

# The Effect Of Motivation On Students' Learning Outcome Of Social Studies At SD Inpres Perumnas Antang Makassar

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**Abstract.** This research aimed to determine the effect of motivation on students' learning outcomes of social studies at SD Inpres Perumnas Antang Makassar. The type of this research is *ex post facto* research using a quantitative approach. This research was conducted in class V of SD Inpres Perumnas Antang Makassar. The instrument used in this research was a questionnaire to obtain motivational variable data. The data analysis technique used is inferential analysis using SPSS 20.0 for windows. Inferential analysis showed that there is an effect of motivation on social studies learning outcomes of students of SD Inpres Perumnas Antang II/I Makassar with a value of  $Sig_{hitung}$   $0,001 < \alpha$  (0,05), then  $H_0$  is rejected and  $H_1$  is accepted.

**Keyword:** Motivation, Achievement

## 1. Introduction

In an effort to improve the quality of learning various efforts are made, namely by increasing learning motivation. In terms of learning students will succeed if in themselves there is a willingness to learn and the desire or encouragement to learn, because with increased motivation to learn students will be moved, directed towards attitudes and behaviors of students in learning. Looking at the conditions in the field, the average student has a parent's background that students come from employees and entrepreneurs. With different backgrounds, the motivation to learn from students is also different. Motivation is an activator from someone's heart to do or achieve a goal. Motivation can also be said as a plan or desire to succeed and avoid life failure [1].

According to Mc. Donald [2], motivation is a change in energy in a person that is characterized by the emergence of "feeling" and preceded by a response to the purpose. From the understanding expressed by Mc. Donald contains three important elements.

- a. That motivation initiates energy changes in every individual human being. The development of motivation will bring some energy changes in the "neurophysiological" system that exists in human organisms (although that motivation arises from within humans), its appearance will involve human physical activities.

- b. Motivation is characterized by the appearance, "feeling", someone's affection. In this case motivation is relevant to psychological problems, affections and emotions that can determine human behavior.
- c. Motivation will be stimulated because of the purpose. So motivation in this case is actually a response to an action, namely a goal. Motivation does arise from within humans, but its emergence because of being driven by the presence of other elements, in this case is the goal. This goal will concern the need.

With the three elements above, it can be said that motivation is something complex. Motivation will cause a change in energy that exists in humans, so that it will cling to the problem of mental symptoms, feelings and emotions to act or do something. All of this is encouraged because of the purpose, needs or desires.

In teaching and learning activities, if there is a student, for example not doing something that should be done, it is necessary to investigate the causes. The causes are usually various, maybe he is not happy, maybe sick, there are personal problems and others. This in the child does not occur energy, not aroused by affection to do something, because they do not have the purpose or need for learning. This kind of situation needs to be carried out with the power of effort that can find its causes and then encourage someone the student wants to do the work that should be done, namely learning. In other words, students are given stimulation to grow motivation on themselves.

Motivation can also be said as a series of efforts to provide certain conditions, so that someone wants and will to do something. So motivation can be stimulated by factors from outside, but motivation is to grow within a person. In learning activities, motivation can be said to be the overall driving force in students that gives rise to learning activities, which guarantees the continuity of learning activities and which gives direction to learning activities, so that the objectives desired by the subject of learning can be achieved. It is said "whole", because in general there are several motives that together move students to learn.

Motivation is of two kinds, namely intrinsic motivation and extrinsic motivation [2].

a. Intrinsic motivation

Intrinsic motivation is the motives that become active or functioning do not need to be stimulated from the outside, because in each individual there is an urge to do something. For example, someone who likes to read, there is no need to send or encourage him, he has been diligent in looking for books to read. Then when viewed in terms of the objectives of the activities carried out (for example learning activities), then what is meant by intrinsic motivation is to achieve the goals contained in the act of learning itself. As a concrete example, a student is learning, because he really wants to get knowledge, values or skills so that his behavior can change constructively, not because of other purposes. Intrinsic motivation is inherent in learning situations and needs and purposes. That is why intrinsic motivation can also be said as a form of motivation in which learning activities begin and are continued based on an internal drive and are absolutely related to their learning activities.

b. Extrinsic motivation

Extrinsic motivation is motives that are active and functioning because of external stimulants. For example someone is studying, because the next morning the exam is expected to get good grades, so that they will be praised by their friends. So it's important not to learn to know something, but to get good grades, or to get a prize. So if viewed in terms of the purpose of the activities it does, it does not directly cling to the essence of what it does. Therefore, extrinsic motivation can also be said as a form of motivation in which learning activities begin and continue based on external encouragement that is not absolutely related to learning activities.

Based on the explanation above, this study aims to determine the effect of motivation on learning outcomes of social studies students of SD InpresPerumnasAntang Makassar.

### **Methodology**

This research used *expost facto* research. Expost facto research according to [2] ,is a study in which independent variables have occurred when researchers began by observing the dependent variable in a study. The independent variable was motivation. While the dependent variable was the learning outcomes of social studies students of SD InpresPerumnasAntang Makassar. In this study, researchers only want to see / find out whether there was an effect of motivation (X) on student learning outcomes (Y). The instrument was used in this study was a questionnaire to measure the independent variable motivation of students of SD InpresPerumnasAntang Makassar in the form of a list of written statements that must be answered or filled out by respondents. Data obtained through questionnaires were then analyzed inferentially using SPSS 20.0 for Windows.

## **2. Findings and Discussion**

### **2.1 Findings**

#### **2.1.1 Descriptive Analysis**

The results of the research obtained in the form of student motivation data on social studies subjects using an instrument in the form of questionnaires were analyzed descriptively and inferentially. Descriptive analysis aimed to describe students' motivation towards social studies subjects students of SD InpresPerumnasAntang II / I Makassar.

#### **2.1.2 Description of Motivation**

The results of descriptive analysis of student motivation questionnaires on social studies to the students of SD InpresPerumnasAntang II / I Makassar can be seen in the following table.

**Table 1.** Motivation Questionnaire Results Statistics

<b>Statistics</b>	<b>Student learning outcomes</b>
Sample size	56
Mean (average)	117,86
Median (middle value)	119,5
Mode	130

Std. Deviation	9,94
Variance	98,74
Range	35
Lowest score	95
Higher score	130
Total	6600

The data in the table shows the results of the motivation questionnaire of students of SD InpresPerumnasAntang II / I Makassar with an average score of 117.86. The lowest value is 95 and the highest value is 130 with a standard deviation of 9.94.

Frequency distribution and motivation percentage of students are grouped in very high, high, average, low, and very low categories can be seen in the following table.

**Table 2.** Frequency Distribution and Percentage of Motivation Questionnaire Results

Value	Category	Freq.	Perc (%)
95 – 102	Very high	3	5,36
103– 110	Low	11	19,64
111– 118	Average	13	23,21
119– 126	Low	12	21,43
127– 134	Very high	17	30,36
<b>Total</b>		56	100

The table shows the results of the motivation questionnaire for students of SD InpresPerumnasAntang II / I Makassar, in the very low category there are 3 students with a percentage of 5.36%, in the low category there are 11 students with a percentage of 19.64%, there are 13 students in the category with a percentage of 23.21%, there are 12 students in the high category with a percentage of 21.43%, and 17 students in the very high category with a percentage of 30.36%.

### 2.1.3 Overview of Student Learning Outcomes

Student learning outcomes at SD InpresPerumnasAntang II / I Makassar can be classified as successful or good. Seeing the motivation possessed by students shows an increase in good learning outcomes. Student learning outcomes can be seen from the frequency table and Value Interpretation of Student Learning Outcomes of SD InpresPerumnasAntang II / I Makassar.

**Table 3.** Frequency and Interpretation of the Value of Learning Outcomes of Students of SD InpresPerumnasAntang II / I Makassar

<b>Value</b>	<b>Category</b>	<b>Freq.</b>	<b>%</b>
80 – 100	Very high	44	79
70 -79	High	12	21
60 – 69	Average	0	0
50 -59	Low	0	0
<50	Very low	0	0
<b>Total</b>		<b>56</b>	<b>100</b>

Source: School Documentation

Based on the table above shows that 12 respondents (21%) who have learning outcomes in social studies subjects in the high category, 44 respondents (79%) who have learning outcomes in IPS subjects in the very high category, 0 respondents (0%) results learning in Social Sciences Subjects in sufficient categories, 0 respondents (0%) learning outcomes in Social Sciences Subjects in the low category, and 0 respondents (0%) learning outcomes in Social Sciences Subjects in very low categories.

This means that student learning outcomes at SD InpresPerumnasAntang II / I Makassar are in the very high category, where there are 79% of students or the majority of students who obtain learning outcomes in IPS Subjects at intervals of 80-100.

The results of descriptive analysis of student learning outcomes on social studies subjects students of SD InpresPerumnasAntang II / I Makassar can be seen in the following table.

**Table 4.** Learning Outcomes Test Statistics

<b>Statistics</b>	<b>Student learning outcomes</b>
Sample size	56
Mean (average)	84,89
Median (middle value)	85
Mode	89
Std. Deviation	5,49
Variance	30,21
Range	17
Lowest score	75
Higher score	92
Total	4754

The data in the table above shows that the social studies learning outcomes of students of SD InpresPerumnasAntang II / I Makassar with an average score of 84.89. The lowest value is 75 and the highest value is 92 with a standard deviation of 5.49. The frequency distribution and percentage of student social studies learning outcomes are grouped in very high, high, average, low, and very low categories can be seen in the following table.

**Table 5.** Frequency distribution and percentage of social studies learning outcomes

Value	Category	Freq.	Perc (%)
75 – 78	Very low	12	12,50
79 – 82	Low	7	21,43
83 – 86	Average	11	12,50
87 – 90	High	19	19,64
91 – 94	Very high	7	33,93
<b>Total</b>		56	100

The table above shows the social studies learning outcomes of students of SD InpresPerumnasAntang, Manggala District, Makassar, in very low category there are 12 students with a percentage of 12.43%, in the low category there are 7 students with a percentage of 21.43%, there are 11 students in the average category with a percentage of 12.50%, there are 19 students in the high category with a percentage of 19.64%, and 7 students in the very high category with a percentage of 33.93%.

#### 2.1.4 Inferential Analysis

##### a. Hypothesis testing

- Motivation Regression Analysis of Social Studies Learning Outcomes

Based on the results of the analysis that has been done, the regression value ( $r$ ) is 0,432. This shows that there is a positive regression between motivation towards student social studies learning outcomes. While for the significance value of 0.001 and  $R^2$  value of 0.172, with the regression equation  $\hat{Y} = a + b X_2$  ( $\hat{Y} = 56.721 + 0.239$ ). The testing criteria are as follows:

- If  $\text{Sig} < \alpha = 0.05$  then  $H_1$  is accepted and  $H_0$  is rejected
- If  $\text{Sig} > \alpha = 0.05$  then  $H_0$  is accepted and  $H_1$  is rejected

**Table 6.** Hypothesis testing  
ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	310,296	1	310,296	12,402	,001 <sup>b</sup>
Residual	1351,061	54	25,020		
Total	1661,357	55			

Based on the criteria above the sig value ( $0.001 < \alpha = 0.05$ ), then  $H_0$  is rejected and  $H_1$  is accepted, that is, there is an effect of motivation on social studies learning outcomes of students of SD InpresPerumnasAntang II / I Makassar.

## **b. Discussion**

The effect of motivation on student social studies learning outcomes was obtained through regression analysis. This test was done by comparing the significance value (sig) with alpha ( $\alpha$ ). Test criteria if the Sig  $< \alpha$  (0.05) value then  $H_0$  is rejected. The results of the analysis obtained a Sig value of 0.001, according to the criteria specified Sig ( $0.001 < \alpha$  (0.05) so that  $H_0$  was rejected and  $H_1$  was accepted. Descriptive analysis results showed that the motivation of students in SD InpresPerumnasAntang II / I Makassar was included in the very low category with the number of respondents 3 or 5.36% in the low category with 11 respondents or 19.64%, the moderate category with 13 respondents or 23.21 %, high category with 12 respondents or 21.43% and very high category with 17 respondents or 30.36%. This means that there was an effect of motivation on student learning outcomes at SD InpresPerumnasAntang II / I Makassar. This was in line with Mc's opinion. Donald (Sardiman, 2011: 73), that motivation is a change in energy in a person that is characterized by the emergence of "feeling" and preceded by a response to the existence of goals that are relevant to psychological problems, affections and emotions that can determine human behavior.

## **3. Conclusion**

Based on the results of data analysis both descriptively and inferentially and the discussion of the results of the study it can be concluded that there is an effect of motivation on social studies learning outcomes of students of SD InpresPerumnasAntang II / I Makassar in accordance with the criteria specified Sig ( $0.001 < \alpha$  (0.05) so  $H_0$  was rejected and  $H_1$  was accepted.

## **References**

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