

Students' Learning Motivation And Self-Confidence On Learning Achievement

¹Muhammad Muhlisin, ²Fathurrahman Imran

^sMandalika University of Education

Article Info	ABSTRAK
<p>Article history: Accepted: 26 Januari 2023 Publish: 27 Januari 2023</p> <hr/> <p>Keywords: Motivation Self Confidence Achievement</p>	<p>Masalah dalam penelitian ini adalah apakah terdapat pengaruh motivasi belajar dan kepercayaan diri siswa terhadap prestasi belajar bahasa inggris siswa kelas VIII SMPN 2 Sambelia Tahun Pelajaran 2020/2021. Penelitian ini dilaksanakan di SMPN 2 Sambelia yang beralamat di Jalan Raya Sambelia - Sembalan populasi dalam penelitian ini adalah seluruh siswa kelas VIII SMPN 2 Sambelia Tahun Pelajaran 2020/2021. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah total sampling yaitu seluruh bagian dari populasi yang berjumlah 25 orang, dan instrumen yang digunakan untuk mengukur motivasi belajar dan kepercayaan diri berupa angket. Hasil analisis regresi linear berganda diperoleh persamaan garis linear $Y=28.013+0,234 X1+0,458 X2$. Teknik analisis data yang digunakan adalah dengan uji t pada taraf signifikan alpha 5% hasil yang diperoleh menunjukkan motivasi belajar berpengaruh secara signifikan terhadap prestasi belajar dimana nilai $t_{hitung}>t_{tabel}$ ($2,151>1,662$). Dan kepercayaan diri berpengaruh secara signifikan terhadap prestasi belajar $t_{hitung}>t_{tabel}$ ($3,337>1,662$). Hasil yang diperoleh dari uji F menunjukkan bahwa variabel motivasi belajar dan kepercayaan diri siswa berpengaruh positif dan signifikan terhadap prestasi belajar bahasa inggris siswa kelas VIII SMPN 2 Sambelia dengan nilai $F_{hitung}>F_{tabel}$ ($21,783>3,10$). Berdasarkan hasil penelitian dapat disimpulkan bahwa motivasi belajar dan kepercayaan diri siswa berpengaruh terhadap prestasi belajar bahasa inggris siswa kelas VIII SMPN 2 Sambelia.</p>
Article Info	Abstract
<p>Article history: Accepted: 26 Januari 2023 Publish: 27 Januari 2023</p>	<p>The problem in this study is whether there is an effect of learning motivation and student self-confidence on the English learning achievement of class VIII students of SMPN 2 Sambelia in academic year 2020/2021. This research was conducted at SMPN 2 Sambelia. The population in this study were all Grade VIII students of SMPN 2 Sambelia in academic year 2020/2021. The sampling technique used in this study was total sampling, totaling 25 students, and the instrument used to measure learning motivation and self-confidence was a questionnaire. The results of multiple linear regression analysis obtained a linear line equation $Y = 28,013 + 0.234 X1 + 0.458 X2$. The data analysis technique used is the t test at a significant level of alpha 5%. The results obtained show that learning motivation has a significant effect on learning achievement where the value of $t_{count} > t_{table}$ ($2.151 > 1.662$). And self-confidence has a significant effect on learning achievement $t\text{-test} > t_{table}$ ($3.337 > 1.662$). The results obtained from the F test showed that the variables of learning motivation and student self-confidence had a positive and significant effect on the English learning achievement of class VIII students of SMPN 2 Sambelia with a value of $F\text{-test} > F_{table}$ ($21.783 > 3.10$). Based on the results of the study it can be concluded that learning motivation and student self-confidence have an effect on the English learning achievement of class VIII students of SMPN 2 Sambelia</p>

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Corresponding Author:

Muhammad Muhlisin

Mandalika University of Education

Email : muhlisin@undikma.ac.id

1. BACKGROUND

Education is an aspect of life that is fundamental to the development of a country. Education is a process of changing a person's attitude and behavior to mature humans through teaching and training. In the educational process, learning is something that must be taken by someone to

develop the potential of students so that they are able to achieve the qualifications and competencies set. However, one of the problems faced in the world of education is the problem of weak learning processes.

Human resources can be realized optimally in accordance with expectations through education, because with education students learn various things about science. So that by learning it is hoped that students who will later become the nation's next generation will grow and develop into skilled, potential, and quality human beings.

Currently there are many complaints from both parents and teachers regarding the low willingness to learn. Low willingness to learn will reduce student achievement. This does not help students in the future to see the many competitions and challenges in life.

In general, a person's learning process can be said to have achieved achievement if the learning outcomes reach the minimum completeness criteria (KKM) according to what has been set by the school. One of the factors that influence the process of achieving this learning achievement is depending on the condition of the individual student factors themselves. One form of the student's condition is how the student motivates himself to study hard.

Students learn because they are driven by their mental strength. Mental strength is in the form of desire, attention, will, or ideals. This mental strength can be classified as low or high. The mental strength that encourages learning is what is commonly referred to as learning motivation. Motivation is seen as a mental impulse that moves and directs human behavior, including learning behavior.

Motivation to learn is needed in carrying out teaching and learning activities. With the existence of motivation in students, students will be eager to learn. This will have a positive impact on the value of student learning. Students who have strong motivation will have a lot of energy in carrying out learning activities, so that the learning achievements obtained will be maximized.

Learning motivation is one of the factors that influence student achievement in carrying out their learning activities. The higher the motivation in students, of course, has an impact on the effectiveness and efficiency of their learning. And conversely, a lack of motivation in students will provide unsatisfactory learning achievement.

English is an interesting lesson to learn, in it we can learn facts that have happened in everyday life. In fact, most students consider English as a difficult and boring subject, so students are less enthusiastic about learning English. One of the problems in learning English in junior high schools is the lack of student activity when the teaching and learning process takes place, students just wait for the teacher's presentation without any effort to seek and find the knowledge, skills and attitudes needed in this condition due to low motivation and interest in learning in student self. Along with that, the discussion of the material being taught will decrease and ultimately lead to low student achievement.

The lack of motivation both from within students (intrinsic) and from parents, friends, and teachers (extrinsic) is since there is still a lot of time spent playing and there is still a lot of time spent helping parents rather than studying. Where in this school students feel bored because of the monotonous motivation, and the same motivation repeatedly. Thus, affecting the learning achievement of students in this school.

From the results of observations that the writer made at SMPN 2 Sambelia school in class VIII, around 65% of the 25 students had low motivation. This can be seen from the activities of students in class. Where these students are less diligent and tenacious in doing assignments, lack of interest in asking questions, expressing responses to given problems, or developing other people's ideas. Students prefer to cheat with their friends, many do not even pay attention when the teacher explains. Students also often complain if the teacher gives assignments continuously. In this way it can be said that the learning motivation of students in this school can still be categorized as low. This affects learning activities, which will result in poor learning thereby affecting student achievement.

The teaching and learning process will be even better if it is combined with student self-confidence. Where students who do not have confidence in themselves will find it difficult to develop. The ability or talent that is in him will not develop, but will decrease if it is not sharpened. Many students have low academic achievement because they are unsure of their abilities. Even though sometimes the abilities they have are greater than their friends who have high learning achievements.

To be able to achieve success in life, self-confidence is very important so that we can maximize the potential that exists within us and in our relationships. Confidence comes from ourselves, how determined we are to do the things we want and need in going through the process of life. To be able to form self-confidence basically starts from our own self-confidence, how we can face all challenges in life, so that we are able to do something to face all the challenges that exist.

Many teachers do not realize that. They sometimes care less about students who are not active in class. They even care more about students who are classified as smart. Without realizing it, this is what drives students to not have confidence in themselves. Confidence in children does not just grow without outside help. [Love, affection](#) or attention from the teacher affects the self-confidence of students. Usually, children who get attention for the development of their self-confidence will do well. Students who are always given assignments and trust also feel themselves to develop well.

After making observations at the school, 55% of the 25 students in class VIII had low self-confidence. This can be seen from the lack of learning potential that exists within students. Many students are less active in expressing their own opinions in class, and lack confidence when solving questions in English lessons that are owned by the teacher, as well as doing the daily assignments given. Students tend to be passive and wait for orders and instructions from the teacher.

For this reason, the authors consider student motivation and self-confidence to be very important in the teaching and learning process. Where students who have high motivation but lack confidence in themselves will of course have an impact on their academic achievement. Motivation and self-confidence both play an important role in the learning process of students at school.

The low learning achievement of a student can be seen from the exceedance of the minimum student completeness criteria according to what has been set by the school. Where the low learning achievement obtained by students will show the low learning process. This is a problem that occurs at SMPN 2 Sambelia. Many of the students do not show interest or enthusiasm for learning, especially in English subjects. This is shown by the fact that there are still many students who do not care about the explanations given by the teacher, there are still many students who prefer daydreaming or talking to friends instead of listening to the teacher's explanation. This of course affects test scores or student test scores that are still below the minimum completeness criteria. Besides that, the author often sees students who are indifferent to the learning material delivered by the teacher.

Seeing the importance of learning achievement in education, of course the school will try to present students who have satisfactory achievements in the lesson. However at SMPN 2 Sambelia there is a phenomenon where there are still students who get low scores in English subjects. The low scores of these students can be seen from several students whose scores are still below the Minimum Completeness Criteria (KKM). The Minimum Completeness Criteria (KKM) at SMPN 2 Sambelia is 74

2. RESEARCH METHOD

This type of research is ex post facto research. This research was conducted at SMPN 2 Sambelia and this research was carried out in the Odd Semester of the 2020/2021 Academic Year. The population in this study were all class VIII students at SMPN 2 Sambelia in academic year 2020/2021, a total of 25 Students. Based on these provisions, the sample in this study was

determined to be as many as 25 students. The instrument test uses a questionnaire validity and reliability test. The classic assumption test uses the normality test and linearity test. Data analysis techniques in this study used multiple regression analysis, partial hypothesis testing (t test), simultaneous hypothesis testing (f test) and the coefficient of determination (R^2).

3. DISCUSSION

Based on the results of hypothesis calculations, it shows that for the learning motivation, t-test = 2.151 with a significant level of 0.000. Because t-test = 2.151 > t table 1.663 and the significant level is 0.034 < 0.05. This proves that there is a positive and significant effect of learning motivation (X1) on students' English learning achievement (Y) in class VIII SMPN 2 Sambelia Academic Year 2020/2021, so H_a is accepted and H_0 is rejected.

Meanwhile, from the environment, students' self-confidence t-test = 3.337 with a significant level of 0.000. Because t-test = 3.337 > t table 1.663 and the significant level is 0.001 < 0.05, student self-confidence (X2) is stated to have a positive and significant effect on the English language learning achievement variable for students (Y) class VIII SMPN 2 Sambelia Year Teachings 2020/2021, then H_0 is rejected and H_a is accepted.

Simultaneous testing of the hypothesis between learning motivation and student self-confidence in student achievement shows that the calculated F value is 21,783 while the F table value is 3.95 with a significance level of 0.000 < 0.05, it can be concluded that the calculated F value > F table, which means H_a is accepted and H_0 is rejected that the independent variable has a simultaneous and significant effect on the dependent variable. This means that the higher the learning motivation and self-confidence of students, the students' learning achievement in English will also increase.

Based on the results of the study it was proven that students' learning motivation and self-confidence jointly contributed 336 (33.6%) to students' English learning achievement through testing the coefficient of determination (R^2), while the remaining 66.4% was influenced by other variables which is not researched. From the results of the study, it was found that the most influential variable was variable X1

4. CONCLUSION

Based on the results of testing and discussion of the research results that have been collected regarding the effect of learning motivation and self-confidence on student achievement in class VIII SMPN 2 Sambelia in academic year 2020/2021, the following conclusions are obtained:

- a. The results of the multiple linear regression equation obtained $Y = 28,013 + 0.234 X_1 + 0.458 X_2$ in the regression equation means that the direction of the influence of learning motivation (X1) on English learning achievement (Y) for class VIII students of SMPN 2 Sambelia in academic year 2020/2021 is positive. This means that every time there is an increase in the intensity of providing learning motivation, it will be followed by an increase in the English learning achievement of class VIII students of SMPN 2 Sambelia in academic year 2020/2021. The results of the partial hypothesis test of learning motivation and learning achievement using the t-test stated "There is a positive and significant effect of learning motivation on learning achievement of Class VIII students of SMPN 2 Sambelia in the 2020/2021 academic year."
- b. Based on the multiple regression equation, the direction of the effect of self-confidence (X2) on learning achievement (Y) of class VIII students of SMPN 2 Sambelia is positive. This means that every time there is an increase in the intensity of emotional intelligence, it will be followed by an increase in the learning achievement of class VIII students of SMPN 2 Sambelia in academic year 2020/2021. The results of the partial hypothesis test (t test) stated that "There is a positive and significant effect between self-confidence on the English learning achievement of class VIII students of SMPN 2 Sambelia in the 2020/2021 academic year."
- c. The results of testing the hypothesis simultaneously on the variables of learning motivation, self-confidence and learning achievement using the F test show "There is a positive and

significant influence between parenting and emotional intelligence which together contribute 0.336 or 33% to student achievement

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