motivation (X1) and economic learning (X2) on learning outcomes (Y).

■ CONCLUSIONS

Based on the results of the analysis and discussion, it can be concluded that student learning motivation has a significant positive influence on learning outcomes, meaning that improving learning outcomes can be sought by improving and motivating students to learn intensively and meaningfully before the learning process is carried out by means of continuous education. Economic learning has a significant positive influence on learning outcomes, meaning that improving learning outcomes can be sought by increasing and improving the learning process regarding economic materials, by providing summaries and contextual learning. Learning motivation and economic learning together have a significant positive effect on learning outcomes, meaning that learning outcomes can be improved by improving them together by providing intense motivation and providing contextual economic knowledge material in learning which can improve student learning outcomes.

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