

The Influence of Learning Motivation on Economic Learning Achievement of Class XI High School Students

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Abstract

This study aims to determine the effect of learning motivation on economic learning achievement of students in class XI SMA Dharma Karya, to determine the effect of student digital literacy on economic learning achievement of students in class XI SMA Dharma Karya, to determine the effect of learning motivation and student digital literacy simultaneously on learning achievement. economics class XI SMA Dharma Karya students. The research method used in this research is a quantitative approach. Sampling in this study used a saturated sampling technique. Data collection techniques using observation, interviews, questionnaires, documentation. The data analysis technique used was simple linear regression and multiple linear regression. The results showed that there was a significant influence between learning motivation on economic learning achievement of class XI SMA Dharma Karya. It is proven through the results of simple linear regression analysis with a value of (Sig .) $0.000 < 0.05$. There is a significant influence between students' digital literacy on economic learning achievement of class XI SMA Dharma Karya students. It is proven through the results of simple linear regression analysis with a value of (Sig .) $0.006 < 0.05$. There is a significant influence between learning motivation and digital literacy on economic learning achievement of class XI SMA Dharma Karya. This is evidenced by the results of multiple linear regression analysis with a value of (Sig .) learning motivation of 0.000 and (Sig .) digital literacy of $0.006 < 0.05$. The coefficient of determination is 60.2%, this shows that the influence of the application of learning motivation and digital literacy on economic learning achievement is 60.2%, while the other 39.8% is influenced by other variables not examined in this study. So it can be concluded that there is a significant influence between learning motivation and students' digital literacy on the economic learning achievement of class XI SMA Dharma Karya students in the 2020/2021 school year.

Keywords : Learning Motivation; Digital Literacy ; Covid-19 pandemic; Economics Learning Achievement

INTRODUCTION

The development of information technology is part of the emergence of the digital revolution era in Indonesia. In this era of digital revolution, all information can be obtained in real- time and quickly anywhere and anytime. This requires a source power high quality human resources. One of the means to improve the quality of human resources

is through education. Education has an important role in developing human potential. As stated in the functions and objectives of national education in the National Education System Law no. 20 of 2003 in Chapter II Article 3 which states that:

"Education national function to develop ability and shape the character and civilization of a nation that dignified in In order to educate the nation's life, it aims to develop the potential of students to become human beings who believe and fear God Almighty, have good character. glorious, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. Learning is an educator's effort to achieve process acquire knowledge, master and shape the attitudes and beliefs of students.

In other words, learning is the process that encourage student learning. During a pandemic like this, the learning carried out in Indonesia uses online or distance learning through parental guidance. Online learning is one solution to keep learning going during the pandemic. The application of the online learning system to students faces various problems, such as delivering material that has not been completed by the teacher, then being replaced by other tasks by the teacher. This is a student complaint because the teacher gives more homework. Other problems such as information access is limited by signal , resulting in delays in sending students assignments due to poor signal . Or is it not supported by the facilities and infrastructure for online learning at home , like not ? all students and parents have cellphones/laptops, some have cellphones that do not have internet facilities, high quota fees, uneven mastery of science and technology among students, difficulties for parents in assisting their children in teaching and learning activities and a less conducive learning environment.

The COVID-19 pandemic in Indonesia is part of the ongoing coronavirus disease 2019 (COVID -19) pandemic worldwide. In response to the pandemic, several regions have imposed large-scale social restrictions (PSBB). In the field of education, the emergence of the Covid-19 virus has had a tremendous impact. The government, in this case the Ministry of Education and Culture, has issued a policy that schools require their students to study at home. This policy was taken as an effort to prevent the Covid-19 outbreak.

The learning model in the network (online) is the implementation of distance education. Currently, teachers are learning through online media such as Schoology , Whatsapp , Google Meet , Google form , Google Classroom , Quipper , etc. In order to print the nation's shoots that have reliable human resources , of course, it must be accompanied by efforts to improve the quality and quality Education in Indonesia is in line with the times, science and technology. Schools make various efforts to improve student achievement both through factors originating from within students (internal) and factors from outside students (external). One of the internal factors that affect student achievement is learning motivation. At the time of face-to-face learning, students are more motivated because they are in a school environment that is conducive to learning, learning in the classroom can also use various types of learning models to overcome boredom and students can meet their friends which indirectly can raise students' enthusiasm. In online learning, students experience boredom in learning, this can be seen when students are less active in learning convey their aspirations and thoughts. Saturation in learning can result in a decrease in learning achievement. Therefore, it is necessary to encourage or motivate students to be enthusiastic about learning so that they can have achievements. The existence of high motivation in learning will lead to good learning achievement.

According to Sardiman (2010: 75) motivation is a non-intellectual psychological factor. Its distinctive role is in terms of cultivating passion so that students feel happy and enthusiastic about learning. In this time of pandemic, where are you? learning is done online, a factor that is no less important in influencing student achievement besides motivation is digital literacy . Students must have good knowledge of digital literacy so that students can be efficient in using their study time, when doing assignments, not just copying . paste from a friend's answer or when looking for information on the internet can choose sources that are credible and safe, can face obstacles called the digital divide , both in internet access, device ownership digital, operate it nor make use of it. By implementing online learning strategies, digital literacy skills are absolutely needed by students. Students who do not have good digital literacy , then they will get obstacles in completing learning activities. Therefore, it is impossible to implement online learning without being supported by high digital literacy .

Each country has a different definition of digital literacy because it involves policy systems and technological advances, but basically has the same basic concept, namely the ability to use and understand the use of communication and information technology. Students must have high digital literacy in order to understand and use information in various forms from a very wide variety of sources and accessed through computer devices. Knowledge and skills in the field of digital technology should be possessed in order to be able to use information effectively in various forms, such as electronic publications, online videos, audio recordings, digital libraries, and databases.

Based on the results of the preliminary study, it is known that SMA Dharma Karya is one of the schools that supports the application of digital literacy in the world of education. By holding schoology -based e- learning and zooming in on online learning during the pandemic. The teacher gives assignments to students with certain topics based on economic subjects, then students can search for information on the internet and the teacher monitors so that the information students are looking for on the internet is from valid and relevant sources. Holding workshops on making interesting learning videos for teachers so that students are more motivated to study at home. With online learning is expected to be used by students well, so as to improve learning achievement. However, what happened in the field was inversely proportional to this, student learning outcomes in Economics class XI IPS I and IPS II classes experienced a decline in the online learning model.

The low understanding of students about digital literacy causes students to only copy assignments in doing assignments paste from friends' answers, look for answers from only one source or take information from sources that are less credible and there are still students who do not carry out learning because they cannot upload answers in the schoology discussion forum.

RESEARCH METHOD

Sugiyono (2015: 4) argues that "research methods are defined as scientific ways to obtain data with certain goals and uses." In this study the author uses a quantitative approach with associative research methodology. The quantitative approach is also known as the positivistic approach because it is based on the philosophy of positivism. This

approach is a scientific/scientific approach because it has complied with scientific principles, namely concrete /empirical, objective, measurable, rational, and systematic. This approach is called the quantitative approach because the research data is in the form of numbers and the analysis uses statistics.

Sugiyono (2015: 11) suggests that "association research methodology is one of the research methodologies that aims to determine the effect and or relationship of independent variables on the dependent variable whose variables are metric in nature ." The variable is metric , meaning that the variable can be measured using a measuring instrument. Associative research aims to determine the effect or also the relationship between two or more variables.

RESULTS AND DISCUSSION

Motivational Effect Study Against Economic Learning Achievement

Based on the results of the study showed that there was a significant influence of learning motivation on learning achievement. This is indicated by the significant value of t of 0.000 and t_{count} of 5.085. Because the significance value of $t < 0.05$ ($0.000 < 0.05$) and $t_{count} > t_{table}$ ($5,085 > 2,015$). So it can be concluded that there is a significant influence of learning motivation on economic learning achievement of class XI SMA Dharma Karya.

The results of this study are also the same as the research conducted by Putri Fajar Kurniawati which stated that learning motivation had an effect on learning achievement in mathematics at MI Diponegoro 03. This is evidenced by the results of the regression test, the result of the t -count value of 3.090 with a significance level of 0.004 is less than 0.05. Other research by Tania Rebecca which states that there is an influence of Learning Motivation (Variable X) on Learning Achievement (Variable Y) of 2018 National University Public Administration Students, the value of the relationship is quite significant at 0.343 in the form of a percentage of 34.3%. So it can be concluded that there is an influence of learning motivation on learning achievement.

The majority of Dharma Karya High School students have moderate learning motivation which can be seen in the value of a conducive environment indicator with the highest score of 48.9%. On average, they are less motivated in doing assignments or completing assignments on time, lack of variety in online learning which causes boredom

in learning, lack of rewards from parents to children. This has an impact on the non-maximal learning outcomes. In line with this, Riyani and Palupiningdyah (2015) state that "students who are low in learning achievement are not necessarily caused by low abilities, it could be due to weak motivation and lack of encouragement of students to learn."

Improving student learning outcomes is influenced by many factors, one of which is motivation to learn. Students who have motivation in learning, their learning achievement will be good (high). On the other hand, if students have low learning motivation, their learning achievement will be bad (low). This is in accordance with the theory of Djamarah (2011) which states that "motivation is an encouragement made by individuals to change the energy within a person into the form of real activities to achieve goals." Changes in energy in a person is in the form of a real activity in the form of physical. Because someone has a certain goal from his activities, then someone has a strong motivation to achieve it with all the efforts he can do to achieve it.

2. Influence Student Digital Literacy To Performance Study Economics

Based on the results of the study, it shows that there is a significant influence of students' digital literacy on learning achievement. This is indicated by the significant value of t of 0.006 and t_{count} of 2,919. Because the significance value of $t < 0.05$ ($0.006 < 0.05$) and $t_{count} > t_{table}$ ($2.919 > 2.015$). So it can be concluded that there is a significant influence of students' digital literacy on economic learning achievement of students in class XI SMA Dharma Karya. The results of this study are also the same as the research conducted by Fatma Nainul Muna which stated that there was an effect of applying digital literacy on science learning achievement during the Covid-19 pandemic seen from the results (Sig .) 0.038 0.05 and the coefficient of determination was 19.4 %. Another study by Maharani Pratiwi stated that digital literacy skills with learning objectives can improve student learning achievement. So it can be concluded that there is an influence of students' digital literacy on learning achievement.

Dharma Karya High School students have moderate digital literacy as seen in the value of the information content evaluation indicator with the highest score of 76.6%. The ability to evaluate information content such as when looking for answers on the internet

from only one source or retrieving information from sources that are less credible. In this era of digital revolution, all information can be obtained in real-time and quickly, but sometimes it is not accurate. Therefore, an understanding of digital literacy needs to be emphasized to students.

This is in accordance with the theory of Paul Gilster (2007) quoted by Seung-Hyun Lee (2014) who stated that 'digital literacy is the ability to understand and use information in many formats from various sources when it is presented through a computer.' According to Deakin University's graduate Learning Outcome 3 (DU GLO3), digital literacy is the use of technology to find, use and disseminate information in the digital world. Digital literacy is also defined as the ability to understand, analyze, assess, organize and evaluate information using digital technology. This means knowing about various technologies and understanding how to use them, as well as being aware of their impact on individuals and society.

3. Influence Motivation Learning and Digital Literacy Against Performance Study Economics

Learning motivation and digital literacy simultaneously or together have a significant influence on student achievement in class XI SMA Dharma Karya. This is indicated by the results of testing with multiple linear regression which obtained a calculated F value of 33,218 with an F significance value of 0.000. Because the value of $\text{sig. } F < 0.05$ ($0.000 < 0.05$) and $F_{\text{count}} > F_{\text{table}}$ ($33.218 > 3.23$) then this means that there is a significant influence on learning motivation and digital literacy simultaneously or together on the economic learning achievement of class XI SMA Dharma Karya students. The results of the coefficient of determination test show that the value on R Square is 0.602 or $0.602 \times 100 = 60.2\%$. So it can be said that 60.2% of economic learning achievement is influenced by learning motivation and digital literacy. While the remaining 39.8% is influenced by other factors not examined in this study.

The results of this study are also the same as the research conducted by Sudar The study stated that there was an interaction and influence of digital literacy -based learning on motivation and learning outcomes or achievement at MTs N Mojokerto and MTs N Sooko Mojokerto of 0.593 (59.3) and 0.217 (21.7%). Students with high motivation and digital literacy have high (good) achievements. Student achievement is not only influenced

by ability but also motivation as it is *rewards* from self, parents and teachers, variations in online learning to reduce boredom, and a conducive environment for learning.

This is also supported by Djamarah theory (2011: 176) which states that "the factors that can affect learning achievement are four aspects, namely: 1. *Raw Input* (Raw Materials) in the form of the initial conditions of students in terms of physiological and psychological. 2. *Environmental Input* (Input from the Environment) which includes natural conditions or the physical environment where the learning process is carried out, including the conditions of the social and cultural environment. 3. *Instrumental Input* (Input from Instruments) which includes the education curriculum, school programs, facilities and infrastructure or media, as well as the quality of teachers in teaching. 4. *Learning Teaching Process* (Teaching and Learning Process) includes a learning process that includes learning approaches, strategies and learning methods, and classroom management.

CONCLUSION

Based on the data obtained from the results of the analysis carried out, the following conclusions can be drawn: 1. There is a significant influence between learning motivation on economic learning achievement of class XI SMA Dharma Karya. It is proven through the results of a simple linear regression test with a value of (Sig .) $0.000 < 0.05$. 2. There is a significant influence between students' digital literacy on the economic learning achievement of class XI SMA Dharma Karya students. It is proven through the results of a simple linear regression test with a value of (Sig .) $0.006 < 0.05$. 3. There is a significant effect between learning motivation and students' digital literacy simultaneously on the economic learning achievement of class XI SMA Dharma Karya students. This is evidenced by the results of multiple linear regression with a value (Sig .) of learning motivation of 0.000 and (Sig .) of digital literacy of 0.006 0.05. The coefficient of determination is 60.2%, this shows that the influence of the application of learning motivation and digital literacy on economic learning achievement is 60.2%, while the other 39.8% is influenced by other variables not examined in this study.

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